

Illinois State University

***Handbook for Student Teaching***

**2025-2026**

The Office of Clinical Experiences and Licensure Processes

in

The Cecilia J. Lauby Teacher Education Center

Illinois State University

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Fall 2025

Dear Student Teacher,

Student teaching is the culminating experience of your undergraduate education, and we are hopeful you will take full advantage of every opportunity presented to you. Congratulations, you are embarking on an amazing journey to become a teacher. We in the *Cecilia J. Lauby Teacher Education Center* are excited for you and proud to be part of your journey. We appreciate the school district partnership and their interest in hosting an ISU student teacher this semester. Having a student teacher is a great experience for students, cooperating teachers, and building administrators. We recognize however it requires additional time, effort, and coaching. Please be mindful of the responsibilities that come with teaching, thoughtful of your teacher professionalism, and give back to the classroom, school, and community.

During your student teaching experience, you will have the opportunity to apply the educational theories and content matter you have studied, as you continue to develop your teaching abilities. Your student teaching semester will be the busiest semester you have had to date, and you will have many new and challenging responsibilities. Some of these responsibilities will include obligations to: your students, cooperating teacher, university supervisor, and ISU program. Be prepared by planning thoughtful and engaging lessons well in advance; learn from and apply the feedback you receive from your cooperating teacher and university supervisor; remain organized, demonstrate professionalism by arriving on time and ready to teach and learn; and foster a culturally responsive classroom environment where all students are valued, seen, and heard.

Within the first week to ten days of the semester, your university supervisor from Illinois State University will meet with you and your cooperating teacher to review expectations and answer questions. Each of the 27 campus teacher education programs structure the student teaching and supervision experience slightly differently. If your program has required seminars, please make sure those dates are communicated with your cooperating teacher. All student teachers will have regularly scheduled observation and evaluation visits that include conferencing and feedback. Student teachers should be prepared to share lesson plan materials, handouts, and relevant materials with the university supervisor and thoughtful post-lesson reflections. Structured midterm and final conversations will be scheduled by your university supervisor, where you and your cooperating teacher will share and reflect on your growth with planning, teaching, assessment, and building positive and professional relationships with the school community.

Prior to beginning your student teaching experience, please read this handbook in its entirety. Reach out if you have questions or concerns. It will provide you with suggestions to use throughout your student teaching experience and with information regarding university teacher education requirements, university requirements for graduation, and other helpful information. Please also explore the school district website and handbooks. It is expected that you follow all policies, expectations, and protocols required by the school district and human resources.

**Prior to your university supervisor coming to visit you should:**

* Upon receiving your student teaching schedule from your host school, share it with your university supervisor. Your communication should include contact information for both you and your cooperating teacher, school address and calendar, your teaching schedule, subjects, room numbers, times, non-teaching times, and when you and your cooperating teacher are available to meet. Also, identify a place to meet after an observation.
* Complete weekly calendars, reflections, and planning documents and share those with your university supervisor. Develop an organizational system to help keep you on track and your university supervisor and cooperating teachers in the loop (lesson plans, unit plans, assessments, and materials).

**During your first few days of student teaching:**

* First impressions are important. Try to meet people in the building (main office staff, building administrators & teachers) and learn your way around.
* Get acquainted with building policies, expectations, and procedures (lesson planning, teaching, discipline, supplies, photocopy machine, etc.).
* Take initiative in the classroom, jump in right away and get involved. Assist your cooperating teacher by helping with daily activities, working with small groups, reading announcements, co-plan or co-teach, working with a student who has been absent, or helping with an extra-curricular activity or club.
* Become familiar with instructional materials, technology, and classroom resources.
* Begin planning the educational units of instruction you will be teaching as soon as possible. Gather needed sources, materials, and texts.
* Start learning as much as you can about your students. Knowing names is an important first step in building a positive learning community and positive classroom relationships.
* Daily and weekly check ins with your cooperating teacher are important. Set aside a specific time each day for conferring with your cooperating teacher regarding planning for instruction & assessment, your progress, and suggestions for improvement.
* Observe, identify, and develop positive routines and practices for the classroom (culture, climate, environment, management etc.).
* Participate in professional development opportunities offered to you during your student teaching semester (mock interviews, workshops, classroom observations, meetings etc.).

You are assuming the teaching schedule and daily responsibilities of a full-time teacher, for example, follow expectations of hours, duties, schedule, parent-teacher conferences, faculty meetings, in-service days, communicating with parents, and supervision. The schedule should plan for a gradual increase in responsibilities of teaching activities until you attain full responsibility for the classroom. A phase out plan should also be followed in preparation for turning the classroom back over to the cooperating teacher at the end of the experience.

On behalf of the *Cecilia J. Lauby Teacher Education Center*, we wish you an exciting, empowering, and engaging student teaching experience. You are a *Citizen Teacher,* advocating for the profession, exploring the field, and making a difference in the lives of others. You are using data, lived experiences, and civic/community engagement to inform and improve the art and science of teaching, learning, and assessment. We are proud of you.

**Let’s Go EdBirds,**


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# Student Teaching Statement of Purpose

Student teaching is the culminating experience in your teacher education program at Illinois State University. You are now responsible for directing and evaluating the learning experiences of your students, under the guidance and supervision of a licensed and competent member of our teaching profession.

# General Information

The following requirements have been established on behalf of the University Teacher Education at Illinois State University.

**Student Teaching Assignments (Placements)**: Located in the ISU Undergraduate Catalog <https://illinoisstate.edu/catalog/undergraduate/teacher-education/>

**Schedule:** Student teachers are to follow the same schedule as their Cooperating Teacher. This includes school/district level meetings, parent-teacher conferences, etc.

**Calendar**: Student teaching assignments begin and end on the dates indicated on the student teacher’s official confirmation letter sent by the Office of Clinical Experiences and Licensure Processes located in the Cecilia J. Lauby Teacher Education Center. The student teacher is expected to follow the school calendar of the district in which she/he is student teaching.

**Attendance**: Regular attendance is required of all student teachers. Should an absence be warranted, the student teacher must follow the protocol established by the host school in reporting your absence (e.g. calling the principal’s office, etc.). Be sure to **immediately contact your cooperating teacher and university supervisor via voicemail and text/email**. Excused absences will be taken into consideration but must be approved in advance by your cooperating teacher and university supervisor. Unauthorized or lengthy absence may require an extension of the student teaching experience.

**Appearance**: Appropriate dress and conduct are expected of all student teachers. As a rule, student teachers should be guided by the faculty dress code of their assigned school. This expectation also applies to virtual classrooms.

**Professional Conduct**: Illinois State University student teachers are guests in the schools in which they teach and serve. Student Teachers must abide by all regulations established by the principal, school administration, and the school district. Additionally, please review and familiarize yourself with:

* **The Illinois Educator Code of Ethics:** Appendix A in this document.
* **The Illinois State University Code of Student Conduct:** <https://deanofstudents.illinoisstate.edu/conduct/code/>

**Corporal Punishment**: An ISU student teacher is **NEVER** to administer corporal punishment as a means of discipline.

**Liability**: Student teachers in the state of Illinois have professional status under the state’s written statutes, like licensed teachers except for salary, tenure, retirement, workmen’s compensation and other fringe benefits. This provides a legal basis for assigning responsibilities and provides legal protection for student teachers while in the performance of their duties within the policies of their host school.

**Outside Activities for Student Teachers**: The primary responsibility of the student teacher is the instructional experience. All student teaching responsibilities take precedence over other responsibilities. Student teachers are strongly urged not to have out-of-school employment or enroll in additional course work during the student teaching semester. Participation in extracurricular activities (e.g. athletics, speech, music performance, etc.) is discouraged during student teaching. Special responsibilities associated with the student teaching placement (e.g. coaching athletics after school) **must** be closely monitored so that such activities do not interfere with instructional responsibilities, unless directly related to the student teaching assignment.

**Student Removal Process**: Student teacher removal will be conducted through the new Student Removal Process, which was accepted by the Council for Teacher Education in Spring 2021. A student teacher may be dismissed for failing to meet any of the established student teaching standards: demonstrating ineffectiveness so that progress of their students is impaired, failing to comply with school/faculty norms, defying reasonable requests, or for any other reason for which a classroom cooperating teacher might be dismissed. **Three unresolved disposition concerns/PER documents are grounds for termination/dismissal from teacher education**. Student teachers wishing to appeal any decision related to assessment, retention or licensure should go to the [Rights and Responsibilities](https://teachercenter.illinoisstate.edu/students/clinical/rights/) [p](https://education.illinoisstate.edu/teacher/clinical/rights.php)age [an](http://education.illinoisstate.edu/teacher_education/clinical/rights.shtml)d review the “Dismissal from the teacher education program, including clinical or student teaching experiences.” Please review the “Guidelines for Submitting Student Appeals Procedures.

**Substitute Teachers**:

Substitute Licensure is determined by the Illinois State Board of Education (ISBE) in conjunction with the Regional Offices of Education. There are currently multiple types of substitute licenses issued by ISBE. Review the ISBE website and the following Regional Office of Education website for the application process and information.

* ISBE- [Substitute Licenses (isbe.net)](https://www.isbe.net/Pages/Short-Term-Sub-Teach.aspx)
* ROE 17’s website at [Regional Office Of Education #17 - Mclean & Dewitt County (roe17.org)](https://roe17.org/).

Note- Some substitute licenses require students to be in an education major and have their ELIS account linked to ISU via licensure pre-completion. ISU runs pre-completion reports and uploads once a semester and requires students to have a minimum of 60 credit hours and completion of the PBA workshop for consideration.

Substituting while student teaching:

Any student interested in being a substitute while student teaching must meet the following:

* Have an ISBE issued substitute license.
* The placement school district must have a signed substitute amendment to their student teaching contract.
	+ Only a few Illinois school districts have this amendment in place with ISU.   You can review the approved clinical listing to see the short term substitute column to find sites [here](https://illinoisstateuniversity.sharepoint.com/sites/COETeacherEducationCenter/Lists/Districts%20%20Organizations%20Approved%20for%20Clinical%20Exp/Approved.aspx)
	+ You can also e-mail teacheredcenter@Ilstu.edu to confirm if this is in place for your district or to request an amendment be requested.
* Have the completed Student teaching substitute approval form approved by your academic Department, University Supervisor and school administrator.
	+ [Substitute approval form](https://teachercenter.illinoisstate.edu/downloads/students/ShortTermSubstituteApprovalForm1.pdf)
	+ Limitation on substituting while student teaching is determined by academic departments directly

**Work Stoppage and/or Strikes**: Student teachers must contact The Cecilia J. Lauby Teacher Education Center and their university supervisor in the event of a strike. Illinois State University student teachers **must not report to the school or go near their assigned building in the event of a teacher strike** or work stoppage. An alternate plan for the student teacher will be developed by his/her university supervisor in cooperation with the major department.

**Observation by your University Supervisor:** Your university supervisor will plan to make a series of visits during your student teaching semester to observe your performance and confer with your cooperating teacher (general timeline for a semester- One initial introductory visit with student teacher/cooperating teachers/university supervisor and four additional visits spanning the semester that will include a midterm and final evaluation).

**Observation by Student Teachers**: When possible, student teachers will have an opportunity to observe teachers in other classrooms. These arrangements should be made by the student teacher in consultation with the cooperating teacher and the principal. The purpose of such observations is to broaden your perspective as to teaching styles, classroom environments and methods of classroom management. It also helps you understand the various responsibilities of all teachers in the school.

**Insurance Information for the Student Teaching Semester**: One of the requirements for student teaching is that every student-teacher has adequate health/accident insurance coverage in place during the entire period of participation. Coverage must be either privately procured or obtained through the [University Group Health Insurance Plan](https://healthservices.illinoisstate.edu/insurance/)[.](http://shs.illinoisstate.edu/insurance/) As of the 15th calendar day of fall and spring semesters, students who are registered for and participating in nine or more hours of credit and are assessed general fees, are automatically included and assessed a fee for Student Insurance. Any medical/dental expenses incurred while participating in a clinical experience are the sole responsibility of the student teacher.

**Graduation:** Apply for graduation with the [Graduate Checklist](https://illinoisstate.edu/commencement/checklist/) on the [Commencement](https://illinoisstate.edu/commencement/) webpage.

**Career Services**: Get help with planning for and applying in your profession at [Career Services](https://careerservices.illinoisstate.edu/)[.](https://careercenter.illinoisstate.edu/)

# General Responsibilities of the Student Teacher

As you begin to assume the responsibilities of the classroom teacher, you are provided the opportunity to use the knowledge and skills developed throughout your teacher education program. While guiding and directing the learning of Pre-K-12 students, you will develop insight into the fundamental processes of learning and the ability to use many methods and techniques. You are responsible for:

* Completing all eligibility requirements by the deadlines established by the Council for Teacher Education.
* Contacting your cooperating teacher prior to the starting date of your assignment. Also, well in advance, please provide your cooperating teacher with the seminar dates your program has established for the semester.
* Following your host school district’s calendar for your student teaching semester.
* Immediately reporting all absences to your cooperating teacher and university supervisor. You must follow your host school’s protocol for calling in on the day you will be absent.
* Following assignment dates as specified on the confirmation letter provided by The Cecilia J. Lauby Teacher Education Center.
* Submitting required reports and detailed lesson plans *in advance* of your teaching experience.
* Conferring with your cooperating teacher, building principal and university supervisor regarding roles and expectations during the experience.
* Conducting yourself, *at all times*, in a professional manner appropriate to that of a professional educator.
* Developing competence that will enable your successful entry into the teaching profession.
* Adhering to all local school policies and procedures.
* ISU Documentation and Reflection Worksheets: See Appendix B of this document

The edTPA as a licensure requirement has been removed.

# Conferencing Responsibilities of the Student Teacher

The degree of success realized in building and maintaining cooperative working relationships during student teaching is dependent upon the ability of the student teacher, cooperating teacher and university supervisor to plan and conduct conferences throughout the student teaching semester.

To ensure full benefits from the supervised student teaching experience, the student teacher and supervisory personnel should hold conferences frequently throughout the assignment. Conferences help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties frequently caused by misunderstanding or poor communication. Conferences provide a means for continuous evaluation, a standard practice in the teaching profession.

Informal conferences between the student teacher and the cooperating teacher are held as needed. Immediate, specific feedback is given related to the teaching strategies and behaviors observed by your cooperating teacher throughout each day.

Formal conferences should be scheduled weekly and have a planned agenda. During this meeting, you should be provided with information on areas of strength, as well as areas in need of improvement, with strategies for implementation.

**Initial Conference:** At the beginning of the semester, the university supervisor will meet either face-to-face or virtually with the cooperating teacher and student teacher to discuss the student teaching program and the responsibilities of each participant.

Your first meeting with the student teacher and cooperating teacher should be completed **within the first two weeks of the placement** and should focus on personal acquaintance, reviewing required paperwork, scheduling future meetings, professional expectations of the student teacher and reviewing the cooperating teacher’s plans for integrating the student teacher into the classroom.

**Subsequent meetings:** Should allow for formal observations, written feedback and individual conferences with the student teacher and the cooperating teacher by the university supervisor. The university supervisor will plan to make a series of visits (in-person or virtual depending on district regulations) during the student teaching semester to observe performance and confer with the cooperating teacher (general timeline for a semester- One initial introductory visit with student teacher/cooperating teachers/university supervisor and four additional visits spanning the semester that will include a midterm and final evaluation).

**Final Conference:** Your university supervisor will conference individually with you and your cooperating teacher. The conversation should focus on your work and determine the grade you will earn. Your university supervisor is responsible for submitting your completed assessment and all your student teaching documentation to their assigned coordinator in The Cecilia J. Lauby Teacher Education Center.

**Student Teacher Conferencing Responsibilities:**

* Be available for conferences at the time convenient for your university supervisor and cooperating teacher.
* Arrive promptly for all scheduled conferences.
* Be prepared for the conference by bringing a list of specific questions, topics to be discussed, and documentation from lessons taught since the last conference.
* Be an active participant and attentive listener.
* Seek self-growth in the ability to analyze one’s own teaching strategies.
* Seek additional clarification and request special conferences as the need arises.

# Evaluation of Student Teaching

All student teachers are assessed throughout the student teaching semester. Additionally, individual departments may use content-specific instruments to evaluate their student teachers.

The following are the standards used for determining final grades during the student teaching semester. Illinois State University does not use the plus and minus system with letter grades, however, several programs use split grades for the hours earned in student teaching. Your university supervisor will provide the following criteria when assigning a single letter grade.

1. The “A” student teacher demonstrates beginning level competencies to such a degree that they can be recommended without reservation to a prospective employer.
2. The “B” student teacher demonstrates beginning level competencies to such a degree that they can be highly recommended to a prospective employer.
3. The “C” student teacher demonstrates potential beginning level competencies which would allow them to be recommended with certain reservations to a prospective employer.
4. The “D” student teacher demonstrates such limited potential for teaching that they will not be recommended for teacher licensure.
5. The “F” student teacher is completely ineffective as a teacher, would not be awarded any college credit for student teaching, nor be recommended for teacher licensure.

# Gateway 2: Completion of Gateway 2- Student Teaching

All student teachers must meet the listed requirements in order to graduate and obtain a State of Illinois teaching license. In order to meet these requirements, the student teacher must complete **Gateway 2:**

**Student Teaching:**

* Student Teaching (Grade “C” or better)
* 100 Clinical Hours, with 50 hours in diverse settings
* Attempt and/or completion of program area content test

**Teacher Licensure**

* Student teachers **must notify** the Director of The Cecilia J. Lauby Teacher Education Center if they have been **convicted of a felony or any sex, narcotics, or drug offense**. Certain convictions preclude teacher licensure in the State of Illinois*,* ***as the Illinois State Board of Education makes the final decision in granting a teaching license.***
* All candidates for teaching licensure in Illinois must pass tests in “content knowledge in the specific major field.” Information can be found at [Illinois Licensure Testing System s](http://www.il.nesinc.com/)ite.
* Before you can apply for your teaching license, Evaluation Services (teacher@ilstu.edu) will:
	+ Conduct a final audit of your academic record.
	+ Post your degree.
	+ **Send you an email message** explaining how to apply for your Illinois Teaching License through the Educator Licensure Information System (ELIS) through the ISBE website.
	+ Your final audit does not occur until:
		- Your student teaching semester is completed.
		- All other graduation requirements (including applying for graduation) are completed, and final grades submitted.
		- Notify the Illinois State Board of Education (ISBE) that you have completed your entitlement program: [www.isbe.net](http://www.isbe.net)

**We STRONGLY encourage student teachers to apply for their Illinois Teacher License.** If you are not planning to teach in the state of Illinois or teach in the immediate future, you **must** complete the **application process within three (3) years of graduating from Illinois State University**. Delaying the application process can result in additional requirements, tests, and/or forms in order to be licensed.

If you cannot use a credit card for the application fee or have special circumstances (i.e. foreign birthplace, resident alien status, over three (3) years since graduation from Illinois State, etc.) you will need to:

* Complete the form available from the ISBE website or your local Regional Office of Education (ROE).
* Bring the completed form to Illinois State University: Evaluation Services for authorization (e.g. University Seal, signatures, etc.)
* Return the completed form, a complete set of all your college transcripts and state and county fees back to your Regional Office of Education.

**Questions regarding licensure issues should be directed to the Registrar’s Evaluation Office at** **teacher@ilstu.edu****.**

**Appendix A:**

# ILLINOIS EDUCATOR CODE OF ETHICS



# Introduction

The Illinois Educator Code of Ethics was developed by members of the Illinois Educator Code of Ethics Advisory Group. The advisory group was comprised of esteemed educators from across the state of Illinois whose charge included drafting a set of recommendations for the Illinois State Board of Education to be used as the basis for developing the Code of Ethics for Educators in Illinois. In preparing these recommendations, the advisory group:

* Researched, reviewed, and discussed the content in the Code of Ethics for Educators from other states, education agencies and associations;
* Researched, reviewed, and discussed various formats/frameworks to use in documenting the recommendations for the Illinois Educator Code of Ethics;
* Developed a matrix comparing the Code of Ethics from 10 education associations;
* Developed definitions for “Educator” and the “Illinois Educator Code of Ethics”;
* Established a framework and descriptions for professional behavior and responsibilities, and promoted high standards of practice; and
* Considered existing state regulations in the development of the Illinois Educator Code of Ethics recommendations.

Part 22, Code of Ethics for Illinois Educators, was written in response to a need identified in the process of developing the Illinois Professional Teaching Standards, which are contained in Part 24 of agency rules. After researching and evaluating the content, format, and frameworks from codes of ethics for educators in numerous states, education agencies, and associations, the Illinois Educator Code of Ethics Advisory Group chose the Rhode Island Educator Code of Professional Responsibility as a model for developing the Code of Ethics for Illinois Educators. This code, which is founded on the premise that Illinois educators must meet the educational needs of each student, defines five core principles: (1) Responsibility to Students; (2) Responsibility to Self; (3) Responsibility to Colleagues and the Profession; (4) Responsibility to Parents, Families and Communities; and (5) Responsibility to the Illinois State Board of Education.

# ILLINOIS EDUCATOR CODE OF ETHICS

**Preamble**

Educators fundamentally believe that meeting the educational needs of each student is critical to the profession. The Illinois Educators’ Code of Ethics is a set of core principles, values, and responsibilities that sets expectations to guide practice and inspire professional excellence in relation to federal, state, and local policies, rules, regulations, and collective bargaining agreements. Illinois educators encourage the application of these core principles throughout the education community.

# Definition of Educator

An educator is a person who holds or is applying for a certificate or approval or is enrolled in an Illinois pre-service education preparation program.

# Principles

The Illinois Educator Code of Ethics contains five core principles which provide a foundation for the responsibilities and commitments of Illinois Educators.

1. Responsibility to Students
2. Responsibility to Self
3. Responsibility to Colleagues and the Profession
4. Responsibility to Parents, Families and Communities
5. Responsibility to the Illinois State Board of Education

# PRINCIPLE 1: RESPONSIBILITY TO STUDENTS

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

▪ Embody the Standards for the School Service Personnel Certificate (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24), and Standards for Administrative Certification (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment;

▪ Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio- economic status;

▪ Maintain a professional relationship with students at all times;

▪ Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and

▪ Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

# PRINCIPLE 2: RESPONSIBILITY TO SELF

The Illinois Educator is committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois Educators:

▪ Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both content knowledge and professional practice;

▪ Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;

▪ Represent their professional credentials and qualifications accurately; and

Demonstrate a high level of professional judgment.

# PRINCIPLE 3: RESPONSIBILITY TO COLLEAGUES AND THE PROFESSION

The Illinois Educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois Educators:

* Collaborate with colleagues in the local school and district to meet local and state educational standards;
* Work together to create a respectful, professional and supportive school climate that allows all educators to maintain their individual professional integrity;
* Seek out and engage in activities that contribute to the ongoing development of the profession;
* Promote participation in educational decision-making processes;
* Encourage promising candidates to enter the education profession; and
* Support the preparation, induction, mentoring and professional development of educators.

# PRINCIPLE 4: RESPONSIBILITY TO PARENTS, FAMILIES AND COMMUNITIES

The Illinois Educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois Educators:

▪ Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;

▪ Encourage and advocate for fair and equal educational opportunities for each student;

▪ Develop and maintain professional relationships with parents, families, and communities;

▪ Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and

▪ Cooperate with community agencies that provide resources and services to enhance the learning environment.

# PRINCIPLE 5: RESPONSIBILITY TO THE ILLINOIS STATE BOARD OF EDUCATION

The Illinois Educator is committed to supporting the Administrative and School Codes, state and federal laws and regulations, and the Illinois State Board of Education’s standards for highly qualified educators. Illinois Educators:

▪ Provide accurate communication to the Illinois State Board of Education concerning all certification matters;

▪ Maintain appropriate certification for employment; and

▪ Comply with state and federal codes, laws, and regulations.

**The Illinois Educator Code of Ethics can be found in its entirety:**

[ISBE Educator Code of Ethics](http://www.wcsea.us/uploads/5/7/9/5/57958047/isbe_educator_code_of_ethics.pdf)

**\*Starting in fall 2025, ISU will transition to the Professional Expectation Review (PER) to replace the disposition process.**

Starting in fall 2025, the Council for Teacher Education has approved the Professional Expectation Review (PER) to replace the disposition concern assessment for ISU teacher education students.   Using the Pillars of Professional Excellence, the PER process will emphasize communication between faculty/staff and students concerning areas of strength and opportunities  for growth.

**Pillars of Professional Excellence**

The [Pillars of Professional Excellence](https://teachercenter.illinoisstate.edu/downloads/faculty/PER%20Pillars%20of%20Professional%20Excellence%20and%20Descriptors.pdf) address the attitudes, commitments, and beliefs demonstrated by professional educators. To support successful teaching, life-long learning, and professional collaboration, these characteristics are important for educators in their relationships with students, families, colleagues, and communities.  Assessment of the pillars is intended to be used as a proactive evaluation tool to communicate (to candidates and programs) the areas of strengths and opportunities for growth.

The Pillars of Professional Excellence are to be used in conjunction with the Professional Expectation Review (PER) process.  For each indicator, there are corresponding descriptors that provide concrete examples of what might be observed to evaluate a teacher candidate’s position on the continuum. These are not meant to serve as inclusive lists; rather, they are intended to help guide the user in providing quality feedback to teacher candidates regarding their professional growth.

**Professional Expectation Review Process (formerly Disposition Concerns Assessment)**

**Suggested Initial Observation of Professionalism Concerns**

When a teacher candidate demonstrates a lack of professionalism based on the expectations outlined in the Pillars of Professional Excellence, the faculty/staff member has discretion to implement the following steps:

1. The faculty/staff member or partner school personnel will schedule a meeting with the teacher candidate to discuss the professionalism concerns.
2. The faculty/staff member or partner school personnel will connect the teacher candidate to support services if applicable to the situation.
3. The faculty/staff member or partner school personnel will notify the teacher candidate that if the identified professional expectations are not met, a Professional Expectation Review (PER) will be initiated.
4. The faculty/staff member or partner school personnel will send a follow-up email to the teacher candidate to ensure written documentation of the conversation.

**The preceding steps may not be applicable to all scenarios and may not be a prerequisite for initiating the PER process.**

**PER Initiation**

If the teacher candidate does not address the professionalism concerns after the initial meeting, the Professional Expectation Review process should be initiated:

1. The faculty/staff member or partner school personnel will meet with the student to discuss the PER and a plan for resolution.
	* Students who are non-responsive or fail to meet with the faculty/staff member or partner school personnel after attempts at notification will have a resolvable PER converted to unresolved.
2. The faculty/staff member will submit the Professional Expectation Review form through the Kuali online app or PDF form (while available). Partner school personnel must work with the clinical course instructor or university supervisor to have a form submitted.
3. The PER will be routed to the program coordinator(s) and the Associate Director of the Cecilia J. Lauby Teacher Education Center for processing.
4. Email notification of the submission will be sent to the student and submitter.

**PER Resolution**

Once the form is submitted, the following steps should be taken to successfully resolve the PER:

1. The student will work with the faculty/staff member or partner school personnel who submitted the PER to demonstrate growth in the area(s) of concern.
2. The submitter may fill out The Efaw Center for Educator Excellence connection form to connect the student with additional support if applicable to the situation.
3. The submitter will review the PER with the teacher candidate by the specified resolution date to determine whether the concerns have been resolved.
4. The submitter will update the status of the PER in the Kuali system as either resolved or unresolved.
5. Email notification of the updated status will be sent to the submitter, the student, the Associate Director of the Cecilia J. Lauby Teacher Education Center, and the program coordinator(s).
6. A PER may also be resolved by the major department/program.
7. An unresolved PER is indicated on the teacher candidate gateways.

If the initial professionalism concern is not resolvable through the PER process, regular departmental policies and ISU governances will apply. Severe concerns that are not resolvable through the PER process may result in immediate removal from the teacher education program. What qualifies a PER as "severe" is determined by the Cecilia J. Lauby Teacher Education Center or the program/department on a case-by-case basis. There may be some overlap of concerns considered "severe" with the type of behavior that could stop a student from receiving a teacher license and/or working in a school setting. Because these cases are unusual, an exhaustive list of behaviors that qualify as raising "serious concern" cannot be created.

Three unresolved PERs (or combination of a total of three PERs and former Disposition Concerns Assessments) will result in the stoppage of the teacher candidate’s progress in the Teacher Education program.  A student who receives three unresolved PER/Disposition concern may appeal by following the steps outlined in the official notification from the Cecilia J. Lauby Teacher Education Center.

Any time a student’s progress in a Teacher Education program has been stopped, the student may appeal the decision to the Teacher Education Review Board (TERB). Instructions and guidelines for submitting student appeals may be found on the Cecilia J. Lauby Center’s [Appeal Process](https://teachercenter.illinoisstate.edu/students/clinical/appeals/) web page. The student may also appeal the TERB decision to the full Council for Teacher Education.

* [Pillars of Professional Excellence](https://teachercenter.illinoisstate.edu/downloads/faculty/PER%20Pillars%20of%20Professional%20Excellence%20and%20Descriptors.pdf)
* [Professional Expectation Review Form](https://teachercenter.illinoisstate.edu/downloads/faculty/Professional%20Expectation%20Review%20Form%202025%20PDF.pdf)
* [Kuali (Online PER Form)](https://illinoisstate.kualibuild.com/app/67eaa347602c7c0281f40112/run)
* [PER Student Process Informational Video](https://www.youtube.com/watch?v=NEZuDLv-adU)
* [Efaw Center for Education Excellence Connection Form](https://education.illinoisstate.edu/centers/efaw/index.php)
* [Academic Integrity](https://deanofstudents.illinoisstate.edu/conduct/code/academic/)
* [Student Conduct](https://deanofstudents.illinoisstate.edu/conduct/)

**Appendix B**

**ILLINOIS STATE UNIVERSITY**

**STUDENT TEACHER INFORMATION SHEET**

**Name** D**ate**

 *Last First Middle*

 **Student UID # ISU E-mail Phone**

 **Student Teaching Address** \_ **City/Zip**

**Student Teaching School(**s)

 *Name of School Address (Street, City, Zip)*

**Subject(s)/Grade level(s):**

**Cooperating Teacher(s):**

**University Supervisor:**

List school telephone number(s) where you and your Cooperating Teacher can be reached:

SCHOOL VACATION CALENDAR:

Please list below the dates of school vacations, institute days, school assemblies, field trips, or any other times when your school will NOT be in session during your student teaching semester.

 DATE ACTIVITY

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

**Please email this form to your University Supervisor during the first week of student teaching**

**ILLINOIS STATE UNIVERSITY STUDENT TEACHER WEEKLY REFLECTION**

Name:

School:

CHECK: ECE

ELED

MLE

SED

Secondary

K-12

Grade Level(s)/Subject(s) Taught:

Week of (dates):

|  |  |
| --- | --- |
| **ACTIVITIES**  | **NOTES**  |
| **Direct Student Contact** (Teaching individuals, small groups, entire class, individual assistance, etc.)  |  |
| **Observations** (Students, Teachers)  |  |
| **Other Teaching Duties** (Field trips, grading papers, extra classroom activities)  |  |
| **Preparation** (Lesson plans, bulletin boards, learning materials)  |  |
| **Conferences** (Cooperating teacher, university supervisor, principal, parents)  |  |
| **Professional Meetings** (Faculty meetings, in-service, PTA, seminars)  |  |
| **Other Activities**  |  |

**PURPOSE:** For the student teacher document their experiences to develop the competencies needed for successful teaching. These reports permit the student teacher to reflect on their experiences and assist in planning with their cooperating teacher(s).

**Please email this form to your University Supervisor each week**

# Reflections are Required Each Week

1. Summarize your teaching experiences during the past week. Include activities and highlights which subsequently influenced your planning and teaching.
2. Identify and describe two strengths you observed in your teaching this week.
3. Reflecting on your teaching this past week, identify two areas in need of improvement/growth.
4. Describe the strategies you will implement to improve in these two areas.
5. Write one goal you will focus on next week.

Student Teacher’s Signature/Date:

Cooperating Teacher’s Signature/Date:

**Please email this form to your University Supervisor each week**

**ILLINOIS STATE UNIVERSITY STUDENT TEACHER WEEKLY SCHEDULE**

**Check: ECE\_\_\_ ELED\_\_\_ MLE\_\_\_ SED\_\_\_ Secondary \_\_\_ K-12\_\_\_**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cell Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Schedule for the week beginning (date)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Indicate Report Number (Circle)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

\*School Holiday Dates: – list below the dates of school vacations, institute dates, school assemblies, field trips, etc.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Period | Time  | Monday  | Tuesday  | Wednesday  | Thursday  | Friday  | After-School Activities Related to Student Teaching  |
| 1  |  |  |  |  |  |  |  |
| 2  |  |  |  |  |  |  |
| 3  |  |  |  |  |  |  |
| 4  |  |  |  |  |  |  |
| 5  |  |  |  |  |  |  |
| 6  |  |  |  |  |  |  |
| 7  |  |  |  |  |  |  |
| 8  |  |  |  |  |  |  |
| 9  |  |  |  |  |  |  |
| 10  |  |  |  |  |  |  |
| 11  |  |  |  |  |  |  |

1. Develop weekly schedules when conferencing with your cooperating teacher. A schedule should be planned one week in advance of every week spent in the school.
2. Identify the activities scheduled for each period in the week, such as: observations, teaching, conferences, group work, and any other activity related to student teaching.
3. Identify any dates/hours when you will NOT be teaching or when school will not be in session.

**Please email this form to your University Supervisor each week**

**The Office of Clinical Experiences and Licensure Processes Directory**

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