



Daniel L. Goodwin College of Education

NEIU Clinical Experiences and Student Teaching Handbook

2026-2027

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Foreword

Fieldwork is an integral part of teacher preparation. It is the teacher education component that provides a vital link between theory and practice and between school districts and the university teacher education programs.

This handbook contains the philosophy, standards, and fieldwork policies of the Daniel L. Goodwin College of Education. It was written for students, cooperating teachers, school administrators, university supervisors, and teacher education faculty.

The handbook also provides teacher candidates, cooperating school personnel, and university supervisors and faculty the guidelines and information needed concerning roles, responsibilities, policies, and procedures involved with clinical experiences and student teaching at Northeastern Illinois University. This handbook should help the teacher candidate, cooperating teacher, and university supervisor plan the clinical or student teaching experience cooperatively in order to facilitate communication throughout the semester.

Many people contribute to the success of our fieldwork program. We extend our gratitude and appreciation to the schools and school districts that host our clinical students and student teachers and especially to the cooperating teachers and administrators who give their time and share their talents in order to help prepare future teachers.

Questions related to fieldwork experiences should be directed to the university personnel involved in that process. It is our intention and commitment to provide very positive and high quality clinical and student teaching experiences.

Introduction

Clinical and student teaching experiences support and facilitate teacher candidates' development of knowledge, skills, and dispositions. They are managed, assigned, supervised, and evaluated through the Clinical Experiences and School Partnerships (CESP) Office. Design, implementation, and evaluation of clinical and student teaching experiences are done in collaboration with faculty, staff, and school-based partners to provide optimum opportunities for the professional growth and development of teacher candidates.

Illinois state law requires those seeking an Illinois Initial Licensure to complete field-based clinical experiences which include student teaching. These must be completed while enrolled in a State Approved Program under the direct supervision of a university supervisor and a cooperating teacher who is licensed in their subject area, has three years of teaching experience and has received a proficient or above performance rating in their last three evaluations.

All field-based experiences are components of university courses and are completed at field sites selected solely by the university. Field sites are selected to assure compliance with CAEP Standards, Illinois State Law, School District/School policies, procedures, and regulations, and NEIU policies and procedures. Processes or procedures may be altered in response to changes made by any of the aforementioned.

**Northeastern Illinois University
Daniel L. Goodwin College of Education
Vision, Mission, and Goals**

Goodwin College of Education Vision Statement:

To transform people, communities and organizations through our graduates' exemplary professional practice in a dynamic multicultural world.

Goodwin College of Education Mission:

The faculty and staff of the Daniel L. Goodwin College of Education of Northeastern Illinois University are dedicated to excellence and innovation in education and professional program preparation. Serving the greater Chicago metropolitan area, our teaching, research, and service efforts respond to the needs and aspirations of a diverse student body and community. The Goodwin College of Education as a fundamental component of a comprehensive public urban university dedicates itself to using current and reliable evidence of teaching and learning as a source of continuous improvement of its programs, policies, and practices. We regard diversity as a source of strength and as the foundation for excellence and innovation in professional practice. We offer high quality experiential learning opportunities to help our candidates bridge the gap from research to practice.

Goodwin College of Education Goals:

The Goodwin College of Education cultivates professionals who:

1. Embrace diversity in individuals and perspectives as a source of strength and as the foundation for excellence and innovation in one's professional practice.
2. Create equity, inclusiveness and social justice for individuals, groups, communities and organizations.
3. Anchor excellent professional practice in inquiry, evidence, scholarship, and real world application
4. Apply lifelong learning to expand one's knowledge, abilities, practice, and perspectives
5. Create positive change in environments, communities, organizations, and individuals by forging positive relationships with others

Goodwin College of Education Conceptual Framework

Professional Practitioners: Reflective, Collaborative, Transformative

Reflective:

Reflection is the hallmark of professional practice. Bringing an open mind, open heart and inquiry-based approach to the learning experience enables a deeper and often different understanding of our biases, what we know, what we do and toward what purpose. We embrace ongoing critique, discussions with those who think differently from ourselves, and thoughtful examination of our work. The outcomes of our reflective practice are examined not only in relation to the individuals with whom our candidates work, but also to the larger communities, organizations, and agencies in which they are situated. Goodwin College of Education professionals believe that inquiry enhances equity, justice and contributes to more humane and democratic conditions in our schools, communities, organizations, and society. Therefore, we work to develop critical inquiry in our graduates and reflect upon our own work, as well.

Collaborative:

Collaboration contributes to new and better ideas and speaks to the value we place upon decisions that affect a wide variety of stakeholders. Collaboration in the Goodwin College of Education occurs on multiple levels: within our departments; throughout our college; across our campus; with P-12 schools; with agencies and organizations; as partners with other universities; with national and international P-12 education, health care, human resources, and counseling communities; and finally, at the global level through international conferences and publishing, technology, and social media. Collaboration in our College reaches into every facet of our daily work and serves as a model of teamwork and professionalism for our students. We strive to graduate candidates with the skills and dispositions to work well with and for others, and who are leaders in bringing diverse constituencies together in inclusive ways to solve problems and bring about positive change.

Transformative:

Transformation is a natural outgrowth of learning. Transformation begins with the empowerment of the individual to create a trusting, inclusive space where creative ideas, strategies, solutions and results can emerge. While laying the right conditions for positive change to occur is imperative, it is insufficient for producing positive outcomes. Goodwin College of Education professionals, who serve as change agents in their schools, communities, agencies, and organizations, must also possess a high level of knowledge and skill, including the ability to advocate for a just and democratic society. As well, there must exist the belief that transformation is possible. We strive to develop these abilities in our graduates and challenge ourselves to take advantage of growth opportunities.

**Northeastern Illinois University
Daniel L. Goodwin College of Education
Teaching Standards**

NEIU teacher candidates shall demonstrate sufficient performance in the knowledge, skills, and dispositions of the following standards:

1. Reflects upon students, schools, communities, organizations, agencies, pedagogy and practice.
2. Demonstrates the professional competencies and confidence to act upon the insights gained from one's learning.
3. Recognizes, understands and values differences among and between people and cultures in a global society.
4. Fosters change in self, students, schools organizations, agencies, and communities.
5. Recognizes, acknowledges and responds to the emerging needs and challenges of a changing world.
6. Actively participates in one's professional growth in order to be a stronger advocate for positive professional and/or community change.

**Northeastern Illinois University
Daniel L. Goodwin College of Education
Diversity Proficiencies**

Impact Statement

We expect all candidates to have knowledge of and respect for what is culturally significant, socially just and equitable for individuals and for diverse groups. Candidates use this knowledge and model this respect to enrich the educational experiences of their students.

Diversity Defined

Northeastern Illinois University Daniel L. Goodwin College of Education (GCOE) fully accepts and embraces CAEP's definition of diversity as "differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, languages, religion, sexual orientation, and geographical area." Moreover, the GCOE also acknowledges that diversity extends beyond this definition to include cultural as well as individual physical differences.

Diversity Proficiencies

1. The candidate recognizes the various differences between people and students/clients from diverse communities and utilizes these differences as resources for teaching and learning.
2. The candidate is aware and addresses local, national, and global events, and promotes agency for social justice and equity.
3. The candidate can identify, design, and implement instructional and/or clinical, and technological strategies that are appropriate to the diverse needs of students/clients.
4. The candidate develops an effective and respectful learning community in the classroom, school environment, or clinical setting that leverages cooperative partnerships and community resources.
5. The candidate effectively utilizes concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups for continual improvement to make schools or clinical settings responsive to the needs of diverse students and/or clients.
6. The candidate continually assesses and improves their instructional strategies and classroom or school environment to promote success for all learners/clients.

**Northeastern Illinois University
Daniel L. Goodwin College of Education
Technology Proficiencies**

Mastery of Technology

Teacher candidate identifies individual needs and demonstrates fluency in the use of a variety of current and emerging technologies to support instruction and enhance student learning for each student.

Technology for Differentiated Instruction

Teacher candidate designs and incorporates assistive technology and digital tools to provide access to the general curriculum while enhancing student achievement by differentiated instruction for each student.

Management of Technology

Teacher candidate manages the learning environment such that a wide range of instructional technologies are assessed to engage each student in purposeful learning activities that enhance and promote student achievement.

Technology for Assessment

Teacher candidate effectively uses appropriate technologies to conduct assessments, monitor performance, and assess each student's progress.

Technology for Communication

Teacher candidate uses digital tools, media, and formats to work collaboratively with and communicate information and ideas effectively to students, parents, peers, and other school constituencies.

Legal and Ethical Issues of Technology Usage

Teacher candidate models digital etiquette and the safe, legal, and ethical use of digital information and technologies.

Communication with Teacher Candidates Announcements, Information, and Deadlines

Email Communication from the CESP Office

All email communications from the CESP Office will be sent only through the teacher candidate's NEIU email address.

The Student's Communication Responsibility

The student is responsible for regularly checking their NEIU email account. Students who miss application information, field experience information sessions, or deadlines due to errors in their email address or failure to check email communication sent from the Clinical Experiences and School Partnerships Office will not be afforded any special consideration or adjustments.

Clinical and Student Teaching Handbook

Teacher candidates are responsible for knowing, understanding, and abiding by the policies, procedures, guidelines, and requirements presented in this handbook. Teacher candidates are to review and refer to the on-line Daniel L. Goodwin College of Education Clinical and Student Teaching Handbook before attending a clinical or student teaching information session and applying for a field-based clinical experience. They also must review and refer to the on-line handbook throughout each field-based clinical experience.

Requirements for Field-Based Courses

Multiple requirements must be met prior to participation in any course, other than EDFN courses, that includes a field-based clinical component. These are listed below and apply to all students, including those pursuing a focused program of study to obtain a subsequent Illinois Teaching License.

1. To be eligible for a course which includes a field based clinical component, teacher candidates must meet the following requirements:
 - a. GPA of 2.5/4.0 overall.
 - b. GPA of 2.75/4.0 in all professional education courses and majors within the College of Education
 - c. Grades of “C” or better in all professional education courses required within the licensure program being pursued.
 - d. All “I” grades converted to grades of “C” or better in professional education and major courses.
 - e. Evidence of freedom from tuberculosis and communicable diseases dated less than one year prior to the start of the clinical experience semester and less than 90 days prior to the start of student teaching if required by the placement site.
 - f. Grades in prior clinical experiences that meet the minimum program requirements (unless retaking the course).
 - g. Any additional requirements established by the department or program in which the course is housed or defined within an Action Plan.
 - h. Evidence of a successful LIVESCAN Illinois State Police and Federal Fingerprint Background Check prior to pre-student teaching clinical experience.
 - i. Evidence of a successful LIVESCAN Illinois State Police and Federal Fingerprint Background Check less than 90 days prior to the start of the semester in which student teaching is taken.
 - j. Successful completion of the Chicago Public Schools Field Experience Registration if placed in a CPS school for a pre-student teaching clinical experience.
 - k. Successful completion of Step I of the Chicago Public Schools Student Teaching On-Line Application (all student teachers) and completion of STEP 2 if placed in a CPS school.
 - l. Successful completion of district, charter, or private schools’ requirements if placed in a non-CPS school for a pre-student teaching clinical or student teaching experience.
 - m. Departmental approval.
 - n. Attendance at one clinical/internship or student teaching information session one year in advance of the field-based clinical, internship, or student teaching course.
 - o. Submission of the CESP clinical or student teaching application by the established deadline.
 - p. Attempting at least once the Illinois Licensure Testing System (ILTS) content-area test prior to student teaching. Deadlines are communicated by the CESP Office.
 - q. Attendance at the Goodwin College of Education Student Teaching Orientation.

2. Additional requirements apply for MAT graduate students, including maintaining a 3.00 GPA. Graduate students should contact the Teacher Education Department and Special Education Department for further information.

Applying and Registering for a Clinical Experience and Student Teaching

Pre-Application Meetings

Teacher candidates must apply one year in advance of the semester in which they plan to complete their clinical experience or student teaching. All candidates are required to attend either a live or recorded CESP Clinical Information Session or CESP Student Teaching Information Session prior to submitting an application. The CESP Office will not accept applications from candidates who have not attended the appropriate virtual or recorded information session corresponding to their field experience.

During these information sessions, teacher candidates will receive guidance on field experience requirements, application procedures, policies, expectations, timelines, and other essential information.

Teacher candidates who do not attend a pre-application session must participate in a future session and apply for placement in a subsequent semester.

The Application Process

Applications for clinical experiences and student teaching must be submitted one year in advance of each experience. Applications are submitted electronically through D2L and Google, with deadlines in November (for fall placements) and May (for spring placements). A new application is required for each clinical experience.

In accordance with the *NEIU Student Handbook*, teacher candidates who require accommodations at their placement sites for physical and/or learning disabilities must notify the CESP Director by the clinical or student teaching application deadline. Early notification enables timely collaboration with placement sites to ensure appropriate supports and a high-quality placement experience.

To reinforce the responsibilities of mandated reporting, the Goodwin College of Education requires all teacher candidates to complete the online Department of Children and Family Services (DCFS) Mandated Reporter Training as part of the clinical application. Instructions for completing the training will be included in the clinical application materials.

All pre-student teaching clinical candidates who are placed in a Chicago Public Schools (CPS) site must also successfully complete the CPS Field Experience Registration process. Clinical applicants will receive detailed instructions for completing this process one semester prior to their clinical experience.

In addition to submitting a student teaching application through the CESP Office, all NEIU student teachers are required to complete Step 1 of the CPS Student Teaching Application, regardless of whether they expect to be placed in a CPS school.

Candidates who do not successfully submit the CPS Student Teaching Application by the deadline established by the CESP Office will not be permitted to student teach until the next semester in which placements are available. Student teachers placed in CPS schools must also complete Step 2 of the CPS Student Teaching Application. Detailed instructions for both steps will be provided one semester prior to the student teaching term.

Registration for Courses with Field-Based Experiences

Teacher candidates are assigned to specific clinical or student teaching seminar sections by their academic department, based on their licensure area and placement site. Candidates must not register for these courses until they receive written authorization from their academic advisor or department. Student teachers who require a specific seminar meeting time must submit a written request to their academic department at least two months prior to the beginning of the student teaching semester.

Academic departments will review and respond to these requests before the semester begins. In order to be considered officially registered for a clinical or student teaching course, the course must appear in the university's official student registration system. Candidates who are not registered for the appropriate course will not be allowed to report to their field placement.

Any candidate who is removed from a course due to non-payment or for any other reason will be immediately withdrawn from the field placement, and the CESP Office will notify them of their removal. Reporting to a placement site while knowingly unregistered or after being removed from the course is grounds for disciplinary action.

Clinical and Student Teaching Placement Policies and Procedures

Placement Process

Clinical and student teaching placements are initiated exclusively by the Office of Clinical Experiences and School Partnerships (CESP) through formal requests to school administrators or designated coordinators within local education agencies. Placement sites are selected to align with CAEP standards, Illinois State Law, district or private school requirements, and academic program requirements. All placements are made in accordance with university policies, procedures, and agreements with cooperating schools. Clinical and student teaching placements are subject to approval by cooperating administrators and teachers.

Because of the number of individuals who must be involved in the assignment process and because established procedures have been approved by cooperating school/agency personnel, a teacher candidate is never to contact a school or teacher to arrange their own clinical or student teaching placement without written approval of the CESP Office.

Every effort will be made to provide suitable placements for all clinical students and student teachers, but there are no assurances of specific assignments. Teacher candidates therefore should be ready to accommodate all the demands that their clinical experiences and student teaching will place upon their travel expenses and arrangements as well as their personal lives.

Efforts will be made to provide placements across the spectrum of grades/ages covered on a certificate; however, this may not always be possible. All placements are made within the age/grade span covered on the Teaching License one is seeking to earn as follows:

PEL Endorsement	Placement
Early Childhood	Birth-Grade 2
Elementary	Grades 1-6
Middle Level Education	Grades 5-8 (specific subject)
Secondary	Grades 9-12 (specific subject)
K-12 Education Programs	K-12 (specific subject)

Conflicts of Interest

Placements will be made to ensure that no conflicts of interest occur to ensure candidates receive an experience that is free of bias and external influence. Candidates will not be placed in schools they attended or where family members, or significant others attend, are employed, serve on school boards or LSCs

Placement Interviews

In some cases, placement at a school site is contingent upon a successful interview with school administrators or staff. If a teacher candidate is unsuccessful in two placement interviews, no further placement attempts will be made for that semester.

Changes in Placement

Changes will not be made once a placement has been confirmed by a school/school district. Teacher candidates may not contact schools or districts in attempts to secure a placement unless they receive written approval from the CESP Office that they may do so. Evidence of unauthorized contact will result in the filing of a Program Performance Alert Form by the CESP Office. Candidates who reject placements may not be placed until the next semester in which placements are made.

Service as a cooperating teacher is a voluntary professional activity. School districts, schools, and other agencies also voluntarily provide prospective sites for clinical/student teaching placements as a professional courtesy. They have the right to cancel placements if they determine, based on professional judgment, that a clinical student or student teacher's deficiencies in knowledge, skills, or dispositions is negatively impacting learners, teachers, or other members of the school.

Placement Site Locations

Placements are made in diverse educational settings across Chicago and the surrounding areas of Cook, DuPage, and Lake Counties. Sites are selected to prepare candidates for working with students who have special needs, are English Language Learners, attend high-needs schools, or come from diverse racial, cultural, ethnic, and socioeconomic backgrounds. All placements will occur within a 25-mile radius of the NEIU Main Campus.

Policy and Procedures to Request to Return to Clinical Placement Site for Student Teaching

Teacher candidates may return to their clinical site for student teaching. Please note that a candidate may only return to their clinical placement site if the following criteria are met.

- The teacher candidate has had a minimum of one field experience in a diverse setting.
- The candidate receives student teaching placement approval from the respective school/school district to return to the clinical placement site.

During the third week of the fall/spring semester, the Director of Clinical Experiences and School Partnerships (CESP) will contact candidates via email and inquire as to whether they wish to return to their clinical placement site with the same cooperating teacher for their student teaching. Teacher candidates will have 10 working days to submit a written request to the CESP Director if they wish to return to a prior or existing clinical placement site.

If a teacher candidate submits a written request to return to a clinical placement site for student teaching after the given deadline, the CESP Office will consider the request. However, if the teacher candidate already has pending placement requests or a confirmed alternative student teaching placement, the CESP Office will not attempt to place the teacher candidate at the requested clinical site. All pending or confirmed student teaching placements will be honored and only cancelled at the request of the respective school/district.

Please note that while a candidate may request to return to their clinical placement site for student teaching, the Clinical Experiences and School Partnerships Office cannot guarantee any placement site due to the complexity of the placement process.

If the teacher candidate is declined by the clinical placement site for student teaching, they will be informed by the CESP Office after the decline is received. The respective department chair will be copied on the email sent to the teacher candidate informing them of the student teaching placement decline. The CESP Office will immediately work on a different student teaching placement for the teacher candidate.

A teacher candidate who is asked to conduct their student teaching at a non-clinical placement site by a school administrator or teacher should inform the CESP Director by the fifth week of the semester prior to student teaching. In the written request, the teacher candidate should indicate how long they have known the cooperating teacher and in what capacity. The teacher candidate should copy their department chair on the email request sent to the CESP Director. The CESP Director and appropriate department chair will discuss the teacher candidate's request, and a decision will be made as to

whether the teacher candidate may conduct their student teaching with the requested teacher and/or school site. The CESP Director will inform the teacher candidate of the decision.

Candidates conducting their clinical experiences and student teaching at their own school sites

Teacher candidates may request to conduct their pre-student teaching clinical experience at a school where they currently work full-time. The teacher candidate must contact the Director of Clinical Experiences and Student Teaching to make such a request prior to the submission of their CESP pre-student teaching clinical application. The teacher candidate must provide the required “School Administrator Agreement” form to their building principal and/or school district administration. The teacher candidate is responsible for obtaining the necessary signatures from school/school district administration and a cooperating teacher assignment in their licensure area for the pre-student teaching clinical experience. The candidate must submit their completed “School Administrator Agreement” form to the Director of Clinical Experiences and Student Teaching on or before the CESP clinical application deadline. The candidate is responsible for arranging with their school administration how to complete the required pre-student teaching clinical hours while a full-time employee.

If the school/district where a teacher candidate is employed requires placement paperwork from the CESP Office, it is the teacher candidate’s responsibility to immediately notify the Director of the CESP Office so that the paperwork may be sent. If the teacher candidate does not notify the Director of the CESP Office or does so after the established deadline, they may be placed in a different school/school district or postpone their clinical experience to a future semester.

A teacher candidate may conduct their second clinical experience at their place of employment provided they are assigned to a different cooperating teacher in their licensure area. They also must have their building principal and school district’s approval. Please note that Early Childhood Education teacher candidates may only conduct one of their clinical experiences at their place of employment.

A teacher candidate may conduct their student teaching at their own school site provided they have the approval of their academic program and building principal and school district administration. During the first three weeks of the fall/spring semester, the Director of Clinical Experiences and Student Teaching (CESP) will contact student teaching applicants via email and inquire as to whether they wish to conduct their student teaching where they are a current employee. Teacher candidates will have five working days to submit a written request to the CESP Director if they wish to conduct their student teaching at their own school site.

The teacher candidate will need to provide the “Student Teaching School Administrator Agreement” form to their building principal and/or school district administration. The teacher candidate is responsible for obtaining the necessary signatures from the school/district administration and being assigned to a cooperating teacher in their licensure area. The candidate must submit their completed “School Administrator Agreement” form to the Director of Clinical Experiences and Student Teaching by the given deadline.

If the school/district where a teacher candidate is employed requires placement paperwork from the CESP Office, it is the teacher candidate’s responsibility to immediately notify the Director of the CESP Office so that the paperwork may be sent. If the teacher candidate does not notify the Director of the CESP Office or does so after the established deadline, they may be placed in a different school/school district by the CESP Office or have to postpone their student teaching to a future semester.

A teacher candidate conducting their student teaching at their own school site must take a leave of absence or resign from their position during the student teaching semester. A teacher candidate who wishes to receive compensation from their school site during student teaching may submit a petition to do so to the Associate Dean of the Goodwin College of Education. To have their petition considered, the student teacher must follow the petition directions on the Goodwin College of Education website.

Placements Outside the Chicago Area

In special cases—such as permanent relocation—candidates may request to complete student teaching as a guest student at a CAEP-accredited institution outside the designated region. This option is limited to candidates who have completed all other coursework.

If approved:

- The candidate will remain enrolled at NEIU and pay regular tuition and fees.
- The Director of CESP and academic program will coordinate supervision and evaluation procedures.
- The candidate may incur additional fees payable to the host institution.

Clinical Hours Waiver Policy

The Daniel L. Goodwin College of Education (GCOE) allows teacher candidates to request a waiver of clinical hours, with the exception of student teaching, when significant school-based employment has occurred prior to NEIU field placement. To request a waiver of clinical hours associated with a required course, students must follow these steps:

1. Prepare Petition: Submit a written petition to the Associate Dean and Licensure Officer at gcoe@neiu.edu, explaining how your prior experience meets the clinical hours required by the program. The petition must include supporting documentation as evidence (e.g., job descriptions, employer letters, certificates, work products, or performance evaluations).
2. Submit Petition: Send the petition and documentation at least one semester before registering for the required course. In the Spring Semester, submit your petition by March 15 and in the Fall Semester by October 15.
3. Receive Decision: The Associate Dean and Licensure Officer, in consultation with the program coordinator, will evaluate the petition and notify the student in writing within 5 weeks of receipt whether a full, partial, or no waiver of clinical hours is granted. The decision of the Associate Dean is final and is not appealable using the Miscellaneous Appeal Policy.

Students Seeking a Subsequent Endorsement

Illinois State Law allows those possessing a current Illinois Teaching License to obtain one or more subsequent teaching endorsements by pursuing a focused program of study. The configuration of clinical experiences and student teaching required will be based on the results of an evaluation of credentials and professional teaching experiences.

Interrupted Placements

Interruptions in placements occur due to changes in staffing at the placement site, personal or health issues, or a lack of success in the field experience. When the placement is interrupted due to unexpected changes in staffing at the site or for some other reason beyond the control of the university or teacher candidate, a new placement site will be secured within the semester. When interruption is due to performance issues, placements will occur in a future semester if the candidate is granted permission to repeat the clinical or student teaching course by their academic program and the CESP Office.

If the interruption is due to performance-related concerns, re-placement may occur in a future semester only if approved by both the academic program and the CESP Office.

Pre-Student Teaching Clinicals

Pre-Student Teaching Clinicals: Scheduling

The teacher candidate is responsible for contacting their cooperating teacher and placement site upon receiving placement confirmation from the CESP Office. Contact should be made prior to the start of the semester in which the field experience will occur. In the initial contact, the teacher candidate should introduce themselves and schedule the start date of the clinical experience. If a placement is lost because the teacher candidate did not contact the placement site and/or cooperating teacher in their required timeframe, the candidate will not be placed until the next semester in which placements are made.

Pre-student teaching clinical experiences are scheduled at dates and times mutually agreed upon between the NEIU teacher candidate and the school/site cooperating teacher(s) and/or administration. These will be planned between the start and end dates of the semester and only after being assigned to one's placement site by the CESP office.

Teacher candidates must plan to be at a school in no less than half day increments, and ideally for full days. Additionally, they must be at their placement site on one or more consistent days throughout the semester.

Pre-student teaching clinicals may not be completed sporadically or clustered into a two- or three-week period.

Within two weeks of the start of the semester, clinical students must provide a clinical hour completion schedule to their university supervisor. This schedule must have the written approval of both the cooperating teacher(s) and university supervisor. Changes in a teacher candidate's clinical schedule must be first discussed with and approved by the university supervisor. A revised clinical schedule with the signatures of the university supervisor and cooperating teacher(s) must be submitted to the university supervisor within 10 business days of the approved schedule change.

Clinical students who do not abide by their clinical hour schedule may be removed by their placement site by their cooperating teacher, the school administration, or NEIU.

Scheduling Conflicts

Candidates must plan other coursework, work, personal and family obligations in a way that allows sufficient time to travel to and from the placement site, fulfill clinical expectations at the site, and complete any associated requirements such as research, lesson planning, and other work required outside of the placement site.

Scheduling conflicts for clinical seminars and other University-based activities may occur as a result of variations in holiday, break, or vacation periods of schools/districts and NEIU, and/or variations among the school/district calendars of the students under the supervision of a single supervisor and/or seminar leader. Conflicts must be discussed with the University supervisor who may or may not make accommodation. The supervisor or the clinical student may seek assistance from the respective department chair to resolve such matters. Nothing in this section should be construed to suggest the matters will automatically resolve as the teacher candidate desires as the university is responsible to maintain program integrity.

Seminars

All courses with field-based clinical components include a class seminar held on campus. Dates and times will be published in the University Schedule for the semester. Pre-student teaching clinical seminars begin during the first week of classes and continue throughout the semester.

Pre-student teaching clinical seminars follow a defined syllabus and complement the field-based component of the course. The syllabus includes specific content to be learned. Written and other assignments also are required. Discussions will include reflections about the clinical experience and progress toward becoming a professional educator.

Seminars may or may not be conducted by the same person supervising the clinical student and may include teacher candidates supervised by multiple supervisors. In this case, the final grade will be determined collaboratively by the supervisor and the seminar leader. Supervisors who are not seminar leaders may need to schedule additional meetings with those being supervised if deemed necessary.

Evaluation

Clinical students are evaluated by both their cooperating teacher and university supervisor throughout the semester. The clinical student will be observed a minimum of two times by the assigned university supervisor. The observation visit should be scheduled at a time convenient to both the cooperating teacher and student teaching supervisor. The clinical student is to provide a copy of their lesson plan to the university supervisor 2 days prior to the observation visit. The university supervisor will conduct a post-conference with the teacher candidate and cooperating teacher to discuss the lesson and “Observation Assessment” form.

Clinical students receive a final evaluation from both their cooperating teacher and university supervisor. These evaluations should be discussed with the clinical student in a triad conference with the cooperating teacher and university supervisor.

The university supervisor has responsibility for assigning the clinical student’s final grade. This grade should be determined after consultation with the cooperating teacher and any other involved supervisor. A teacher candidate must be fully successful in the field-based component of the clinical experience to successfully complete the course regardless of the quality of work in the non-field based component of the course. Absences and tardiness in the on-campus seminar as well as failure to successfully complete non-field based assignments will negatively impact the final clinical grade.

Teacher candidates must meet their academic program’s clinical course grade and other requirements to enroll in a subsequent course requiring a field experience.

A teacher candidate may appeal a final clinical grade in accordance with Departmental and Goodwin College of Education procedures.

Expectations and Responsibilities of the Clinical Student

- Within one week of receiving your placement information from the CESP Office, contact your assigned cooperating teacher to introduce yourself and arrange the start date of your clinical experience.
- Maintain regular communication with your University Supervisor and seek guidance, clarity, and support, particularly in situations that cause you discomfort or concern.
- Familiarize oneself with the school and school district, including but not limited to, teaching and assessment philosophies, structure, materials, administration, and neighborhood.

- Sign in and out of the building in the school office each day at the time of arrival and departure. If the school does not require this of teachers, you may use the school's Visitor's Book for this purpose. In the event of a question about attendance, written documentation will prevail over one's "word".
- Maintain professional interactions with all staff and students at all times. Be pleasant and courteous to everyone in and outside the school building.
- Develop a full semester plan with the assigned cooperating teacher(s) to assure fulfillment of the clinical course requirements.
- Clarify how each individual wishes to be addressed. Use titles to address all employees and family members (Dr., Ms., Mrs., Mr., Rev., etc.) unless receiving permission to use a first name.
- Recognize that you are an apprentice assigned to learn from a cooperating teacher who has demonstrated success in the profession. As such, the Cooperating Teacher has the final determination about the content and methodology used within the classroom.
- Engage in professional dialog and discourse to learn the rationale behind a Cooperating Teacher's decisions and actions to help you grow and develop as a reflective professional.
- Prepare written lesson plans for one week at a time using the approved NEIU format for all plans, even though a Cooperating Teacher or administrator may diminish the importance of such lesson planning. You are a student who is learning and must demonstrate that you are giving thought to all dimensions of teaching, learning, and assessment.
- Have all lesson plans approved by the cooperating teacher for content and methodology before implementing them, and in sufficient time for you to make changes (and be reviewed again) should they be required by the Cooperating Teacher. Illinois State Law specifies that the Cooperating Teacher is legally responsible for all activities that take place in their classroom.
- Be receptive to suggestions and constructive feedback from the cooperating teacher and University supervisor.
- Maintain confidentiality with respect to information given by parents and families, faculty, administrators, or supervisors. This includes information derived from student performance, pupil data records, personnel records, or faculty meetings.
- If you are ill and cannot attend your clinical placement site as scheduled, notify your cooperating teacher, school office, and clinical supervisor of your absence prior to the start of the school day. Make arrangements to get your lesson plans to your cooperating teacher prior to the start of the school day (for example, send as an email attachment to the cooperating teacher, have someone else drop your lesson plans off at the school, etc.) if you are scheduled to teach that day.
- Demonstrate professional dispositions and demeanor, and dress professionally at all times.
- Attend clinical seminar at Northeastern Illinois University and successfully fulfill all seminar requirements.

The Student Teaching Semester

Student Teacher Orientation

The Student Teacher Orientation is scheduled prior to the start of the first day of the semester before student teaching begins. This orientation is mandatory. Student teachers who fail to attend may be prohibited from student teaching during that semester. Additional professional development days may be scheduled at other times during the semester in which student teaching occurs and attendance is required.

Students who are full-time teachers and teaching in their own classroom as permitted by the Illinois School Code may request an exemption from attendance at the Student Teaching Orientation only if the event conflicts with the school calendar.

Student Teaching Seminar

The student teaching course includes a weekly class seminar held on or off campus. The dates and times of the seminar will be published in the University Schedule for the semester. Student teaching seminars begin during the first week of classes and continue throughout the semester.

Student teaching seminars follow a defined syllabus and complement the classroom teaching component of the course. The seminars consist of discussions about the student teaching experience and becoming a professional educator and include written work and other assignments.

Workload of a Student Teacher

The student teaching experience is a full-time commitment for 16 weeks. The student teacher's experience in the school may include such activities as direct teaching responsibilities, small as well as large group instruction, planning and conference time with the cooperating teacher, as well as observation experiences. The required number of classes are assigned to student teachers varies across programs and is dependent on such factors as the student teacher's readiness to assume increased responsibility, the needs of the pupils, the number of different preparations involved, etc. As a general rule, after a suitable induction period, the student teacher may be expected to assume primary responsibility for a minimum of four classes per day in their major area.

A satisfactory workload for the student teacher should be cooperatively arranged and agreed upon by the university supervisor, the cooperating teacher, and the student teacher. Since student teachers are considered learners at this stage of their semester preparation, they normally do not start out by carrying as heavy a teaching load as a regular teacher, but gradually build according to each individual's capabilities.

As a beginning teacher, it is important that some regular time be set aside in the student teacher's daily and weekly schedule for planning, evaluating, reflecting, and conferencing with the cooperating teacher. The student teacher is expected to assume the full duties and responsibilities of the cooperating teacher for a minimum of four weeks.

Student teachers may volunteer to assist with school extracurricular activities; however, the student teaching experience is the top priority for the semester and any other commitment is secondary.

Student Teaching Calendar

All courses requiring students to complete field-based clinical components are University courses and follow the University calendar. Student teaching begins and ends on the first and last day of the semester as published in the University Schedule. Students may not report to a school to begin student

teaching or activities associated with it before the official first day of the semester, without written approval of the principal and the Clinical Experiences and School Partnerships Director.

During the student teaching semester, the student teacher follows the calendar of the school/district, not Northeastern Illinois University, with respect to holidays and vacations. Those planning to student teach in the spring semester must not plan travel or vacations in advance of receiving a confirmed student teaching assignment. If advance plans are made and conflict with school/district Spring Vacation times, travel plans will need to be altered. Teacher candidates who plan vacations in advance of knowing the school district calendar risk being unable to complete their plans as scheduled if the vacation period conflicts with the school/district calendar.

Student teachers are required to function as regular staff members of the school/agency in terms of arrival and departure times. This includes attending school functions such as team meetings, faculty meetings, in-service sessions, and parent/teacher conferences. University courses, employment and extracurricular activities (i.e., coaching) are unacceptable reasons for the student teacher to leave school early or to not attend school functions. Teacher candidates are not to ask their cooperating teachers if they may arrive late or leave early.

Student teachers are to assume the same responsibility for regular attendance that the cooperating teacher does. This is defined as the full teaching day, including in-services and field trips, for which a cooperating teacher is responsible.

Absences and Tardiness

Regular attendance is required. Absences must be kept to an absolute minimum. Excessive absences, early departures, or late arrivals for any reason may result in extending, repeating, or not passing the student teaching experience. The university supervisor, cooperating teacher, Department Chair or Program Coordinator, and Director of Clinical Experiences and School Partnerships will make decisions on extending or repeating the experience on an individual basis.

When an absence is unavoidable (i.e., illness) the student teacher is responsible for contacting the cooperating teacher at home or school before classes are scheduled to begin. If the student teacher is scheduled to teach that day, they are responsible for providing the cooperating teacher with the lesson plan(s) by email or other delivery method prior to the start of the school day. Student teachers also must telephone the school office as soon as it opens and inform the principal and/or secretary of the unexpected absence. The student teacher also is responsible for contacting their university supervisor by email or telephone the same day.

A planned absence (surgery, professional conference, job interview, etc.) should be requested far enough in advance to receive permission (or denial) from the University supervisor, Department Chair or Program Coordinator, and Director of Clinical Experiences and School Partnerships prior to the absence. Dental and medical appointments should be scheduled at times that do not conflict with school hours.

Failure to report absences may lead to a failing grade in student teaching.

Interviewing Policy

Student teachers are permitted to attend interviews and Career Fairs during their student teaching experience for jobs that are professionally orientated to full-time employment if they have the approval of their cooperating teacher(s) and university supervisor. In all types of job seeking experiences, arrangements should be made with the cooperating teacher, school administrator, and university supervisor concerning the absence for interviews.

Courses While Student Teaching

Student teaching is a full-time responsibility designed to provide numerous educational experiences that are new, unique, and challenging. Adding the burden of additional course work while student teaching is discouraged. It is recognized, however, that individuals may need to enroll in minimal additional course work during the student teaching semester. The additional coursework should not interfere with assigned student teaching responsibilities.

Employment During Student Teaching

Outside employment cannot interfere with the student teacher's daily responsibilities, length of placement school day, and placement school district's schedule. If, in the judgment of the university instructor or cooperating teacher, employment is interfering with the student teaching experience, these individuals may require the teacher candidate to adjust their employment schedule, discontinue working, or withdraw from student teaching.

Teacher candidates may not be a full-time employee of the school/district during student teaching unless they have the written approval of the Associate Dean of the Goodwin College of Education. A teacher candidate who wishes to receive compensation from their school site during student teaching must submit a petition to the Associate Dean of the Goodwin College of Education. To have their request considered, the student teacher must follow the petition directions on the Goodwin College of Education website.

Teacher candidates may receive compensation from their placement site and school district if they are employed by the school/district after regular school hours (e.g., coaching, tutoring, extracurricular activities, etc.) and if their employment does not interfere with or is not in conflict with their student teaching responsibilities and Goodwin College of Education policy.

Absence of the Cooperating Teacher

If a cooperating teacher must be absent on a short term basis (1-5 days), a licensed substitute teacher must be present in the classroom. The student teacher's responsibilities should include only those which have been previously assigned. The student teacher may observe or assist the substitute teacher but may not serve as the substitute teacher.

Long Term Absence of the Cooperating Teacher

If the cooperating teacher is expected to be absent for an extended period of time (in excess of a week), the university supervisor and Clinical Experiences and School Partnerships Office must be contacted to determine whether alternative arrangements must be made.

The Cooperating Teacher Leaving the Room

The student teacher may be in the classroom by themselves for short periods of time when there is a necessity. This should only occur when the cooperating teacher decides that the student teacher can independently manage the classroom. If any emergency arises and the cooperating teacher must leave the room for more than a few minutes, they should tell another licensed teacher that the student teacher is in the room alone. During the student teacher's full-time teaching part of the placement, the cooperating teacher may leave the room. The cooperating teacher should always inform the student teacher of where they are going in the building.

Student Teachers as Substitute Teachers

Student teachers may not serve as substitute teachers unless they have the written approval of the Associate Dean of the Goodwin College of Education. This is a Northeastern Illinois University policy and is intended to protect the cooperating school system and its students as well as the student

teacher. If a student teacher wishes to serve as a substitute teacher for their cooperating teacher, they must submit a petition to the Goodwin College of Education Associate Dean following the procedures listed on the Goodwin College of Education website for compensation during student teaching.

Work Stoppage and the Student Teacher

If a work stoppage occurs in a cooperating school system where student teachers are assigned, it is the policy of Northeastern Illinois University that student teachers be declared non-participants to either party involved. The student teacher is to immediately notify their university supervisor of the situation and will remain away from school on a standby basis during the period of time when the school is closed or during the period of time when the school is declared open without resolve of conflicting issues between the Board of Education and the local Teacher Association.

This policy is declared not to favor one side or the other but to realistically recognize the student/teacher's status as a temporary assignee to the school and non-participant in the negotiation process and to protect all parties in the field experience program from conflict and concern.

Evaluation

Evaluation is an ongoing process throughout the student teaching semester. Evaluation data is gathered from a variety of sources including: 1) observation of the student teacher, 2) lesson plans, and 3) teaching performance, 4) conference sessions, 5) and self-evaluation.

Evaluation procedures include a minimum of four one hour student teaching observations made by the university supervisor with a post-conference involving the student teacher, the cooperating teacher, and the university supervisor. The observation visit should be scheduled at a time convenient to both the cooperating teacher and student teaching supervisor. The student teacher is to provide a copy of their lesson plan to the university supervisor 2 days prior to the observation visit.

During the student teaching semester, two evaluation conferences (midterm and final) also are conducted with the student teacher, university supervisor, and cooperating teacher in attendance. These conferences should include the analysis of performance of the student teacher and culminate in the completion of the evaluation form. An evaluation conference may occur (if feasible) on the same day that an observation has been conducted.

The university supervisor has responsibility for assigning the final grade of the student teacher. This grade should be determined after consultation with the cooperating teacher and any other supervisors involved. A teacher candidate must be fully successful in the field-based component of student teaching to successfully complete the course regardless of the quality of work in the non-field based component of the course. Absences and tardiness in the on-campus seminar as well as failure to successfully complete non-field based work or assignments will negatively impact the final student teaching grade.

A grade of "A" or "B" must be earned in the student teaching course to be entitled to receive an Illinois Teaching Certificate. Student teachers receiving a grade of "C" or "D" will not be entitled for Illinois Certification but may be eligible for graduation.

The student teacher may appeal a final grade in accordance with Departmental and College of Education procedures.

Those earning less than a "B" in student teaching will be reviewed by the respective program coordinator and department chairperson and the CESP Director to determine eligibility to re-enroll in

the course. Teacher candidates who are unsuccessful a second time will be reviewed for removal from the program. A third attempt to re-enroll will not be permitted.

Phases of the Student Teaching Experience

The degree of teaching responsibility assigned to the student teacher is based on the principle of gradual induction. The student teacher's work should progress from observation and assistance to small group instruction to instruction of the entire class as the lead or primary teacher.

All student teachers complete clinical experiences prior to student teaching and, therefore, should be ready to assume responsibilities in the classroom at the start of their student teaching fieldwork experience. However, it is suggested that the cooperating teacher and student teacher cooperatively develop a teaching schedule that best suits the student teacher's abilities and the needs of the students.

The pace at which classroom responsibilities are assumed is continually re-examined in relation to the student teacher's demonstrated abilities. The assumption of classroom responsibilities should be gradual enough so that the student teacher has time to adjust to added responsibilities, yet rapid enough so that the student faces continuing challenges.

Please note that each student teaching experience is unique to the school and the student teacher. The timelines below are suggested guidelines and may not meet the needs of all student teachers or schools. Cooperating teachers may utilize this plan or develop a time of their own in conjunction with the university supervisor.

Suggested Student Teaching Timeline

Week 1

Cooperating Teacher welcomes, orients, and socializes the Student Teacher to school/classes; provides student teacher with professional resources and professional work space; student teacher observes, engages in orientation activities, and begins to work with students in a professional capacity while developing awareness and understanding of the classroom and school context. The Cooperating Teacher and Student Teacher discuss goals/units/course of study. The Student Teacher begins lesson planning for Week 2/3 guided by the Cooperating Teacher using lesson plan templates/structures designated by the University.

Throughout the experience

The Student Teacher and Cooperating Teacher dialog daily to evaluate progress and reflect on the results of the planning and instruction whether delivered by the Cooperating Teacher or the Student Teacher. The Cooperating Teacher approves *all lesson plans in advance* and supports the student teacher's efforts at planning providing guidance, suggestions, and ideas for shaping lessons to meet the needs of the learners in the classroom in ways the Student Teacher may not have considered. The Cooperating Teacher directs and observes activities of the Student Teacher with regard to content and methodology, giving the Student Teacher opportunities to pose suggestions and ideas more frequently than "directing". The Cooperating Teacher and Student Teacher conference regularly with Cooperating Teacher providing feedback, stimulating, and participating in reflection with the student teacher to explore instruction and its impact on student learning. Student Teacher develops written lesson plans in advance for each day/lesson taught. Full (long-form) lesson plans are developed for each lesson observed by the University Supervisor.

Weeks 2-3

The Student Teacher begins teaching one subject/class period

Weeks 4-6

Add one subject/class period per week; develop and submit written plans prior to the start of the week for review and consent of Cooperating Teacher; modify as needed; Cooperating Teacher helps Student Teacher reflect upon instructional strategies used and include others.

Weeks 7-8

A written Mid-Term summative evaluation form is completed by the Cooperating Teacher, discussed with Student Teacher, signed by all, and submitted to University Supervisor.

Weeks 9-12

Full day teaching of all subjects/class periods; guided by Cooperating Teacher

Weeks 13-15

Student Teacher gradually returns responsibility for subjects/classes to the Cooperating Teacher (typically one class at a time)

Weeks 15-16

A written summative Final Evaluation form is completed by the Cooperating Teacher, discussed with Student Teacher, signed by all, and submitted to University Supervisor.

Expectations and Responsibilities of the Student Teacher

During the student teaching semester, the teacher candidate's main objective is to continue to develop the knowledge, skills, and dispositions to be an effective teacher proficient. Student teachers also should strive to become thoughtful learners, leaders, inquirers, and community members.

Throughout the semester, the student teacher must work on the development of their technical competencies and reflective teaching. They should also, along with the assistance of the cooperating teacher, gradually assume responsibility for planning, instruction, and management of the classroom to work toward full-time, lead teaching. Designing and implementing lessons and units using a variety of instructional strategies/activities, experiencing one-on-one, small-group and large-group settings, and using a variety of instructional media and resources is a part of the teaching process and should include bringing about an understanding of individual differences relating to race, class, gender, culture, and ability. It is also important to participate in all activities and responsibilities required of the cooperating teacher, such as record keeping, grading, conferences, in-services, faculty meetings, and other non-teaching responsibilities such as class plays, athletic events, musical performances, forensics competitions, and other student-centered activities.

Student teachers should develop a receptive attitude toward suggestions and criticisms. Constructive feedback from the cooperating teacher and university supervisor is essential for growth as a professional. Also, student teachers should not be afraid to ask for advice or suggestions from their cooperating teacher and university supervisor. Setting up regular meetings with the cooperating teacher to discuss concerns, plans, and progress is one way to keep the communication lines open. Student teachers should notify the university supervisor of any changes in their schedule and submit them written lesson plans for each lesson observed.

Guidelines for the student teacher:

- Familiarize oneself with the school and school district, including but not limited to, teaching and assessment philosophies, structure, materials, administration, and neighborhood.
- NEIU student teachers are required to demonstrate professional dispositions and demeanor, and dress professionally at all times.
- Sign in and out of the building in the school office each day at the time of arrival and departure. If the school does not require this of teachers, you may use the school's Visitor's Book for this purpose. In the event of a question about attendance, written documentation will prevail over the clinical student's "word."
- Maintain professional interactions with staff and students at all times. Be pleasant and courteous to everyone in the school building.
- Clarify how each individual wishes to be addressed. Use titles to address all employees and family members (Dr., Ms., Mrs., Mr., Rev., etc.) unless receiving permission to use a first name.
- Report on time every day and remain in the school building for the full day, following the teacher's work schedule not the students' attendance schedule, which includes participation in all meetings, professional development days, and other professional responsibilities the cooperating teacher fulfills during the normal work day.
- Attend one weekly student teaching seminar at Northeastern Illinois University and successfully fulfill all seminar requirements.
- Recognize that you are an apprentice assigned to learn from a cooperating teacher who has demonstrated success in the profession. As such, the cooperating teacher has the final determination about the content and methodology used within the classroom.

- Engage in professional dialogue and discourse to learn the rationale behind a cooperating teacher's decisions and actions to help you grow and develop as a reflective professional.
- Be receptive to suggestions and constructive feedback from the cooperating teacher and University supervisor.
- Prepare written lesson plans for one week at a time and present them to your cooperating teacher in advance, even though your cooperating teacher or administrator may not require such lesson planning. You are a student who is learning and must demonstrate that you are giving thought to all dimensions of teaching, learning, and assessment.
- Have all lesson plans approved by the cooperating teacher for content and methodology before implementing them, and in sufficient time for you to make changes (and be reviewed again) should they be required by the cooperating teacher. Illinois State Law specifies that the cooperating teacher is legally responsible for all activities that take place in their classroom.
- Maintain confidentiality with respect to information given by parents and families, faculty, administrators, or supervisors. This includes information derived from student performance, pupil data records, personnel records, or faculty meetings.
- If you are ill and cannot attend school, notify your cooperating teacher, school office, and clinical supervisor of your absence prior to the start of the school day. If you are ill, please make arrangements to get your lesson plans to your cooperating teacher prior to the start of the school day (for example, send as an email attachment to the cooperating teacher, have someone else drop your lesson plans off at the school, etc.).
- Teach the curricula approved by the school and the district where placed. The cooperating teacher(s), in conjunction with the student teacher will determine the programs or units to be taught by the student teacher.
- Apply the principles of effective teaching of lessons by practicing and observing effective classroom management.
- Maintain ethical conduct in all relations with the staff, student body, parents and guardians, the administration, and other teacher candidates.
- Do not develop personal relationships including, but not limited to, dating employees, parents and/or relatives of students in the school, and particularly your cooperating teacher. As any professional in the school may influence the evaluation, this could create a potential conflict of interest.
- Do not add any students to your social networks such as Facebook, X, Snapchat, etc. *for any reason as they are minors*. Similarly, do not accept invitations from students (whether in your classes or not) who request to add you to their accounts.
- Do not drive students to any location, including their home, in your car. Do not engage in any non-school activity with the students in your classroom and school.
- Do not email, text, or telephone a student for any reason as they are minors. Similarly, do not permit students to communicate with you via text messages, email, or telephone.
- Maintain communication with your University supervisor and seek guidance, clarity, and support, particularly in situations that cause you concern.
- Maintain continual communication with the cooperating teacher by setting regular weekly meetings to discuss concerns, plans, and lessons in progress.
- Understand and follow the cooperating school's policies as applied to regularly employed staff:
 - Arrival and departure times
 - Reporting absences
 - Dress code
 - Parking
 - Use of teacher's lounge and/or workroom
 - School-wide discipline plan

- Computer usage
- Lesson plan deadlines
- Rapport and interactions with students
- Inservice sessions
- Faculty meetings
- Parent/teacher conferences
- Become familiar with the cooperating school's policies and procedures regarding the following:
 - School media center
 - Health services
 - Guidance services
 - Co-curricular activities
 - Technology resources
 - Use of duplicating materials
 - Grading procedures
 - Emergency procedures
 - Fire and tornado drill regulations
 - Student referral procedures
- Rules of conduct in assemblies, on playgrounds, etc.

Responsibilities of Cooperating Teachers

The cooperating teacher is an important part of the field experience triad and plays a key role in the clinical and student teaching experience because they work within the closest association with the teacher candidate. To receive the greatest benefits from this relationship there must exist a mutual feeling of respect and understanding. It is important for the cooperating teacher to accept the teacher candidate as a co-worker and convey that acceptance to both their pupils and colleagues. The cooperating teacher should also demonstrate professional conduct and provide an effective role model in all aspects of teaching.

At the beginning of the semester, the clinical student/student teacher, cooperating teacher, and university supervisor will meet to develop written expectations for the clinical student/student teacher which are acceptable to all three members of the triad. The cooperating teacher and clinical student/student teacher will meet on a regular basis throughout the semester to: 1) monitor progress in meeting the expectations, 2) assess the student's understanding of utilization of the district curriculum, 3) assess the student's understanding and development of the district's expectations for teachers, 4) review written assessments of the student's teaching, based on the expectations, 5) clarify other teacher-student responsibilities.

Initially, the clinical student or student teacher may feel anxious and have many questions about their respective field experience. The cooperating teacher can help the student feel more at ease and accepted by providing the teacher candidate with a desk or work space, an assembled packet of school and classroom procedures and policies, and familiarizing him/her with the administrators, faculty, support staff, curriculum programs, and available resources.

It is important to involve the clinical student or student teacher in some classroom activities early in their experience even if these activities are somewhat limited in terms of responsibility. The cooperating teacher can begin by setting aside time to discuss a cooperative plan for the semester. This planning time is useful in identifying performance expectations for both the teacher candidate and the cooperating teacher.

Responsibilities of the Cooperating Teacher During the First Week or Two

1. Develop a list of overall expectations of the clinical student/student teacher for the semester. Discuss these expectations with and provide a hard copy to the teacher candidate and the university supervisor.
2. With the clinical student/student teacher, establish a schedule to discuss lessons, classroom management, progress, or assessment.
3. Discuss the community the school serves and parental involvement in school affairs with the clinical student/student teacher.
4. Help the clinical student/student teacher become acquainted with the individual students, especially those having special needs.
5. Orient the clinical student/student teacher to the classroom schedule, daily routines, and procedures.
6. Discuss expected clinical student/student teacher arrival/departure and phoning in notice of personal illness.
7. Discuss the curriculum content and materials with the clinical student/student teacher.
8. Provide the clinical student/student teacher with a desk/work area and a secure place for personal effects.
9. Provide the clinical student/student teacher with an assembled packet of school and classroom procedures and policies, including emergency procedures, harassment policies, and curriculum or Internet restrictions.

10. Explain the organizational structure of the school and/or department, available resources, and overall educational philosophy of the school.
11. Orient the clinical student/student teacher with the school facilities, equipment, materials, and any additional school responsibilities they may assume (e.g., lunchroom and playground duty, hall monitor during passing periods, etc.).
12. Explain the school and classroom's evaluation system and the teacher candidate's grading and record-keeping responsibilities.
13. Introduce the clinical student/student teacher to students, building staff, administration, and parents.
14. Discuss the personal philosophies of teaching and personal/professional backgrounds of the cooperating teacher and clinical student/student teacher.

Responsibilities of the Cooperating Teacher Throughout the Field Experience

1. Demonstrate effective teaching methods and discuss these methods with the clinical student/student teacher.
2. Accept the clinical student/student teacher as a co-worker and convey that acceptance to pupils and colleagues.
3. Help the clinical student/student teacher in the development of technical/management competencies and reflective teaching.
4. Help the clinical student/student teacher in the development of positive, effective classroom management skills.
5. Provide a supportive environment by assisting your clinical student/student teacher to meet and achieve success through a variety of positive teaching experiences.
6. Meet on a regular basis (both daily and weekly) to discuss the clinical student/student teacher's progress, concerns, lesson plans, etc.
7. Provide written and/or oral feedback on clinical student/student teacher's lesson preparation, materials, and performance on a regular basis using the evaluation tools
8. Guide and support the clinical student/student teacher in developing their own personal teaching style.
9. Attend pre-observation and post-observation conferences if possible with the clinical student/student teacher and university supervisor.
10. Work with the university supervisor(s) and the Clinical Experiences and School Partnerships Office to assist and support the student teacher.
11. Provide the clinical student/student teacher with experiences in as many of the following areas as possible:
 - Student conferences
 - Parent conferences
 - Co-curricular activities
 - School reports and records
 - Departmental and faculty meetings
 - Workshops and in-services
12. Provide opportunities for the clinical student/student teacher to develop as a professional and teacher.

Cooperating Teacher Qualifications

Cooperating teachers supervise clinical students/student teachers on a daily basis throughout a semester. Cooperating teachers must:

- Hold a teaching license in the same area being pursued by clinical student/student teacher.
- Have taught for three years with at least one year of experience in the current school system.
- Have received a proficient or above performance rating in their last three annual evaluations.
- Have the approval of their school building principal and school district.

Responsibilities of the University Supervisor

The University Supervisor of clinical students and student teachers is an important member of the field experience triad because they are an official representative of the university and is also responsible for the direct supervision of the teacher candidate. They also serve as a liaison between the College of Education and the personnel of cooperating schools and agencies. They must aid in the education of the teacher candidate by making sure that they are a thoughtful learner, leader, inquirer, and community member.

The **clinical supervisor** must observe each clinical student for a minimum of one hour, two or more times during the semester. Each visit is to include a pre-observation conference, the actual observation, and a post-observation conference. The clinical supervisor will provide a copy of the completed observation form to the clinical student and the cooperating teacher, retain a copy for their files, and submit the original to the Clinical Experiences and School Partnerships Office. The clinical supervisor will submit the first completed observation form at mid-semester to the Clinical Experiences and School Partnerships Office and the second completed observation form no later than the date of the last clinical seminar.

The clinical supervisor also will conduct a final evaluation conference with the clinical student and cooperating teacher in attendance. The conference will include the discussion of the performance of the clinical student. The cooperating teacher and clinical supervisor will each complete a final evaluation form for the clinical student. These forms are then submitted by the university along with the observation forms to the Office of Clinical Experiences and School Partnerships. An evaluation conference may occur (if feasible) on the same day that an observation has been conducted.

The **student teaching supervisor** must observe each student teacher for a minimum of one class period four or more times during the semester. Each visit is to include a pre-observation conference, the actual observation, and a post-observation conference. They will provide a copy of the completed observation form to the student teacher and the cooperating teacher, retain a copy for their files, and submit the original to the Clinical Experiences and School Partnerships Office.

The student teaching supervisor also will conduct two evaluation conferences (midterm and final) with the student teacher and cooperating teacher in attendance. The conference will include the analysis of performance of the student teacher, and culminate in the completion of the evaluation form that is then forwarded to the Clinical Experiences and School Partnerships Office. An evaluation conference may occur (if feasible) on the same day that an observation has been conducted.

The student teaching supervisor will submit a minimum of two observation forms and the midterm evaluation (signed by the teacher candidate, cooperating teacher and university supervisor) at the midterm. They will submit the remaining observation forms and the final evaluation (signed by the teacher candidate, cooperating teacher and university supervisor) no later than the date of the completion of the student teaching experience.

The University Supervisor additionally serves as an intermediary, eliminating misunderstandings and resolving conflict between the cooperating teacher and the teacher candidate. They should consult with the cooperating teacher regularly regarding the teacher candidate's performance. They are also responsible for helping the clinical student or student teacher in their development of technical management competencies and reflective teaching and should offer support in practical and theoretical work by considering short and long-term professional needs. They should be readily available to the teacher candidate and cooperating teachers for discussion of the candidate's teaching experience. Any

problems which may arise during the clinical or student teaching process should be reported to the Director of the Office of Field Experience and the appropriate Department Chair.

Responsibilities of Supervisors of Clinical Students and Student Teachers

1. Arrange convenient times for announced observations at the school.
2. Inform the school office of your arrival and departure from the building.
3. Observe the clinical student or student teacher for a minimum of one hour for the required number of visits during the semester. Each visit is to include a pre-observation conference, the observation and a post-observation conference. The University supervisor will provide a copy of the completed observation form to the clinical student or student teacher, the cooperating teacher, and upload it to the appropriate NEIU electronic platform.
4. Develop a professional rapport with the clinical student or student teacher and learn about their goals, strengths and interests.
5. Help the teacher candidate in the development of technical/management competencies and reflective teaching.
6. Offer support to the clinical student or student teacher in practical and theoretical work by considering short- and long-term professional needs.
7. Be supportive of the cooperating teacher's efforts and be readily available to teacher candidates and cooperating teachers for discussion of the field experience.
8. Immediately inform the Director of Clinical Experiences and School Partnerships and the appropriate Department Chair when any problems arise during the clinical/student teaching experience.
9. Conduct triad mid-term and final conferences with the teacher candidate and cooperating teacher(s).
10. Be a positive, guiding force by contributing teaching insights and educational expertise in helping the clinical student or student teacher to develop professionally.
11. Assist the cooperating teacher and teacher candidate with questions regarding the evaluation process.
12. Offer the clinical student or student teacher guidance and help them solve problems as needed.
13. Turn in all required field experience evaluation forms by their respective deadlines.
14. Attend all required University Supervisor meetings and in-services.
15. Submit travel expense reports via Workday on a monthly basis.

University Supervisor Qualifications

The University Supervisor shall have had at least three years of successful teaching experience in the elementary, middle, or secondary level classrooms.

Early childhood, elementary, bilingual, secondary, health, physical, and special education supervisors shall have paid experience and expertise in the specialty area and at the grade levels of pupils being taught by the clinical student or student teacher.

Support, Intervention, and Removal from Clinical Placement Policies

Support for Field Experience Candidates

University Supervisor Support

University supervisors are responsible for addressing issues related to academic performance—such as tardiness, absences, missing assignments, grades, and class participation—as well as instructional performance at the placement site. At their discretion, university supervisors may invite cooperating teachers to engage in discussions with the candidate regarding areas for improvement and the development of a plan for growth.

CESP Office Support

If a placement is interrupted due to staffing changes or other non-performance-related factors beyond the control of the university or the candidate, the CESP Office will secure a new placement within the current semester.

Program-Level Support

In certain cases, teacher candidates in clinical placements may face significant concerns regarding professional dispositions or instructional performance. Such concerns may lead to a Program Performance Alert, which may result in either a program intervention (to develop a remediation plan) or, in rare circumstances, a Professional Standards Committee (PSC) Referral when program dismissal is recommended.

Program interventions will involve, at a minimum, the candidate, university supervisor, CESP Director, and the program coordinator and/or department chair. The outcome of this process is the creation of a Professional Improvement Plan, to be completed either:

- (a) during the remainder of the current experience, or
- (b) in a future field-based experience.

Candidates who do not attend the program intervention meeting or who fail to complete the requirements of the Professional Improvement Plan will be terminated from their placements and referred to the appropriate PSC for possible program dismissal.

Placement Terminations:

Self-Termination

Candidates who are considering ending their placement prior to completion must first discuss their intentions with their university supervisor and the CESP Director before notifying their cooperating teacher or school site. A final decision to self-terminate must be submitted in writing to the CESP Director before implementation.

Candidates who self-terminate are responsible for withdrawing from the course in accordance with NEIU procedures and within the timelines published in the University Schedule. Standard university policies and deadlines will determine grading outcomes and eligibility for tuition and fee refunds. Candidates who self-terminate may petition for re-enrollment in clinical or student teaching courses through their Department Chair, provided the self-termination was not intended to avoid remedial or disciplinary actions. Department Chairs will forward all petitions to their respective PSC, which will determine whether re-enrollment is permitted.

Candidates who self-terminate will not be eligible to re-take the clinical or student teaching course in the immediately following semester. If the PSC approves re-enrollment, the candidate will typically be required to have a Professional Improvement Plan during their second field experience.

Candidates who self-terminate without first consulting with their university supervisor and without submitting prior written notice to the CESP Director may be referred to the appropriate PSC and/or be subject to dismissal from the academic program.

School and/or University Terminations

A teacher candidate may be terminated from a clinical or student teaching experience by the Goodwin College of Education or at the request of the school or district for just cause, including:

1. A determination by school district or university personnel that continued participation would negatively impact students, the candidate, the school, or the university.
2. A failure by the candidate to comply with NEIU or school policies, or failure to meet their professional performance improvement plan or the minimum experience expectations as determined by any of the following: cooperating teacher, university supervisor, academic program or department chair, and/or the CESP Director.

Examples of Just Cause for Termination (this list is representative but not exhaustive)

- Violation of NEIU or school/school district regulations and policies
- Frequent absences or tardiness (regardless of reason)
- Engaging in personal work during placement hours
- Leaving the classroom, building, or assigned area without permission
- Unprofessional or inappropriate interactions with students, teachers, staff, or parents
- Fighting, verbal or physical abuse
- Falsifying timesheets or failing to sign in/out
- Unauthorized changes to clinical schedule
- Failure to submit lesson plans in advance
- Inadequate lesson planning or failure to return student work on time
- Failure to complete assignments required by the cooperating teacher or university supervisor
- Insufficient progress or performance relative to expectations
- Failure to implement feedback or instructional improvements
- Lack of content knowledge or inability to deliver content effectively
- Sleeping during the school day
- Inability to handle teaching responsibilities
- Difficulty accepting constructive criticism
- Inappropriate professional dispositions, as determined by the cooperating teacher and/or university supervisor
- Classroom or school disruptions (e.g., cellphone misuse)
- Violation of employee/student conduct policies
- Inappropriate or unprofessional boundaries with any member of the school community
- Violation of school/district technology or social media policies
- Failure to meet the requirements of an action/remediation plan

Termination Review Process

School-based terminations will be communicated to candidates by the CESP Director. Candidates must immediately cease all placement-related activities.

The Program Coordinator or Department Chair will lead the review process and collaborate with the CESP Director to gather all relevant documentation (e.g., assessments, observation reports, email communications).

Within ten (10) working days of the termination notification, a review meeting will be convened with the candidate, university supervisor, CESP Director, and, as appropriate, other NEIU faculty or school personnel.

Within five (5) working days of the review meeting, the Program Coordinator or Department Chair will communicate one of the following outcomes:

1. Remediation

If the issues that led to termination are deemed addressable, the Program Coordinator or Department Chair will develop a **Professional Improvement Plan**. This plan will outline the steps required for the candidate to complete the current course and to re-enroll in a subsequent semester (not immediately following the current one).

Candidates who do not attend the Termination Review meeting or who fail to complete the Professional Improvement Plan will be referred to the PSC for possible program dismissal.

2. Dismissal

If remediation is not feasible—or if the candidate does not attend the Termination Review meeting or fails to complete the Professional Improvement Plan—the Program Coordinator or Department Chair will refer the case to the PSC for possible dismissal from the academic and/or licensure program. This process will follow the policies outlined in the **Goodwin College of Education Policies: Professional Standards Committees** section of the university catalog.

General Field Experience Policies

TB Regulations

All NEIU teacher candidates are required to have a negative tuberculosis skin test (a Mantoux) for student teaching and if requested by the school/district for pre-student teaching clinical experiences. Such evidence shall consist of a tuberculin skin test (NEIU Health Services requires Mantoux) and, if appropriate, an x-ray or blood test, made by a physician licensed in Illinois or any other state to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician.

TB tests may be obtained in the NEIU Health Services Office (773.442.5800, Room E-051) or from a health provider outside the university.

Pre-student teaching clinical students must have a negative TB test on file prior to the start of their clinical experience if required by their placement site.

Student teachers must have negative TB test results on file dated within 90 days of the start of their student teaching experience.

Candidates testing positive are subject to the same rules and regulations and must, therefore, obtain a chest x-ray or blood test. Further information may be obtained by contacting Northeastern Illinois University's Health Service Department.

Physical Exam

Candidates may have to complete a physical exam. Illinois School Code, 105 ILCS 5/24-5) (from Ch. 122, par. 24-5) identifies the need for new employees, including *student teachers*, to provide evidence of physical fitness to perform the duties assigned and freedom from communicable disease. It will be the student teacher's responsibility to comply with the Illinois School Code physical exam requirements if requested by a hosting school district/school during your student teaching assignment. In accordance with the Illinois School Code (105 ILCS 5/24-5 (a) and (b)):

- a. In this Section, "employee" means any employee of a school district, a student teacher, an employee of a contractor that provides services to students or in schools, or any other individual subject to the requirements of Section 10-21.9 or 34-18.5 of this Code.
- b. School boards shall require new employees' evidence of physical fitness to perform duties assigned and freedom from communicable disease. Such evidence shall consist of a physical examination by a physician licensed in Illinois or any other state to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician not more than 90 days preceding time of presentation to the board, and the cost of such examination shall rest with the employee. A new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as required by rules adopted by the Department of Public Health or by order of a local public health official. The board may from time to time require an examination of any employee by a physician licensed in Illinois to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to

perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician and shall pay the expenses thereof from school funds.

Background Checks

The Illinois School Code (ILSC 5/10-21.9) requires school boards to conduct a criminal background check investigation on applicants for employment. This law also prohibits the employment of any person who has been convicted of committing or attempting to commit any one or more of several offenses. At present, offenses include first degree murder; any Class X felony; juvenile pimping; soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannabis Control Act, and crimes defined in the Illinois Controlled Substances Act. Employment must be denied where the offenses and/or conviction occurred inside or outside the state of Illinois.

In addition, convictions related to certain offenses, other than those listed in Section 21B-80 of the School Code [105 ILCS 5/21B-80] that result in automatic revocation or *denial of licensure*, may lead to denial of licensure if they demonstrate that the applicant is not of good character as required by Section 21B-15 of the School Code. Accordingly, each applicant for the issuance, registration, or renewal of an Illinois professional educator license, educator license with stipulations or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether they have ever been convicted of a felony or of any sex, narcotics, or drug offense (whether felony or misdemeanor) in Illinois or any other state.

Teacher candidates placed in a CPS school for their pre-student teaching clinical experiences must complete the CPS Field Experience Registration process which includes conducting a CPS Field Experience Background Check at an Accurate Biometrics location. All current CPS employees conducting a pre-student teaching clinical experience at a CPS school must have a new background check according to CPS policy. Pre-student teaching clinical students must receive background check clearance prior and a CPS Field Experience Approval notice prior to the start of their clinical experience at a CPS school.

Teacher candidates conducting their pre-student teaching clinical experience in a non-CPS school must complete the school/district's required background check and receive background check clearance prior to the start of their clinical experience.

Teacher candidates must complete a new background check within 90 days of the start of their student teaching experience. If placed at a CPS school for student teaching, teacher candidates (including current CPS employees) must conduct a CPS Student Teaching Background Check and receive a CPS Report to Service approval notice prior to the start of their student teaching experience. Teacher candidates placed in a non-CPS school for their student teaching experience must complete the school/district's required background check and receive background check clearance prior to the start of their student teaching.

Blood-Borne Pathogens and First Aid Treatment

During their clinical or student teaching, teacher candidates may be required to provide first aid treatment or may be in a situation in which they could be exposed to human blood or other body fluid. In this position, teacher candidates must always practice universal precautions. Universal precautions is an approach to infection control in which all human blood and certain human body fluids are treated as if they are infected with HIV, Hepatitis B, or other blood borne pathogens, regardless of perceived

status of the source individual. Exposure to potential infectious materials can be minimized through the use of rubber gloves (available at the school site) and other tactics employed to avoid direct contact with blood and body fluids. When first reporting to a placement, teaching candidates should take the initiative to find out what procedures are followed at that school site and where the first aid materials are kept.

Teacher candidates who are exposed to human blood or other body fluid should immediately cleanse the affected area and report the incident to the school site office and their university supervisor. They, or school administrators, should get the name of the individual who is the source of the blood or other potentially infectious material. Student teachers who have had an exposure incident should report it to the Northeastern Illinois University Health Center or a private licensed healthcare professional for initiation of a post exposure evaluation. They will not be directly charged for professional healthcare administered by Health Center staff. However, they will be billed for any medical services provided by private healthcare professionals, which they seek on their accord.

Teacher candidates should not give any medication, even cough drops and aspirin, to students because of liability for improper treatment. Application of first aid should only be administered in case of extreme emergency such as profuse bleeding and choking.

Policy for Reporting Suspected Child Abuse

Clinical students and student teachers, as mandated reporters under Illinois state law, bear a critical responsibility to identify and report any suspected or confirmed instances of child abuse, which may include physical, emotional, or sexual abuse, observed or disclosed at their assigned placement site. Upon suspicion or awareness of such abuse, the teacher candidate is obligated to immediately notify their university supervisor and the Director of Clinical Experiences and School Partnerships to ensure timely and appropriate action.

In partnership with the teacher candidate, the university supervisor and/or the Director of Clinical Experiences and School Partnerships will promptly communicate the concern to the appropriate personnel at the placement site, specifically the cooperating teacher and/or the school principal, to facilitate a coordinated response. This collaborative approach ensures that the reporting process is handled with professionalism and sensitivity, prioritizing the safety and well-being of the affected child or student.

All reports of suspected or confirmed child abuse must strictly adhere to Illinois state regulations, as well as the specific policies and procedures established by the school district where the placement occurs. Compliance with these legal and institutional guidelines is essential not only to safeguard the child or student but also to protect the teacher candidate from potential legal or professional repercussions. By following these protocols, teacher candidates contribute to a safe educational environment and fulfill their ethical and legal obligations as mandated reporters.

Health Center Usage

Clinical students, interns, and student teachers are eligible to use the Northeastern Illinois University Health Service Center on campus if they are registered for at least seven credits during the semester in which they are enrolled in a course requiring field-based clinical or student teaching experiences. The Health Service Center is only open when the University is in session.

Insurance

Accidents or unforeseen health challenges may occur at any time. Teacher candidates are especially vulnerable due to contact with large numbers of people.

Teacher candidates completing field-based experiences who are enrolled on a part-time basis or full-time basis are strongly encouraged to have their own health insurance which covers medical services, ambulance transportation, mental health services, and prescription needs.

Liability

Pursuant to Illinois law, the school district must provide NEIU teacher candidates with liability protection as it provided to regular employees of the school district. See 105, ILCS 5/10-20.20 and 105 ILCS 5/10-22.

Reporting of Violence/Threat

The Goodwin College of Education and CESP Office want all teacher candidates to have positive, successful clinical and student teaching experiences. Your responsibilities to your placement site, Northeastern Illinois University, and your colleagues include reporting all incidents of threats or violence. It is essential that such incidents be reported in a timely manner.

If a teacher candidate witnesses or is subject to an incident of threat or violence, they are to follow the below guidelines:

1. Immediately report the incident of threat or violence to your cooperating teacher.
2. Ask your cooperating teacher to report the incident of threat or violence to the school administration.
3. Follow the guidelines and policies of your placement site for such incidences.
4. Within 24 hours, report the incident of threat or violence to your university supervisor and the Director of the CESP Office so we may provide assistance and support.

Reporting of Discrimination and Prejudice at Placement Site

Teacher candidates must immediately report to their clinical/student teaching supervisor and the Director of the CESP Office any bias, prejudice, or discrimination they experience at their clinical/student teaching placement site to receive NEIU and College of Education support and assistance.

Professional Dress

Field experience students' dress and grooming shall neither present a risk to the health, safety, or general welfare of students or others in the school nor interfere with or disrupt the educational process or environment. When at the placement site, clinical students and student teachers will comply with their placement site and school district's dress code.

The Teacher Candidate Relationships at School Site

The teacher candidate must always maintain clear, professional boundaries with the students at their placement site. The teacher candidate should always use appropriate language with students and act in a professional manner. The teacher candidate is never to transport any student in their personal vehicle for any reason. They also should never send a text or email to any student at their placement site or add any student at their placement site to their social media or follow any student at their placement site on social media.

Teacher candidates also may not under any circumstance engage in a personal relationship with school administrators, faculty, staff, or substitute teachers. They also must not give the appearance of engaging in a personal relationship with any individual at their placement site, including students.

Teacher candidates who violate any of the above will be removed from their placement site and may be subject to additional disciplinary actions, including removal from their academic program.

Leaving School Premises During the School Day

The teacher candidate may not leave the school building during the day for lunch or during the lunch period. The teacher may not leave their placement site early during the day without written permission of their cooperating teacher and university supervisor.

Technology Use and Policies

Teacher candidates are responsible for accessing, reviewing, and abiding by their clinical/student teaching placement site's technology policy. They are not to use any computer at their placement site without the permission of their cooperating teacher or use any PK-12 school computer for personal reasons, including email.

Teacher candidates may not email, text, telephone, communicate via social media with any student at their placement site. Relatedly, they must not permit students to communicate with them via text, email, social media, or telephone.

Teacher candidates may not add any students to their social networks including but not limited to Facebook, Instagram, Snapchat or Twitter/X *for any reason* as they are minors. Similarly, they may not accept invitations from students (whether in their classes or not) who request to add them to their social media accounts.

Excluding school-based emergencies, teacher candidates must not use or be on their cell phone while at their placement site.

Maintaining Confidentiality

Teacher candidates must maintain confidentiality with respect to information given by parents and families, faculty, administrators, or supervisors. This includes information derived from student performance, pupil data records, personnel records, or faculty meetings.