Field/Clinical/Internship Practice Requirements
For 2010-2011

I. Catalog Description:

Course Descriptions
Student teaching is the process whereby a prospective teacher candidate demonstrates his/her competence as an effective beginning teacher. Each student teacher is expected to possess, or develop, the knowledge, skills, and dispositions needed to manage successfully a classroom teaching-learning situation. The successful completion of an approved student teaching experience is documented through one or more of the following courses.

STUDENT TEACHING (STCH)

430 Student Teaching–Special Needs–Elementary Level. (1–16) Kindergarten through the sixth grade.


437 Student Teaching–Bilingual–K-8. (1-16) Bilingual student teaching in grades kindergarten through eighth grade.

459 Student Teaching in Early Childhood Education. (PK-K) (1–16) A preschool through kindergarten level student teaching experience. Open only to persons in the early childhood program.

460 Student Teaching–Primary Grades. (K-3) (1–16) Student teaching in grades kindergarten through the third grade.


462 Student Teaching-Middle Level. (1-16) Open only to students enrolled in elementary program who wish to student teach in grades 7 and 8. Adviser's recommendation required.

480 Student Teaching-Secondary. (1-16) Student teaching in grades 7-12.

481 Student Teaching in Music. (1-16) Grades kindergarten through the sixth grade.

482 Student Teaching in Art. (1-16) Grades kindergarten through the sixth grade.
483  **Student Teaching in Physical Education.** (1-16) Grades kindergarten through the sixth grade.

485  **Student Teaching in Elementary Foreign Languages** *(1-16)*. Student teaching in a foreign language in grades K-6.

II. **Population Served:**

Student teaching credit is required for graduation in the Teacher Education Program and is open to qualified senior candidates who are enrolled in the Teacher Education Program. Candidates must fulfill the requirements for admission to and retention in the Teacher Education Program and are responsible for meeting the student teaching requirements listed below.

1. Maintain the required major and cumulative GPAs for the program: 2.75 required for bilingual/bicultural, early childhood, elementary, history, and special education majors. 2.50 required for agriculture, art, English, French, mathematics, music, physical education, science/biology-chemistry-physics, and Spanish majors.
2. EIS 201*, 301*, 302*, and 401*, and special education requirement*.
3. Successful completion of the required methods coursework*.
4. Recommendation of the departmental adviser or designee.
5. Meet all departmental prerequisites for student teaching.
6. Completion of pre-student teaching field experiences as described above with a grade of C or above.*
7. Completion of all required program coursework with a minimum grade of C.
8. Successful completion of required Illinois Certification Test(s) [basic skills and applicable content tests(s)].
9. Portfolio requirement, where applicable.
10. Clearance of a criminal background investigation and all applicable registries.
11. Completion of a TB skin test.
12. Completion of English Language Learners (ELL) modules.

*Grade of C or above required.

The candidate must continue to exhibit the dispositions and professional behaviors needed to perform the essential functions of teaching, with or without reasonable approved accommodations. Failure to adhere to these professional dispositions is grounds for dismissal from the program.

III. **Number of Required Field/Internship Hours:**

Each candidate must complete a minimum 12 s.h. (12 weeks) clinical (student teaching) experience to meet graduation requirements. Some programs which necessitate split assignments in two fields or at two grade levels may require 16 s.h.
(16 weeks). A maximum of 12 s.h. of STCH hours may be included in the minimum total of 120 s.h. required for graduation.

IV. Required Activities:

A. Earn acceptable ratings on the Student Teaching Clinical Experience Final Evaluation (STCEE) form.
B. Pass the appropriate Assessment of Professional Teaching (APT) state test. Individuals who do not pass the appropriate APT exam may request that a remediation plan can be developed at the request of the student.
C. Earn a minimum rating of “Acceptable” in all six grading elements for the #2nd reflective paper (RFP2). This paper is evaluated by the student teacher’s department.
D. Meet all program requirements. Any questions about program requirements should be directed to the program director/department chair of the student teacher’s department.
E. Earn a minimum rating of “Acceptable” on the Western Teacher Work Sample (WTWS). The WTWS is evaluated by the student teacher’s department.
F. Earn acceptable ratings on the Disposition Check 3 (DC3).

V. How Activities Are Assessed:

A. The STCEE is comprised of 58 items which are aligned with the Illinois Professional Teaching Standards. Each candidate is evaluated by their mentor teacher two times on the STCEE, at midterm and at the end of their placement. The 58 items are scored on a 3 point scale that reflects the following levels: unacceptable, acceptable, and target.
B. The APT is a standardized test that assesses candidates on the Illinois Professional Teaching Standards and the language arts and technology standards for all teachers. It is administered through the Illinois Certification Testing System six times a year. Candidates must earn a minimum score of 240 to pass this exam.
C. RFP2 is evaluated by a content-specific professor using an evaluation rubric that contains six items. The rubric reflects the following levels: unacceptable, acceptable, and target.
D. Program specific requirements are evaluated by each individual program.
E. The WTWS is comprised of seven processes that are subdivided into multiple tasks. Each candidate is evaluated by a content-specific professor. The tasks are scored utilizing an evaluation rubric that reflects the following levels: unacceptable, acceptable, and target.
F. DC3 is comprised of eight processes that are subdivided into multiple tasks which are aligned with our Conceptual Framework. Each candidate is evaluated by their mentor teacher two times on the DC3, at midterm and at the end of their
placement. The items are scored on a 4 point scale that reflects the following levels: unacceptable, acceptable with concerns, acceptable, and target.