Standard 3: Field Experiences and Clinical Practice

There are indeed variances between the field experiences identified in the IR Overview and Conceptual Framework Exhibit, the field experiences identified in the IR Standard 3 exhibits, and this Revised Table 7. The courses identified in the IR Overview and Conceptual Framework Exhibit are all courses that require a more substantive field component. The IR exhibits only included syllabi from those courses with a substantive field component. While several other courses include a field component, they reflect varied and unique programmatic expectations. Standard 3 IR exhibits for field experiences should have included descriptions for AGED 131, AGED 439, and MUS 332. Those descriptions are being provided in this addendum. The table above has been revised to include the bilingual education program and field experiences for the Elementary Education and Physical Education programs that were inadvertently omitted in the original report. In addition, the number of clock hours for EIS 303 and was corrected from 30 to 35 hours.

Revised Table 7: WIU Field Experiences and Clinical Practice by Program
AGED 131 Syllabus
Ag Ed 439 Syllabus
MUS 332 Syllabus

3.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

1. **Contracts or memoranda of agreement with partners.** (Although two blank sample contracts were included in the evidence, no actual copies of contracts or formal memoranda of agreement were provided.)

   Contracts will be available on-site.

2. **Database that indicates candidates are being assured diverse field/clinical placements. Who tracks these and all placements?**

   The unit maintains data about field/clinical placements for each initial candidate on the university mainframe computer system. Each semester, field and clinical experiences supervisors submit placement information for each candidate, including school, grade level, mentor teacher, and WIU supervisor, to CPEP to be entered into the system. Once the information is in the system, it can be viewed by program chairs to assist in the identification of appropriate future placements that ensure a diversity of field/clinical placements. The system physically maintains this information while the process assures placements in diverse settings.

   Unit Procedures to Facilitate Diverse Experiences
3. **Evidence that demonstrates the unit and its partners design, implement, and evaluate field experiences and clinical practice.**

Field and clinical mentor teachers complete a survey that provides data about the structure of the experiences, placement of the candidates, quality of interactions with candidates and WIU supervisors, amount and type of paperwork, and length of the experience. Open-ended questions also provide information about additional strengths and weaknesses of initial level field and clinical experiences. Data indicate that mentor teachers agree or strongly agree with the appropriateness of the experience and their involvement in placement and evaluation decisions.

**Mentor Teacher Survey Feedback and Data**

4. **How does the unit ensure that candidates in advanced programs participate in field experiences, practica, and internships that provide interaction with diverse student populations?**

Each advanced program has established procedures for placements in field experiences, practica, and internships appropriate for program content and the employment status of candidates.

The internship for the Principal program has been redesigned to comply with the new Illinois rules that will require interns to “be exposed to and to participate in a variety of school leadership situations in settings that represent diverse economic and cultural conditions.” The Superintendent internship is beginning the redesign process to comply with the new rules.

Candidates in the School Counseling program complete practica and internships in sites that have a population that reflects diverse characteristics. The department requires approval of all placements prior to candidates’ working in those sites. Departmental approval allows for monitoring of diverse experiences for all candidates.

Technology Specialist program candidates use a Diversity Experience Tracking Sheet to document their experiences with students at different building levels, locations, gender, race/ethnicity, exceptionalities, and linguistic diversity to ensure experiences in diverse setting. The tracking sheet reflects eight required experiences and is included in the candidates’ portfolio. Candidate documentation data is systematically reviewed by the Technology Integration coordinator and/or the Technology Specialist review committee.

School Psychology candidates are required to meet the domains of training required by NASP Standard 5, which directly addresses student diversity in development and learning. Candidates are required to chart the number of students with whom they work during practicum and internship experiences.
When a review of candidate documentation indicates limited exposure to diverse groups’ the candidate is required to participate in additional experiences with diverse populations.

To ensure the diversity of practica placements, the faculty in the Reading Specialist Program use school diversity data to select the sites for each of the K-6 and 7-12 practicum experiences for candidates at the WIU Quad Cities campus and the Springfield sites. The success of these tutoring experiences has resulted in consistent use of these diverse school settings. At the WIU Macomb campus, reading specialist candidates primarily work with children from the Macomb School District. Although Macomb is a district with diverse students, in an effort to provide a wide variety of experiences to candidates in the K-12 Reading Specialist Program, the practicum supervisor contacts the principals in the Macomb School District to share information about the reading practica with parents of English Language Learners. Because the Macomb School District does not offer a bilingual program for the children of international students studying at Western Illinois University, the practica provides a rich opportunity for English Language Learners to develop their literacy skills working one-on-one with graduate students who are currently full-time teachers. The English Language Learners were in grades Pre-K through high school and were from Mexico, Japan, China, the Philippines, Korea, Russia, Saudi Arabia, and the Congo in Africa.

The majority of candidates in the Elementary and Special Education graduate programs are full-time employees in schools that serve diverse cultural, linguistic, socio-economic, gender, ethnic, and/or exceptional populations. As candidates complete their action research project, they are required to focus on the learning needs of specific, diverse learners.

**Technology Specialist Diversity Experience Tracking Sheet**

**School Psychology Practicum and Internship Diversity**

5. **Is a remediation plan somewhat consistent across programs and levels (for example, the one described by the psychology program), and how many candidates typically need one?**

At the initial level, remediation plans include the following components: 1) a statement of the area of concern, 2) the goals of remediation, 3) the steps that the candidate must take to address or remediate the area of concern, 4) potential sources of assistance and helpful materials, people, courses, etc., 5) the timelines for completion of the remediation plan, 6) the methods for evaluating whether the goals have been met, and 7) the individual(s) who will evaluate whether the goals have been met. Typically, about two to four field experience candidates and about one to three student teachers require a remediation plan during a semester.
Programs at the advanced level have components in their remediation plans that are similar to those used at the initial level. Each advanced program adapts these components to meet the needs of their candidates. The members of the graduate committee in the Educational Leadership Department, which includes the Principal and Superintendent programs, discuss the candidates’ problem and develop a customized remediation plan. In the School Counseling program two members of the faculty meet with the candidate to examine the problem and create a professional development plan. In the Technology Specialist program, individual faculty meet with the candidate to discuss the identified specific weaknesses. Candidates who continue to fail to meet expectations are referred to the Department Chair for discussion and the development of a remediation plan. The Reading Specialist program has developed specific remediation plans for each of the eight SPA assessments. The Elementary and Special Education graduate coordinators, along with the appropriate faculty member, follow the same process used for initial level candidates.

6. **How do WIU supervisors monitor field and clinical placements in locations at great distance from the university?**

WIU initial level field placements are made primarily within a 45-mile radius from each campus in order to allow candidates to attend classes while participating in field experiences. Field Supervisors use university vehicles or are reimbursed for use of their private vehicles to travel to sites for placement and monitoring purposes. They always put candidates in appropriate placements and attempt to place them within reasonable proximity of other field experience candidates so that they can try to schedule more than one visit per trip.

WIU clinical student teaching supervisors live in the areas where they supervise candidates, including Chicago and the Quad Cities. This allows them to facilitate student teaching experiences within a geographic area that is relatively close to where they live. Our model also utilizes university liaisons to assist with supervision. The liaisons are members of the professional community in the district and, oftentimes school building, where student teaching candidates are placed.

Advanced practica and internship placements for the School Counseling and School Psychology programs attempt to follow procedures that are similar procedures to those of the initial field experiences. Most placements in the Elementary, Special Education, Principal, and both Superintendency programs reflect the employment location of the candidate in the program. The Reading Specialist program meets at and utilizes specific school sites for practica.

**WIU Field and Clinical Supervisor Locations and Travel Expectations**
7. **How involved is UTEC with the design, implementation, and assessment of advanced programs?**

Advanced programs are designed to reflect their respective professional standards. When new programs, program changes, new courses, or course revisions occur, the documentation, including evidence for the change supported by data, are brought to UTEC for their approval, in addition to moving through the university curriculum change process. UTEC includes a representative for the advanced programs who also helps to inform UTEC of new professional requirements, such as the required redesign of the Principal program.

All advanced programs are required to submit an annual assessment report to the WIU Associate Provost and a second annual report to the Illinois State Board of Education (ISBE). The Assistant Dean for Teacher Education, who chairs UTEC, collaborates with the Associate Provost to determine appropriate requirements for the WIU annual assessment report and receives copies of those reports every year. In addition, all ISBE annual reports must be approved by the Assistant Dean for Teacher Education prior to their submission. Both annual reports include a requirement that program changes reflect needs that are documented with data.

8. **How does CPEP’s involvement differ for advanced programs?**

The WIU certification officer and a support staff person are housed in CPEP. Advanced programs that lead to certification, including School Counseling, Reading Specialist, School Psychologist, Speech-Language Pathologist, Principal, and Superintendent, submit their candidates to the certification office for final approval for certification. The certification officer confirms that each candidate meets certification requirements and submits an approval to the State for certification. Additionally, the certification officer evaluates transcripts when an individual seeks information regarding coursework needed to earn a new or additional certificate. The certification officer works closely with program chairs to define the appropriate list of required coursework and to assist potential candidates in determining next steps to accomplish their professional goals.

The advising and field and clinical supervision personnel that are housed in CPEP serve initial candidates, as advanced programs provide those supports within their programs.

9. **Documentation of the collaborative activities between Elgin school district and the unit.**

Summary of Activities with the Elgin Unit #40 School District Elgin Interconnect Forum Meeting Agendas for Six Meetings
10. Elaboration on special events, activities, etc. that involve cooperation between the unit and school partners.

Collaborative Activities Between Unit and School Partners

11. Description/evidence of training for mentor teachers at the initial level and site supervisors at the advanced level.

WIU Student Teaching Supervisors provide mentor training at the beginning of each semester for new and returning mentors. They utilize a common agenda to provide consistent training across multiple sites and mentors. If a mentor is unable to attend the group meeting, the university supervisor provides individualized on-site training information at the time of the initial meeting.

The Educational Leadership Department, which included the Principal and Superintendent program, utilizes their detailed Intern Handbook to train internship supervisors.

The Department of Counselor Education conducts a mandatory site supervisor training for all practicum/internship site supervisors annually. The most recent training was on September 16, 2011.

At this time, the Technology Specialist program has only placed one candidate with a site supervisor and provided individualized training to that supervisor. They are currently in the initial stages of developing a handbook.

The School Psychology program collaborates with all School Psychology programs in the state to train supervisors. They jointly offer day-long annual supervisor training and also offer a training course that teaches supervision skills to practicing school psychologists.

All practica in the Reading Specialist program, which are conducted with struggling readers in after school programs, are supervised by the department reading faculty. Faculty observe candidates during each weekly session and complete an observation form aligned with program standards.

Candidates in the Special Education Graduate program conduct an action research project during their field experience, which is completed in the candidates’ classrooms. Faculty observe candidates as they teach one or more lessons to ensure that they are modeling best practices as they conduct their research.

Candidates in the Elementary Education Graduate program complete their field experiences in their classrooms. As part of this capstone experience, candidates
videotape their instruction and use that information to critique their practice and identify an aspect of their teaching for further investigation in the Action Research Project. Candidates are required to regularly submit sections of the project, which are evaluated by faculty using a common rubric.

Typical Student Teacher Mentor Teacher Meeting Agenda
Principalship and Superintendency Site Supervisor Guidelines
School Counseling Site Supervisor Training Agenda – 9/16/11
School Psychology Intern Supervisor Training Schedule