

Student Teaching Internship Handbook

for Agricultural Science Education Students

S:\AgEd\ASECONCENTRATION\TeacherCertManuals\EDPR442Manual\EDPRManuals\2015TeachingInternshipHandbook

Educational Practice 442

Internship in Agricultural Education

Revised 10/17/14

Name: _____

Internship Experience Site: _____

Internship Experience Supervisor: _____

Semester: _____ Year: _____



I L L I N O I S

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Table of Contents

Purpose of Field Experiences	3
Introduction.....	3
Objectives of EDPR 442	4
Suggested Timeline Checklist	5
Internship Skills and Assignments.....	7
Internship Journal (Weekly Report of Activities)	9
Example Weekly Planning Calendar	9
Instructional Lesson Plan Template	11
Weekly Teaching Performance Review.....	12
SAE Supervision Record Form	13
Idea Bank.....	14
Responsibilities of the Cooperating Teacher	15
First Contacts.....	15
Planning the Student Teaching Internship Experience	16
Supervision of Student Teaching Interns	16
Council for Teacher Education Expectations and Requirements.....	17
Part I: Expected Conduct for all UIUC Teacher Candidates during Student Teaching	18
Attendance/Absence.....	18
Professional Conduct.....	18
Child Abuse.....	19
Corporal Punishment	19
Internet Safety and Photographic Images.....	19
Part II: Teacher Candidate Common Requirements during Student Teaching.....	20
Part III: Additional Information	21
Transporting Students.....	21
Substitute Teaching.....	21
Work Stoppages in Cooperating Districts	21
Removal from student teaching.....	21

Purpose of Field Experiences

Field experiences will be completed throughout your time in the agricultural education program. These experiences are designed to help you develop the “big picture” of agricultural education and the role of agricultural educators. It is our goal for you to see a variety of different programs and educators to help you determine what kind of agricultural educator you want to be. See below for the questions that will be investigated in each field experience course:

- **AGED 100:** *What is agricultural education and what do agricultural educators do?*
- **AGED 220:** *How does agricultural education compare and contrast in different communities to meet the needs for all learners?*
- **AGED 250:** *What is the agricultural educator’s role in an agricultural education program?*
- **AGED 350:** *How do students and educators interact within an agricultural education program?*
- **EDPR 442:** *What are the daily responsibilities of an agriculture educator?*

Introduction

Having successfully completed two early field experience courses provided by the Agricultural Education Program, AGED 250, Early Field Experience in Agricultural Education and AGED 350, Pre-Internship in Agricultural Education, welcome to EDPR 442, the Student Teaching Internship in Agricultural Education. To meet Illinois licensure requirements you have already completed and provided documentation of at least 100 hours of field experience. During EDPR 442, you must complete at least 60 days of required teacher attendance at your cooperating school. It is your responsibility to provide documentation that you have met this requirement, and log those hours online at the Council for Teacher Education website at <http://www.cote.illinois.edu>.

This manual has been prepared to provide guidance and structure to your experience by identifying activities for you to accomplish while at your cooperating field site. In addition, it provides guidance to your field supervisor and university supervisor in assisting you in evaluating your efforts.

The Agricultural Education faculty hopes your experience will continue to be both educational and enjoyable.

Objectives of EDPR 442

The student teaching internship is more than “practicing teaching.” It is an extensive teaching experience under competent supervision. Student teaching requires the full attention of the teacher candidate. In order to benefit from the experience, we believe that the teacher candidate should follow the tenet of “learning by doing.” The overall goal of the student teaching internship is to develop the skills, abilities, and competencies necessary to become an effective agricultural educator at the secondary level. After completion of student teaching, the teacher candidate should be able to:

1. Plan for effective instruction in agriculture at the secondary level (7 – 12).
2. Develop a comprehensive agriculture program.
3. Deliver instruction in and about agriculture to secondary students.
4. Establish and maintain working relationships with students and other teachers.
5. Incorporate community activities and resources into a local agriculture program while accommodating community and individual needs.
6. Manage and maintain instructional facilities, equipment and laboratories (shops, greenhouses, land plots, etc.)
7. Work effectively with all phases of a complete agriculture program (e.g., classroom/laboratory instruction, SAE, FFA, departmental records, and school reports).
8. Function effectively in various non-teaching activities related to the operation of a comprehensive agriculture program.

The student teaching internship provides the teacher candidate an opportunity to participate in activities normally engaged in by experienced teachers. The internship also provides opportunities to apply, under real conditions, those competencies acquired through the teacher development coursework. The benefits of the student teaching internship are largely dependent upon the candidate’s dedication and willingness to work and gain a broad experience. Daily planning and preparation are essential ingredients for a meaningful experience.

Suggested Timeline Checklist

This checklist is for use by both the cooperating teacher and the student teacher. While not all items will fit every placement, the list serves as a guide to the kinds of information that can be beneficial to student teachers.

	Student Teacher	Cooperating Teacher
Day 1	<ul style="list-style-type: none"> <input type="checkbox"/> Visit with administration, teachers, community, etc. <input type="checkbox"/> Identify your personal work area <input type="checkbox"/> Learn about resource available <input type="checkbox"/> Obtain class rosters, seating arrangements, daily schedule, etc. <input type="checkbox"/> Secure copy of Faculty and Student Handbook and map of the district. <input type="checkbox"/> Establish rules for your classes, with approval of cooperating teacher. <input type="checkbox"/> Review discipline procedures with cooperating teacher <input type="checkbox"/> Become acquainted with safety procedures <input type="checkbox"/> Identify students with special learning needs <input type="checkbox"/> Establish housekeeping expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Validate that your login information works on the Cooperating Personnel Portal on the CoTE site (www.cote.illinois.edu)
Week 1	<ul style="list-style-type: none"> <input type="checkbox"/> Possibly begin teaching first class <input type="checkbox"/> Observe the next class(es) you will teach <input type="checkbox"/> Secure teaching materials for next class(es) <input type="checkbox"/> Prepare lessons and activities for classes <input type="checkbox"/> Meet with cooperating teacher weekly in conference and then informally daily. <input type="checkbox"/> Assist cooperating teacher with FFA and other activities <input type="checkbox"/> Submit weekly report 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet daily with student teacher to discuss planning and activities <input type="checkbox"/> Check for adequate planning of weekly lessons and lesson plans <input type="checkbox"/> Begin assisting student teacher in setting SAE visits with and without you
Week 2	<ul style="list-style-type: none"> <input type="checkbox"/> Add 1st and/or 2nd class to teaching load <input type="checkbox"/> Continue daily conferences (as necessary) <input type="checkbox"/> Observe cooperating teacher in classes <input type="checkbox"/> Plan for 3rd and 4th classes <input type="checkbox"/> Assist cooperating teacher with FFA and other activities <input type="checkbox"/> Submit weekly report 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet daily with student teacher to discuss planning and activities <input type="checkbox"/> Check for adequate planning of weekly lessons and lesson plans <input type="checkbox"/> Evaluate student teacher using “Teaching Performance Review” (triplicate form) for one class

Week 3	<input type="checkbox"/> Add 2nd and/or 3rd class <input type="checkbox"/> May move to less frequent conference schedule if directed by cooperating teacher (minimum of one per week) <input type="checkbox"/> Plan for 4th and 5th classes <input type="checkbox"/> Assist cooperating teacher with FFA and other activities <input type="checkbox"/> Submit weekly report <input type="checkbox"/> Begin conducting SAE visits	<input type="checkbox"/> Meet weekly (at a minimum) with student teacher to discuss planning and activities <input type="checkbox"/> Check for adequate planning of weekly lessons and lesson plans <input type="checkbox"/> Evaluate student teacher using “Teaching Performance Review” (triplicate form) for one class <input type="checkbox"/> Evaluate student teacher using “Formative Assessment of Teaching” for one class
Weeks 4-5	<input type="checkbox"/> Add 4th , 5th, and 6th classes (as directed by cooperating teacher) <input type="checkbox"/> Assist cooperating teacher with FFA and other activities <input type="checkbox"/> Submit weekly reports	<input type="checkbox"/> Meet weekly (at a minimum) with student teacher to discuss planning and activities <input type="checkbox"/> Check for adequate planning of weekly lessons and lesson plans <input type="checkbox"/> Evaluate student teacher using “Teaching Performance Review” (triplicate form) for one class weekly <input type="checkbox"/> Evaluate student teacher using “Formative Assessment of Teaching” for one class bi-weekly
Weeks 6-10	<input type="checkbox"/> Assume full teaching load <input type="checkbox"/> Conduct remaining SAE visits <input type="checkbox"/> Assist cooperating teacher with FFA and other activities <input type="checkbox"/> Submit weekly reports	<input type="checkbox"/> Week 6 – complete midterm evaluation of student teacher on Cooperating Personnel Portal on the CoTE website. <input type="checkbox"/> Meet weekly (at a minimum) with student teacher to discuss planning and activities <input type="checkbox"/> Check for adequate planning of weekly lessons and lesson plans <input type="checkbox"/> Evaluate student teacher using “Teaching Performance Review” (triplicate form) for one class weekly <input type="checkbox"/> Evaluate student teacher using “Formative Assessment of Teaching” for one class bi-weekly
Weeks 11-12	<input type="checkbox"/> Begin returning classes to cooperating teacher as outlined by the cooperating teacher <input type="checkbox"/> Complete internship manual and all university reports <input type="checkbox"/> Assist cooperating teacher with FFA and other activities <input type="checkbox"/> Submit weekly reports	<input type="checkbox"/> Week 11 – complete final “Teacher Performance Review” and “Formative Assessment of Teaching” <input type="checkbox"/> Begin taking classes back at natural ending points. <input type="checkbox"/> Verify with student teacher the completion of all manual and edTPA requirements <input type="checkbox"/> Week 12/13 – complete final evaluation of student teacher and evaluation of University Supervisor on the Cooperating Personnel Portal on the CoTE website

Internship Skills and Assignments

Your teaching internship will expose you to a variety of new experiences. As a beginner in the field of teaching, you should carefully record the happenings and events of your entire internship experience and organize them either as a printed notebook or in electronic form. The notebook or electronic file should provide a record of what you have done during your internship, and it will be used as a basis for determining the extent to which you participated in the internship experience. This will also play a major role in determining your final grade. Therefore, you are encouraged to keep accurate, neat, well organized notebook(s) or electronic filing system. Your notebook or electronic filing system should be available to the university supervisor at every visit, and you will be required to turn it in at the end of the internship. The following are some of the items that should be placed in the notebook:

Calendar of Activities

- ❑ Prepare a schedule of all the school related activities that you will be engaged in during the semester.
 - *Include FFA activities, CDEs, banquets, fairs, professional meetings, and any other school related event in which you might participate.*

Weekly Lesson Outline

- ❑ A weekly lesson outline should be developed to show major units of instruction with tentative beginning and ending dates for each of the units.
 - *Must be planned by you and the cooperating teacher so you have a good idea of what and when you will be teaching.*
 - *A lesson plan book can be used in place of the form provided in this handbook.*

Lesson Plans

- ❑ You are expected to write and use lesson plans for all classroom and laboratory instruction.
 - *Plans should include objectives, interest approaches, content/instructional techniques and evaluation sections.*
 - *Each lesson plan should include copies of any handouts, transparencies, PowerPoints, etc. that you used with the lesson.*
- ❑ All plans, assessments, and supplemental materials should be maintained in an online folder or 3-ring binder.

Weekly Journal

- ❑ Reflect on the happenings of each week and commit to writing your perceptions of these incidents.
 - *The purpose of the weekly journal is not to simply record the events of each day, but to reflect upon your challenges, problems, successes, and personal growth as a teacher. You want to include what did not work, why, and would you could do differently.*
 - *Weekly prompts will be included in your reflections.*
 - *Journal entries will be uploaded to Compass **before midnight on the Sunday** following the week completed.*

SAEP Visits

- ❑ Visit at least 6 students who are involved in supervised agricultural experience programs.
 - *Use the form provided to record your observations and recommendations to the student.*
 - *Five visits must be to the student's home or job placement site. One visit may be done during an SAE work night or after school at the school.*
 - *It is important that you try to visit as many different SAE projects as possible (e.g., production, placement, agriscience).*

Idea Bank

- ❑ Use the form included in this handbook to record a minimum of 15 ideas that you have observed or learned about through your experience which you would like to use in your agriculture program.
 - *You may also want to record those practices that you will choose not to use in your agriculture program as well.*

Internship Journal (Weekly Report of Activities)

Intern _____

Student Teaching Site (School) _____

Report for Week: Monday ___ / ___ / 2015 through Friday ___ / ___ / 2015

Directions: Record the number of hours that you engaged in the following activities for each week day as well as weekends. Below the table, write a brief reflection of your activities and reactions for the day. Each week will also have a reflection question to be answered. Completed forms should be uploaded to Compass. **The internship journal is due before midnight the Sunday following the week documented.**

Indicate Clock Hours	Observation	Preparation for Teaching	Teaching	FFA	SAE	Total
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Sat / Sun						
Weekly Total						

Monday: *[Type a response in this area.]*

Tuesday: *[Type a response in this area.]*

Wednesday: *[Type a response in this area.]*

Thursday: *[Type a response in this area.]*

Friday: *[Type a response in this area.]*

Weekend: *[Type a response in this area.]*

Reflection Question: *[Type a response in this area.]*

In addition to submitting this report, you must **log in your timesheet** online at the Council for Teacher Education website (<http://www.cote.illinois.edu>) from the "Time Report" link. The time report must be completed and submitted online or a candidate MAY NOT be certified. Please read the directions carefully, and make hard copies to back up your reports. **DO NOT click the "final" button until the very end of the experience once everything is documented!!!**

Example Weekly Planning Calendar

Instructional Lesson Plan Template

Instructional Plan	Instructor: _____
Course & Grade:	
Unit:	
Competency:	
Lesson Title:	
Estimated Time:	
Terminal Performance Objective:	
Assessment	
Formative (associate with enabling objectives):	
Summative (associate with terminal performance objective):	

Time Allotted per Activity	Enabling Objectives, Instructor Directions, and Key Concepts <small>(Attach PowerPoint, Lecture Notes, Worksheets)</small>	Student Activities
Time Allotted per Activity	Application	Student Activities
Time Allotted per Activity	Closure / Transition to Next Lesson	Student Activities
Materials, Supplies, Equipment, Technology Plan, References, and Other Resources		
Educational Theory tied to Assessment		

Weekly Teaching Performance Review



Agricultural Education Program
University of Illinois at Urbana-Champaign

TEACHING PERFORMANCE REVIEW

Intern: _____ Date: _____ Observer: _____

Lesson _____

EFFECTIVE PERFORMANCE (WHAT WORKED WELL)	SUGGESTIONS / COMMENTS / QUESTIONS

SAE Supervision Record Form

Use the fillable pdf form emailed to you.

Student Name: _____ **Date:** _____

Travel (miles): _____ **Time:** _____ to _____

Situation of visit (home, job, assisting with preparation for SAE, etc.)

Description and observation of current SAE program

Suggestions, comments, and instruction offered to student

Future needs, education, support and/or follow-up

Conditions of records (select one)

Discussed program with parent(s)/guardian(s) during visit (select one): No Yes

Name(s): _____

Other Notes:

Signatures:

Student: _____ Instructor _____

Parent/Guardian _____ Employer _____

Idea Bank

Use the fillable pdf form emailed to you.

Idea Bank

List and describe practices and ideas that you see being used in all areas of the agriculture program. These are ideas that you would like to use when administering your own department. Record at least 15 ideas that work for your cooperating teacher.

	Description of Ideas
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Responsibilities of the Cooperating Teacher

The role of a cooperating teacher is one of great importance. The student teaching internship is regarded as one of the most important phases in any teacher education program. It is quite likely that you will have more to do with the future performance of the student teaching intern than any other person. There is no doubt that you will greatly influence the professional attitude of the student teaching intern as well as provide him/her with the opportunity to increase his/her professional knowledge and skill. It is with this challenge in mind that the following suggestions are made.

First Contacts

1. Assist student teaching intern in obtaining adequate housing at as modest of a cost as possible.
2. Be sure the student teaching intern is introduced to the administrator(s) immediately, and to other faculty members and employees as soon as convenient.
3. The supervising teacher and the student teaching intern should cooperatively determine the policy on such matters as: (a) daily working hours, (b) weekends in the community, (c) responsibilities, (d) dress, (e) mileage and other expenses, (f) personal conduct, and (g) absences.
4. Acquaint the student teaching intern with the school and agriculture department facilities, and provide an overview of the activities and procedures of the school and department.
5. Put the intern at ease and make them feel useful and important to your program. Students should address the intern as "Mr./Ms. _____" rather than by his/her first name.
6. Prepare your classes for the intern by explaining the purpose of student teaching.
7. Plan ahead! Discuss tentative teaching assignments and responsibilities for the entire student teaching experience.
8. Review the intern's assignments to familiarize yourself with them so you are in a position to oversee their completion.

Planning the Student Teaching Internship Experience

Cooperatively plan the student teaching intern(s) activities with emphasis on the following:

1. In cooperation with the student teaching intern, develop a plan to complete the required tasks (outcomes) during the student teaching experience. Allow freedom to arrange a schedule which will include the majority of the desired activities.
2. Make assignments for teaching or participation in FFA activities early enough so the intern can be prepared.
3. Coordinate teaching assignments with your course outline; however, if possible, start the intern teaching a unit in a field in which they are well-qualified.
4. Plan ahead and set up a long-range schedule of teaching assignments and responsibilities for FFA and other activities which will allow the intern to plan his/her work and schedule.
5. Make it a point to have the intern visit pupils' agricultural experience programs with you early in the student teaching experience.

Supervision of Student Teaching Interns

1. Check lesson (instructional) plans before each lesson is taught (at least one day in advance to provide time for revision if needed). All lesson plans should be checked and approved by the supervising teacher before the lesson is taught.
2. Supervise and check intern(s) activities in supervising agricultural experience programs.
3. Conduct evaluations of the intern(s) classroom, laboratory, and field instruction and offer constructive criticism during a feedback conference. Set aside time at the end of each day for a feedback conference with the student teacher.
4. Observe the ability of the intern to work with other people in the school and community. Their ability to follow professional procedures and to communicate appropriately with people is as important for the intern to develop as the skill of teaching.
5. Provide the intern both verbal and written evaluations of his/her work. A midterm and final Common Student Teaching Evaluation form, as outlined by the UIUC Council for Teacher Education, should also be completed. Reports are to be completed online through the "Cooperating Personnel" Portal of the CoTE website at <http://www.cote.illinois.edu>.

6. Evaluate the intern's teaching on a regular basis. Conduct 18 teaching performance evaluations; eight using the *Danielson Framework Quadrant* and ten using the *Teaching Performance Review*. Meet with the intern following the evaluation to provide specific suggestions for improving teaching performance. A copy of the completed forms should be submitted to the University Supervisor.
7. At the completion of the internship experience, submit an online evaluation of the University Supervisor as outlined by the UIUC Council for Teacher Education requirements at: <http://www.cote.illinois.edu>. You can access the evaluation at: ***Forms/Student Teaching Supervisor Evaluation***
8. Submit all other reports as required by the University of Illinois.

Council for Teacher Education Expectations and Requirements

Student teaching is a culminating experience which is often identified as the most important part of the teacher education preparation program. Student teaching provides the opportunity for certification candidates to apply their knowledge of subject matter and their understanding of educational theories of learning, behavior, and instruction in teaching students with diverse needs. Student teaching places candidates in the role of a teacher; therefore, professional behaviors, conduct, and actions are required. UIUC teacher candidates are obligated to know the school district and school policies and to observe them throughout the entire student teaching experience.

Student teaching is a full-time commitment on the part of teacher candidates. Teacher candidates should not plan to take additional coursework outside of their program during student teaching, nor should they plan to be employed. Any prospective teacher candidates that anticipate a need to take additional classes and/or work should discuss options with their advisor and clinical experiences program coordinator well in advance of student teaching.

Teacher candidates should consult with their university supervisor and/or clinical experiences program coordinators regarding questions, concerns, or additional clarification of the following expectations.

Mr. Gary Ochs
217-244-5164 (Office)
217-251-4022 (Cell)
garyochs@illinois.edu

The following CoTE expectations apply to all UIUC teacher candidates during their student teaching. Also, all UIUC teacher education candidates must comply with any other program-defined policies in addition to these listed below. In this document, the word student refers to P-12 students.

Part I: Expected Conduct for all UIUC Teacher Candidates during Student Teaching

Attendance/Absence

UIUC teacher candidates must:

- be in school every day for the full term of the assignment.
- be punctual and regular in attendance for classroom participation.
- follow the school's calendar in relation to vacations, in-service programs, holidays, and daily starting and ending times. (The school district calendar takes precedence over the UIUC calendar.)
- notify their current cooperating teacher and the university supervisor in case of illness or emergency and provide materials needed to teach assigned daily lessons.
- make up missed student teaching days; if absences become excessive, the clinical experiences program coordinator, in conjunction with the university supervisor, will determine whether the student teaching period will be extended beyond the end of the UIUC semester or terminated.
- inform the cooperating teacher when the university supervisor and/or other professionals are scheduled to make a classroom visit.

Professional Conduct

Respect

UIUC teacher candidates must:

- treat all students with respect.
- treat cooperating teachers and all other school personnel with respect.
- treat all Professional Education Preparation Program personnel with respect.

Confidentiality

UIUC teacher candidates must maintain the confidentiality of school-related experiences pertaining to school personnel, fellow candidates, classroom students, records, charts, and cumulative folder data, in both oral and written communications.

Professional Dress

UIUC teacher candidates must follow the dress code, whether written or unwritten, of the school. Dress with taste and appropriateness, which includes proper hygiene.

Substance Abuse

UIUC teacher candidates have the same responsibility as teachers to follow, abide by, and enforce rules against possession and consumption of alcohol, tobacco, and chemical substances.

Sexual Harassment

UIUC teacher candidates must:

- refrain from any type of romantic or sexual relationship or inappropriate behavior with students or other school personnel.
- have the same responsibility as teachers to follow, abide by, and enforce policies governing any unwelcome sexual advance, request for sexual favors, reference to gender or sexual orientation, or other physical or verbal conduct of a sexual nature.
- adhere to the school district's anti-harassment policy.

Child Abuse

UIUC teacher candidates must:

- know the signs and roles of educators in recognizing and reporting cases of child harassment/abuse which includes physical, emotional, sexual, and/or neglect.
- follow the school district's policies for reporting concerns and observations regarding abuse.

Corporal Punishment

UIUC teacher candidates must not administer corporal punishment nor serve as a witness to such. According to the *2002 Illinois School Code*, Section ILCS 5/24-24, teachers may not engage in slapping, paddling or prolonged maintenance of students in physically painful positions, and/or in intentional infliction of bodily harm.

Internet Safety and Photographic Images

UIUC teacher candidates must follow and enforce the school district's policies for Internet Safety and analog or digital photographs/visual images of students. These images will not be used in commercial products or sold to the public.

Part II: Teacher Candidate Common Requirements during Student Teaching

The following are CoTE common requirements for UIUC teacher candidates during their student teaching experience. Candidates must comply with all other program-defined responsibilities in addition to these listed below. Educational Practice (student teaching) courses are graded S/U (satisfactory/unsatisfactory).

UIUC teacher candidates must:

- comply with all of the CoTE Expectations during student teaching.
- satisfactorily meet expectations of the CoTE Common Student Teaching Evaluation form. <http://www.cote.illinois.edu>. Click on “Forms” tab then click on Scoring Rubric for Common Student Teaching Evaluation.
- be familiar with the UIUC Conceptual Framework, *Teaching and Learning in a Diverse Society*, the Illinois Professional Teaching Standards, and appropriate Illinois content area standards.
- complete the following administrative/record keeping responsibilities, such as but not limited to:
 - submit time sheets for approval by cooperating teachers and university supervisors.
 - complete the midterm and final CoTE Common Student Teacher Evaluation Form.

Teacher candidates must also meet all requirements of their programs to earn a satisfactory grade in student teaching. The satisfactory completion of student teaching is one of the CoTE requirements for recommendation for certification. Occasionally, teacher candidates do not fulfill course requirements and should receive a grade of “U”. Typical reasons for such a grade are: 1) the candidate fails to do what is required in the student teaching experience, 2) the candidate repeatedly exercises poor personal and professional judgment which impairs effectiveness, 3) the candidate’s instructional performance remains unsatisfactory throughout the experience, and 4) the candidate is unable or unwilling to meet the time demands of student teaching. Remediation of a candidate’s weaknesses must be attempted as soon as the areas of weakness can be identified. Options for the candidate, such as extra time or an additional experience, are discussed on case-by-case basis.

For a list of all requirements, see the Common Assessment Plan (CAP) for Undergraduate Teaching Candidates at: <http://www.cote.illinois.edu/about/professional/cap.html>.

Part III: Additional Information

Transporting Students

UIUC teacher candidates must not:

- transport students in private vehicles.
- transport students to and from school-sanctioned activities in school vehicles unless they have been approved as a driver following the school district's policy.

Substitute Teaching

UIUC teacher candidates must not serve as the "official" substitute teacher. If this situation occurs, the teacher candidate must notify the university supervisor as soon as possible.

Work Stoppages in Cooperating Districts

UIUC teacher candidates are to assume the role of neutral persons and to maintain an uninvolved status with respect to a work stoppage. In the event that the work stoppage continues for a week or more, the clinical experiences program coordinator may make arrangements for an extended student teaching time period, a new placement in another district, or an appropriate substitute experience.

UIUC teacher candidates:

- shall not be required to cross picket lines or to supervise classes when such action would constitute a breaking of the work stoppage.
- may, at their discretion, attend teachers' association meetings, faculty meetings, school board meetings, and other gatherings concerning the work stoppage in the role of an interested observer.
- if they choose to participate on either side of the work stoppage, such participation shall be as individuals and not as teacher education candidates, and the UIUC disclaims any liability or responsibility for any action or the consequences of any action taken by such individuals and their participation.

Removal from student teaching

Removal from student teaching can occur by request of the cooperating teacher, school administration, and/or university supervisor. Teacher candidates should share classroom concerns/problems with their university supervisor as the first line of communication. If a satisfactory resolution is not reached, the issue will be referred to the clinical experiences program coordinator of your professional education preparation program. Removal can also occur due to, but not limited to, excessive absences, inappropriate behavior or insubordination, or not meeting requirements.

Candidates removed from student teaching are not guaranteed subsequent placements. Each case is reviewed individually.

Teacher candidates may seek information on UIUC Council on Teacher Education policies regarding complaints or grievances about program admission, dismissal, evaluation of performance, or recommendation for certification at <http://www.cote.illinois.edu>.