



November 17, 2017

Laura Pomerance
Teacher Preparation Studies
National Council on Teacher Quality
1100 G Street NW, Suite 800
Washington, DC 20005

VIA EMAIL – records@nctq.org

Re: FOIA Request Dated November 7, 2017 and received November 8, 2017

Subject: This is a request under the Illinois Freedom of Information Act. Please provide the following in an electronic format regarding:

1. One copy of any and all contracts, memoranda of agreement, memoranda of understanding, placement agreements, or similar documents which Community Unit School District 308 has entered into with any institution(s) of higher education, applicable during the 2016-2017 and/or 2017-2018 school years, regarding placement of student teachers in district schools.
2. One copy of any correspondence between the Community Unit School District 308 and institutions of higher education regarding student teaching placements and/or selection of mentor teachers for these placements during the 2016-2017 and/or 2017-2018 school years. By "correspondence" we mean emails or letters, and accompanying attachments. However, please do not send information submitted by individual student teachers about their qualifications (transcripts, personal essays, etc.) Also, please send blank or redacted copies of any documents with information about teachers or student teachers. We are seeking information about the process, not individual teachers or student teachers.
3. One copy of any handbook regarding student teaching provided to the Community Unit School District 308 by any institution(s) of higher education for use during the 2016-2017 and/or 2017-2018 school years.

Dear Ms. Pomerance:

This letter will serve as Community Unit School District 308's response to your November 8, 2017 request under the Freedom of Information Act (5 ILCS 140/1 et seq.), in which you asked for the above referenced information. The information responsive to your request is attached.

To promote district transparency and assist others who may have a similar question, this responsive document will be posted online on the district's website. To access it, go to www.sd308.org and select *Our District > Freedom of Information Act Request > FOIA Request Responses*, then select *FOIA ID #17-27*.

Please be advised that to comply with your FOIA request, the district incurred an expense that comprised of the cost of labor and resources used to search for records responsive to your request.

Please let me know if you have additional questions. Thank you.

Theresa Komitas
Freedom of Information Officer

1) One copy of *any* and *all* contracts, memoranda of agreement, memoranda of understanding, placement agreements, or similar documents which Community Unit School District 308 has entered into with any institution(s) of higher education, applicable during the 2016-2017 *and/or* 2017-2018 school years, regarding placement of student teachers in district schools.

See attached agreements for 2016-2017 and 2017-2018 school years.

2) One copy of *any* correspondence between the Community Unit School District 308 and institutions of higher education regarding student teaching placements and/or selection of mentor teachers for these placements during the 2016-2017 *and/or* 2017-2018 school years . By “correspondence” we mean emails or letters, and accompanying attachments. However, please do not send information submitted by individual student teachers about their qualifications (transcripts, personal essays, etc.)

Attached: copy of correspondence between CUSD #308 and a representative sampling of institutions of higher learning regarding student teaching placements and/or selection of mentor teachers for the placement during the 2016-2017 and the 2017-2018 school years (includes emails and accompanying attachments).

Also, please send blank or redacted copies of any documents with information about teachers or student teachers. We are seeking information *about the process*, not individual teachers or student teachers.

Attached: a blank copy of CUSD #308 Cooperating Teacher process and Board Policy 5-260 Student Teachers

3) One copy of *any* handbook regarding student teaching provided to the Community Unit School District 308 by any institution(s) of higher education for use during the 2016-2017 *and/or* 2017-2018 school years.

Attached: MacMurray College ASL/Interpreting Program Internship Hand book

Grand Canyon University Dual Placement Clinical Practice (Student Teaching) Manual

Aurora University School of Social Work Field Instruction Manual

Northern Illinois Part-Time Placement Manual for Supervisors

CMU
CENTRAL MICHIGAN
UNIVERSITY

May 5, 2017

Ms. Mayra Ortiz
Human Resources Specialist
District Administration Center
Oswego School District: SD308 School District
4175 Rt. 71
Oswego, IL 60543

Dear Ms. Mayra Ortiz

Enclosed is a fully signed copy of the updated agreements concerning Professional Field Experiences between Central Michigan University and Oswego School District: SD308 School District.

I would like to take this opportunity to thank you and the Oswego School District: SD308 School District for entering into this agreement with CMU. We look forward to continuing our collaboration with you.

Please know that my office welcomes any suggestions you may have for improving our communication and professional relationships with our PreK-12 colleagues. Feel free to call me at 989-774-4411 with any comments regarding our commitment to provide a quality education to all.

Warm regards,



Larry J. Corbett, Ed.D.
Interim Assistant Dean for Professional Education
Central Michigan University
421 EHS Building
Mount Pleasant, MI 48859
corbe1lj@cmich.edu
989-774-3816

Enclosures



AGREEMENT CONCERNING PROFESSIONAL FIELD EXPERIENCES
between
CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES
and
Oswego School District: SD308 School District

4/11/2017

Central Michigan University, hereinafter referred to as CMU, and Oswego School District: SD 308 School District, hereinafter referred to as SCHOOL, located in Oswego, Illinois agree that:

1. The SCHOOL may be utilized by CMU for the purpose of all Professional Field Experiences including, but not limited to, Student Teaching, Pre-Student Teaching, and Service Learning, hereinafter referred to as Professional Field Experiences. This Agreement shall be effective as of January 1, 2017 and shall terminate on December 31, 2024 (7 years after effective date) as written unless revised or terminated by either party in writing 60 days prior to the beginning of any semester, or unless legislative action decrees otherwise.
2. Student selection and placement will be based on the following:
 - A. Must meet all CMU and State eligibility requirements identified for the Professional Field Experiences.
 - B. Approval or disapproval of Student placements for all Professional Field Experiences will be the responsibility of the CMU Teacher Education and Professional Development (TEPD) Department Chair or designee and the Superintendent of Schools or designee. No CMU Student will be placed in the SCHOOL or with a specific participating teacher without the approval of both the TEPD Chair or designee and the Superintendent of Schools or designee.
3. Participating teachers(s) will be selected based on the following:
 - A. Selection of participating teachers is the responsibility of the Superintendent of Schools or designee in collaboration with the appropriate CMU field experience coordinator.
 - B. Minimum requirements for participating teachers of Student Teaching or Pre-Student Teaching Students must include:
 - (1) Master's degree or Bachelor's degree with significant progress toward completion of a Master's Degree;
 - (2) interest in working with the Students in a Professional Field Experience;
 - (3) minimum of three years successful teaching experience;
 - (4) holder of a professional teaching certificate; and
 - (5) recommendation of building principal.
4. While on the SCHOOL premises, Students will be under the direct supervision of the SCHOOL and will be subject to the SCHOOL'S policies and regulations.
 - A. Students are fulfilling the requirements of their academic curriculum and are not employees of either party and, thus, are not covered by the SCHOOL or CMU for purposes of compensation, fringe benefits, worker's compensation, unemployment compensation, minimum wage laws, income tax withholding, social security or any other purpose because of their participation in the education program.

- B. It is understood that if the SCHOOL elects to compensate the Students for other duties or services during the Professional Field Experience, it is done under the rules and guidelines of the SCHOOL.
- C. Any change in the Professional Field Experience assignment will be made with the approval of both the Superintendent of Schools or designee and the TEPD Chair or designee.
- D. Both CMU and the SCHOOL agree to comply with and be separately responsible for compliance with all laws, including anti-discrimination laws, which may be applicable to their respective activities under this Agreement.
- E. Both CMU and the SCHOOL agree to maintain Comprehensive General Liability Insurance which covers employees and Students "whenever the liability might exist."
5. The CMU field experience coordinator, or designee, shall be allowed to visit classrooms or wherever Students are assigned and confer periodically with the participating teachers and principal concerning the Student's progress and final evaluation (if a final evaluation is required).
6. CMU will provide the SCHOOL with Student names, assignments and other relevant information.
7. The number of Students assigned to the SCHOOL will be determined by the availability of Students and the willingness and availability of participating teachers to work with CMU Students.
8. All costs related to a required background checks by a SCHOOL are the responsibility of the Student. CMU will not be responsible for any cost incurred for a background check.
9. All results from required background checks by a SCHOOL will be directed to the designated SCHOOL contact by the Student prior to assignment at the SCHOOL.
10. Approval of the terms of this contract shall be indicated by the signatures on this Agreement of the Vice Provost for Academic Affairs for CMU and the Superintendent of Schools for the SCHOOL.
11. Any and all notices given under this Agreement shall be directed to:

SCHOOL
 Ms. Mayra Ortiz
 Human Resources Specialist
 District Administration Center
 Oswego School District: SD308 School District
 4175 Rt. 71
 Oswego, IL 60543

CMU
 Larry Corbett, Ed.D.
 Interim Assistant Dean for Professional Education
 Central Michigan University
 College of Education and Human Services
 Center for Clinical Experiences
 421 EHS
 Mount Pleasant, MI 48859
 (989) 774-7662
 corbeljl@cmich.edu

The persons signing this Agreement assert that they have the authority to execute this Agreement on behalf of the party they represent.

SCHOOL

By:

John W. Sparlin
 (superintendent's signature)

John W. Sparlin

(type/print name)

Superintendent

(title)

Date:

April 14, 2017

CMU

By:

Claudia B. Douglass

Claudia B. Douglass, PhD

Interim Vice Provost for Academic Affairs

Date:

5-1-2017

Office of Risk and Claims Management
1653 West Congress Parkway
Kidston Building, Suite 304B
Chicago, IL 60612

Tel: 312.942.7828
Fax: 312.942.2846
www.rush.edu



November 17, 2016

Dorren Izaguirre, Manager SLP Clinical Education
Joanne Schupbach, Manager AUD Clinical Education
Rush University – Department of Communication Disorders & Science
600 S. Paulina Ave., Suite 1001
Chicago, IL 60612

**RE: Certificate of Coverage
For Rush Department of Communication Disorders & Sciences**

Dear Dorren & Joanne:

Enclosed please find the Certificate of Coverage explaining the insurance coverage provided to the above named insured by the Medical Center under the Comprehensive General, Malpractice, and Worker's Compensation Loss Fund Trust Agreement of Rush University Medical Center.

Should you have any questions or need further information, please do not hesitate to contact me.

Very truly yours,

Kelly M. Sullivan

KMS/SO
Enclosure

RUSH UNIVERSITY MEDICAL CENTER
Chicago, Illinois

CERTIFICATE OF COVERAGE

This is to certify to **HOLDER** that students enrolled in Rush University Medical Center College of Health Sciences Department of Communication Disorders and Sciences and participating in approved clinical fieldwork rotations from **November 4, 2016 to December 9, 2017** are Covered Person(s) for purposes of the Amended and Restated Comprehensive General, Malpractice, and Workers' Compensation Loss Fund Trust Agreement (the "Trust Agreement") dated October 19, 2004 between Rush University Medical Center and Northern Trust Company. The coverages afforded to the above identified Covered Person under the Trust Agreement are as follows:

COVERAGE	MINIMUM LIMITS OF LIABILITY
<input checked="" type="checkbox"/> Malpractice Losses	\$1,000,000 each and every occurrence/ \$3,000,000 annual aggregate
<input checked="" type="checkbox"/> Comprehensive General Liability Losses	\$1,000,000 each occurrence/ \$3,000,000 annual aggregate


This Certificate of Coverage, neither affirmatively nor negatively amends, extends or alters the coverage, limitations, terms or conditions of the Trust Agreement. This Certificate is issued as a matter of information only and confers no rights upon the holders. Should the above identified Covered Person cease to be a Covered Person under the Trust Agreement, or should any material change in or termination of the Trust Agreement occur, no effort will be made to notify the holder of this Certificate.

Excess insurance information will be made available upon request.

RUSH UNIVERSITY MEDICAL CENTER

Date: November 17, 2016
(2016-2017)

By: _____


Kelly M. Sullivan
Associate Vice President, Risk Management
Chief Risk Officer

The School shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. Evidence of student certifications, vaccinations, etc. Where applicable, the School shall provide evidence that student has met all requirements of CPR certification, hepatitis B vaccination, and OSHA compliance for prevention of transmission of blood borne pathogens and TB.

5. Criminal background check and drug screen compliance. Where applicable, a criminal background check and drug screen, as specified in Exhibit A, and as required by and acceptable to the Facility, are required of each placed student prior to participation in the clinical rotation. It is the School's responsibility to ensure that the background check and drug screening have been completed and that students with unacceptable results will not participate at sites where students with such results are forbidden by policy.

6. School notices to students. The School shall notify each student prior to his/her arrival at the Facility that he/she is required to:

- (a) Follow the administrative policies, standards, and practices of the Facility.
- (b) Obtain medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.
- (c) Provide his/her own transportation and living arrangements.
- (d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.
- (e) Conform to the standards and practices established by the School while functioning at the Facility.
- (f) Obtain prior written approval of the Facility and the School before publishing any material relating to the clinical learning experience.
- (g) Meet the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional Code of Ethics and the applicable standards of JCAHO and/or other relevant accrediting or regulatory bodies.

B. FACILITY RESPONSIBILITIES:

1. Provision of facilities for supervised clinical experiences. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the School in order to provide supervised clinical experiences to students. Such facilities shall include an environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures.

**AFFILIATION AGREEMENT
BETWEEN
RUSH UNIVERSITY MEDICAL CENTER
AND
[FACILITY NAME]**

THIS AGREEMENT (the "Agreement") is entered into this ____ day of _____, **2016** by and between _____ ("the Facility") and **RUSH UNIVERSITY MEDICAL CENTER** located at 600 S. Paulina, Chicago, IL 60612 (the "School").

WHEREAS, the School's Department of Communications Disorders and Sciences sponsors a Council of Academic Accreditation ("CAA") Doctor of Audiology Program and a Master's Degree program in Speech-Language Pathology through which students become eligible for a Certificate of Clinical Competence ("CCC"), (each hereinafter referred to as a "Program")

WHEREAS, the School wishes to provide its students with clinical training experiences at the Facility.

WHEREAS, the Program(s) are designed to enable students to develop clinical skills and obtain professional guidance.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. Provision of foundational curriculum to students. The School shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the School's curriculum.

2. Student professional liability insurance. Unless otherwise specified in Exhibit C, the School shall maintain, and the School shall provide proof to the Facility of, a personal student professional liability insurance policy of at least One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate; and general liability coverage of at least One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate covering the acts of such student while participating in the program. Certificates of insurance evidencing coverage as specified above must be produced prior to student participation in the program. The School shall require students participating in the program to maintain comprehensive health insurance. In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student.

3. Designation of liaison to Facility; communications relating to clinical placements. The School will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances.

2. Facility rules applicable to students during clinical assignments. Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of clinical assignment, students will be subject to all rules and regulations of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility.

3. Patient care. While at the Facility, students are not to replace the Facility staff, and are not to render service except as identified for educational value and delineated in the jointly planned educational experiences. Any such direct contact between a student and a patient shall be under the proximate supervision of a member of the staff of the Facility. The Facility shall at all times remain responsible for patient care.

4. Emergency treatment of students. Emergency outpatient treatment will be available to students while in the hospital for clinical training in case of accident or illness. In case of emergency at a non-hospital site, standard procedure will be followed. It is the student's responsibility to bear the cost of the emergency treatment.

5. Designation of liaison to School; communications relating to clinical placements. The Facility shall designate a liaison responsible for coordinating the clinical placements. That person shall maintain contact with the School's designated liaison person to assure mutual participation in and surveillance of the clinical program. The Facility shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating the clinical placements.

6. Identity and credentials of Facility supervising personnel. The Facility shall designate and submit in writing to the School, the name and professional and academic credentials, including state license of the individual(s) overseeing student(s) experiences. The Facility Supervisor must hold current ASHA certification if providing supervision for speech-language pathology.

7. School tour of Facility. The Facility shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

8. Provision of relevant Facility policies. The Facility shall provide the student(s) and the School the Facility's administrative policies, standards and practices relevant to the clinical placement.

9. FERPA compliance. The Facility shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's students who train at the Facility pursuant to this agreement.

10. Facility Insurance. Facility shall maintain general and professional liability insurance with minimum coverage levels of \$1,000,000 per occurrence and \$3,000,000 annual aggregate and provide evidence of such insurance upon request.

11. Exclusion. The Facility shall immediately notify the School in the event that the Facility becomes an excluded individual from any government health care program.

C. OTHER RESPONSIBILITIES:

1. Compliance with patient privacy laws. The School agrees to abide by and require that its faculty and students abide by all applicable state and federal laws, rules and regulations regarding patient privacy, including but not limited to, the Standards for Privacy of Individually Identifiable Health Information as required under the Health Insurance Portability and Accountability Act (HIPAA) and any subsequent amendments thereto. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of patient information and the use of all such information. The parties will notify one another if there are known breaches of this confidentiality.

2. Determination of instructional period. The course of instruction will cover a period of time as arranged between the School and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facility.

3. Determination of number of participating students. The number of students eligible to participate in the clinical placement will be determined and may be changed by mutual agreement of the parties. Notwithstanding the foregoing, the Facility and the School agree and understand that the availability of clinical placements at Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the School and adequate time for the School to reassign the student(s) to another clinical site.

4. Evaluation of students' clinical experiences. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the School and the Facility. Appropriate School and the Facility staff will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. Removal of students.

(a) The School has the right to remove a student from a clinical education program. The School shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its patients, staff members, visitors, or operations. In such event, the Facility shall notify the School in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the School in writing of the reasons for the removal and shall consult with the School before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for five (5) years, to commence on _____ and terminate on _____. Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the

event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability.** Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Additional insurance coverage.** Any additional applicable insurance coverage requirements shall be set out by the parties in Exhibit C to this agreement.

3. **Qualifications of School faculty.** The School represents and warrants that relevant faculty members are appropriately certified and/or licensed. The School will provide the Facility with copies of evidence of accreditation, certifications or licensures, if requested.

4. **Assignment of Agreement.** This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

5. **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

6. **Severability.** If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

7. **Non-Discrimination.** The parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time, the Illinois Human Rights Act, and the Rules and Regulations of the Illinois Department of Human Rights. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, ancestry, military status, sexual orientation or handicap in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

8. Employment status.

(a) No assigned student or School faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facility.

(b) Each Party agrees that Students shall only perform patient services for educational value as trainees, under appropriate supervision by the Affiliate's licensed personnel. Services shall be billed under the auspices of the Affiliate or the Affiliate Supervisor, as appropriate. The foregoing, however, does not preclude the Affiliate from granting any Audiology or Speech Language Pathology Student a reasonable stipend and/or employing him/her outside the scope of the Experience.

9. Notice to Parties. Any notice, demand or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the School, by notifying the Facility, and in the case of the Facility, by notifying the School:

If to the Facility:

Attention: _____
Facsimile: () ____ - ____
Telephone: () ____ - ____

With a Copy to:

Facility Legal Counsel at:

Attention: _____
Facsimile: () _____

If to the School:

Rush College of Health Sciences
600 S. Paulina Street, Suite 1015B
Chicago, IL 60612
Attention: Doreen Kelly Izaguirre, MA, CCC-SLP
Facsimile: (312) 942-3296
Telephone: (312) 942-1862

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

FACILITY

Facility Name

Community Unit School District 308

Facility Signature

R Sanders

Printed Name:

Roxana Sanders

Title:

Executive Director of HR

Date:

4/24/2017

RUSH UNIVERSITY MEDICAL CENTER

School Name

School Signature

Printed Name: Charlotte Royeen, Ph.D., OTR/L,
FAOTA

Title: Dean, College of Health Sciences

Date:

With a Copy to:

The School Legal Counsel at:
Rush University Medical Center
Office of Legal Affairs
1700 W. Van Buren Street, Suite TB 301
Chicago, IL 60612
Attention: General Counsel
Facsimile: (312) 942-4233

or to such other addresses as the parties may specify in writing from time to time.

10. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

11. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

12. No Third-Party Beneficiaries. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

13. Agreement binding on parties successors and assigns. This Agreement shall be binding upon the School and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

14. Captions for reference only. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

15. The parties agree that the performance of work under this Agreement it will comply with all applicable federal, state, provincial, and local laws and ordinances and all lawful orders, rules and regulations there under.

EXHIBIT A **PROGRAM SPECIFIC REQUIREMENTS**

School: RUSH UNIVERSITY DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES Facility: _____

Facility requires:	Yes	No
1. Proof of student professional and general liability insurance (paragraph A.2)	<input type="checkbox"/>	<input type="checkbox"/>
2. Proof of comprehensive health insurance (paragraph A.2)	<input type="checkbox"/>	<input type="checkbox"/>
3. Verification that students have met requirements for: (paragraph A.4)		
a. Current CPR health care provider card	<input type="checkbox"/>	<input type="checkbox"/>
b. Hepatitis vaccination	<input type="checkbox"/>	<input type="checkbox"/>
c. OSHA compliance for prevention of transmission of blood borne pathogens and TB	<input type="checkbox"/>	<input type="checkbox"/>
d. Other _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Criminal background check (paragraph A.5) If yes, type of check _____	<input type="checkbox"/>	<input type="checkbox"/>
5. Drug screen (paragraph A.5) If yes, type of screening _____	<input type="checkbox"/>	<input type="checkbox"/>
6. Acceptance of faith-based provision addendum (if included)	<input type="checkbox"/>	<input type="checkbox"/>
7. Evidence of relevant faculties' certifications or licensures (paragraph E.3)	<input type="checkbox"/>	<input type="checkbox"/>
8. Additional insurance coverage (paragraph E.2) If yes, type of insurance and coverage required _____	<input type="checkbox"/>	<input type="checkbox"/>
9. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

School requires:		
1. Copy of relevant Facility policies (paragraph B.8)	<input type="checkbox"/>	<input type="checkbox"/>
2. Evidence of academic credentials, certifications and licensures of individual(s) overseeing student(s) experiences (paragraph B.6)	<input type="checkbox"/>	<input type="checkbox"/>
3. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

MacMurray

COLLEGE

447 East College Avenue | Jacksonville, Illinois 62550
www.mac.edu

ASL/Interpreting Program

Internship Agreement

(Form I)

Student Information

Name: _____ Phone: _____
Email: _____@student.mac.edu

Internship Supervisor Information

Faculty: Jerry Covell Phone: 217-408-0306
Email: gerald.covell@mac.edu

Mentor Information

Mentor: Kris Macdonald Phone: _____
Email: Kmacdonald01@sd308.org Certified? Yes ☒ No ☐ Licensed? Yes ☒ No ☐
Certified by: State of Illinois Licensed by (if any):
State of Illinois

Internship Site (if any)

Organization Name: Oswego High School (District 308)
Site Supervisor: Dawn Milka Position _____
Title: Lead Sign Language Interpreter
Phone: 630-636-2796 Email: dmilka@sd308.org

Start Date: January 9th, 2017 Approximate End Date: May 26th, 2017

Intern Confidentiality

The intern will keep all information confidential as an interpreter, observer, participant, and/or a member of an organization. The intern will abide by the NAD-RID Code of Professional Conduct, Illinois Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443), Interpreter Licensure Rules (Title 68, Chapter IX, Part 1515), MacMurray College ASL/Interpreting Program's Internship Handbook, Family Education Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and any other applicable state and/or federal statutes on confidentiality.

Intern

The intern agrees to:

- adhere to and comply with the Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443); Interpreter Licensure Rules (Title 68, Chapter IX, Part 1515) and NAD-RID Code of Professional Conduct. If interning outside of Illinois, any applicable state statutes, regulations, and policies must be adhered to;
- comply with the MacMurray College's *ASL/Interpreting Program's Internship Handbook* and the *Student's Guide to MacMurray College*;
- uphold high moral values as he/she represents MacMurray College;
- obey the instructions, policies, rules, and expectations of the organization/mentor and comply with the organization's/mentor's business practices and procedures;
- be groomed and attired professionally at all times. The mentor will determine what style of professional dress is acceptable for each assignment. Dress and demeanor must reflect MacMurray's professional standards;
- spend hours outside the active role of intern-as-interpreter, preparing for observations and interpreting assignments;
- be prepared and ready to start when the mentor calls upon them to begin interpreting during an assignment.
- follow the calendar of his/her mentor *and do not participate in college holidays*;
- follow the working hours and/or schedule of the mentor and notify in advance for any absences;
- be receptive to unbiased, honest, and direct feedbacks.

Mentor

The Mentor shall:

- Supervise the intern;
- Give intern the opportunity to practice interpreting according to the intern's level of proficiency. In general, the intern will begin the internship observing, then be asked to interpret for short periods of time, increasing in duration as appropriate in the situation.
- provide clear direction about the duties and responsibilities of the Intern and ensure that he/she understands them;
- view his/her intern as a professional co-worker in need of friendly help and guidance;
- introduce the Intern to other individuals on the job as an interpreting intern;
- set aside time each day for conferencing with the intern to plan the day, evaluate and plan. Interns should need and want constructive criticism. Provide honest and direct feedback;
- Assist in developing learning goals and activities for improvement. Suggest activities for improvement;
- provide positive reinforcement and challenge the intern to take risks;
- conduct and provide unbiased interpreting critique of the intern. I will complete a total of five (5) critiques during the internship and discuss with the intern (generally every three weeks) Provide honest and direct feedback; (see Internship Manual)
- conduct a formal evaluation of the intern at the midterm (150 hour milestone) and final periods of the internship experience. Thoroughly discuss the evaluations with the intern;
- contact the Internship Supervisor if any problems arise.

Site Supervisor (if any)

The Site Supervisor should help the Intern to become oriented to the facilities, policies, and programs of the organization where the internship is located.

Internship Policy

- One internship assignment is for a total of 300 work hours unless other arrangements have been made to have different mentors, sites, and/or assignments which the hours are divided. The internship must be started and completed within the time frame agreed upon.
- The intern will participate in all activities as instructed by the mentor or a person assigned by the mentor. The intern will receive direct and close supervision from the mentor or a person assigned by the mentor.
- Any time that can be documented, including but not limited to, observing interpreters, preparing for interpreting assignments, debriefings/conferencing with mentors, doing personal skills development, completing reflective reports, actual interpreting, and any other interpreting related activities will count as hours for this internship.
- The Mentor and/or organization have the right to terminate an intern's placement for cause. Termination by a mentor will be preceded by notification of the internship supervisor. Likewise, the internship supervisor has the right to terminate an intern's placement for cause. Causes for termination may include inappropriate language, dress or behavior, sexual harassment, physical abuse, illegal activity on the part of the intern, inability to perform duties required of an intern, breaches of the Illinois Interpreter for the Deaf Licensure Act of 2007 (or the state's statutes, regulations, and policies if interning outside of Illinois) and NAD-RID Code of Professional Conduct.
- The internship may be terminated when it is determined that the mentor and/or organization has significantly departed from the terms of the Internship Agreement.

Transportation and Lodging

- The intern is responsible for transportation to and from the internship site.
- The intern is responsible for the living arrangements during the internship.

Payment

- The intern is not entitled to wages, any compensation or benefits for the time spent in the internship.
- The internship is not entitled to unemployment compensation after the end of the internship.

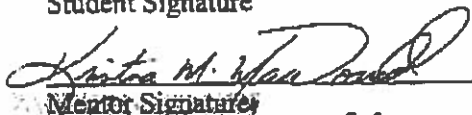
Employment Relationship

The internship is for educational purpose and is for the intern's benefit. There is no guarantee or expectation that internship will result in employment with the mentor or the organization after the internship ends.

The persons signing agree to abide by the terms and conditions as expressed in the Internship Manual and this Agreement.

Digitally signed by Sara Sutton
DN: cn=Sara Sutton, o=MadAway College, ou,
email=Sara.Sutton@student.mad.ac.uk, c=US
Date: 2016.12.08 17:37:35 -0500

Student Signature



Mentor Signature



Site Supervisor (Organization) Signature (if any)



Internship Supervisor

12/08/16

Date

12/13/16

Date

12/14/16

Date

12/14/2016

Date

LEWIS UNIVERSITY
PRACTICUM/INTERNSHIP AGREEMENT
SCHOOL COUNSELING PROGRAM

X Practicum

_____ Internship

This document is intended to act as a training agreement between Lewis University's Master of Arts in School counseling and the school district named here:

School Counseling Practicum/Internship Candidate _____ will complete the requirements at school Cswego High School.

A practicum candidate will complete at least 100 hours of counseling related activities of which at least 60 hours must involve direct student contact.

An internship candidate will complete at least 600 hours of counseling related activities of which at least 360 hours must involve direct student contact.

Candidates who also are licensed teachers may receive a reduced number of hours determined by the university.

It is expected that the practicum or internship candidate will be provided the opportunity to experience as many counseling related activities as are offered by the counseling department. The school will designate a Type 73 licensed professional to supervise the candidate and to ensure that the candidate will be provided with a wide range of school counselor activities.

The school site supervisor will be asked to complete a progress evaluation report and a final evaluation report.

Program supervision by the Director of the School Counseling Program or by her designee will be done on a weekly or bi-weekly schedule.

Signatures below indicate acceptance of this agreement. Please sign all 3 copies.

Lewis University Candidate

11/9/16

Date

[Signature]

School Site Supervisor

11/9/16

Date

[Signature]

School Counseling Program Director

11/9/16

Date

[Signature]

APCAI

11/11/16

Date

Copy 1: For Site Supervisor

**AFFILIATION AGREEMENT
BETWEEN
COLLEGE OF DUPAGE
AND
SCHOOL DISTRICT 308 OSWEGO IL**

THIS AGREEMENT (the "Agreement") is entered into this 1ST day of February, 2017, by and between School District 308 Oswego IL ("the Facility") and College of DuPage, Community College District No. 502, Counties of DuPage, Cook and Will, and State of Illinois ("the School").

WHEREAS, the School desires to utilize various Facility sites (Exhibit A) that may be available for the purpose of providing practical learning and clinical experiences as listed in Exhibit B in connection with students of the School.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. Provision of foundational curriculum to students. The School shall have the total responsibility for planning and determining the adequacy of the practical learning and clinical educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the School's curriculum.

2. Insurance.

A. Student professional and general liability insurance.

(i) Other Colleges and Universities

School shall (a) maintain professional liability insurance, which may be self-insured, covering students, or (b) require students participating in the practicum to maintain a personal student professional liability insurance policy. Such policy shall have limits for professional liability insurance of not less than One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate; and general liability coverage of at least One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) in the aggregate covering the acts of such student while participating in the program. Such insurance coverage must be placed with an insurance carrier acceptable to the Facility. School shall provide proof of coverage to the Facility by providing certificates of insurance evidencing coverage prior to student participation in the practical learning and clinical educational experience. In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student(s).

(ii) State Colleges and Universities located in Illinois

If the School is a state college or university located within Illinois, the School shall (a) maintain professional liability insurance, which may be self-insured, covering students, or (b) require students participating in the practical learning and clinical educational experience to maintain a personal student professional liability insurance policy. Such professional liability insurance policy shall have limits of not less than One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate covering the acts of such student while participating in the program at the Facility. School shall provide proof of coverage to the Facility by providing certificates of insurance evidencing coverage prior to student participation in the practical learning and clinical educational experience.

(a) Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

(b) In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student(s).

B. Student Health Insurance. School shall require students participating in the practical learning and clinical educational experience to maintain comprehensive health insurance. In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student(s).

C. Facility Insurance. Facility shall maintain during this Agreement professional liability insurance in amounts not less than One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate, and general liability insurance in amounts not less than One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) in the aggregate. Further, Facility shall maintain workers compensation insurance in amounts not less than that required by statute. Facility may be self-insured.

3. Designation of liaison to Facility; communications relating to clinical placements. The School will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The assignments to be undertaken by the students participating in the practical learning and clinical experience will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances.

The School shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. Evidence of student certifications, vaccinations, etc. As required by the facility, the School shall provide evidence that each student has met all requirements, which may include, but are not limited to, CPR certification, proof of absence of TB, hepatitis B vaccination, Tdap vaccination, annual flu vaccination, and OSHA compliance for prevention of transmission of blood borne pathogens and TB and general HIPAA training. Facility may update these requirements upon written notice to School. Any

student not meeting applicable requirements shall not be eligible to participate in a clinical rotation.

5. Criminal background check and drug screen compliance. Where applicable, a criminal background check and a drug screen, as required by and acceptable to the Facility, are required of each placed student prior to participation in the practical learning and clinical educational experience. It is the School's responsibility to ensure that the background check and drug screening have been completed and that students with unacceptable results will not participate at sites where students with such results are forbidden by Facility's policy.

6. School notices to students. The School shall notify each student prior to his/her arrival at the Facility that he/she is required to:

- (a) Follow the administrative policies, standards, and practices of the Facility.
- (b) Obtain medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.
- (c) Provide his/her own transportation and living arrangements.
- (d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.
- (e) Conform to the standards and practices established by the School while functioning at the Facility.
- (f) Obtain prior written approval of the Facility and the School before publishing any material relating to the practical learning and clinical educational experience.
- (g) Meet the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

7. Accreditation. As required by Facility, School represents that it is and, for the term of this Agreement, will be (a) approved by the Illinois Board of Higher Education, or similar body for the state in which the School is located, and (b) accredited by an accrediting body that is recognized by Council for Higher Education Accreditation or the U.S. Department of Education. School will provide Facility with copies of all accreditations upon request. In the event accreditation is lost, suspended, or otherwise restricted, School shall notify Facility, in writing, within three (3) business days. Facility may, at its sole discretion, suspend or terminate this Agreement if School fails to maintain its accreditation.

B. FACILITY RESPONSIBILITIES:

1. Provision of facilities for supervised clinical experiences. Subject to the ability of Facility to accommodate School's request, which Facility shall determine in its sole discretion, the Facility agrees to make the appropriate facilities available to the School in order to provide supervised practical learning and clinical educational experiences to students. Such facilities shall include an environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Facility shall provide faculty and students with an orientation to Facility, including HIPAA training.

2. Facility rules applicable to students during clinical assignments. Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of practical learning and clinical educational experience, students will be subject to all rules and regulations of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility.

3. Patient care. While at the Facility, students are not to replace the Facility staff, and are not to render service except as identified for educational value and delineated in the jointly planned practical learning and clinical educational experiences. Any such direct contact between a student and a patient shall be under the proximate supervision of a member of the staff of the Facility. The Facility shall at all times remain responsible for patient care.

4. Emergency treatment of students. Emergency outpatient treatment will be available to students while in the hospital for practical learning and clinical educational experience in case of accident or illness. In case of emergency at a non-hospital site, standard procedure will be followed. It is the student's responsibility to bear the cost of the emergency treatment.

5. Designation of liaison to School; communications relating to practical learning and clinical educational experiences. The Facility shall designate a liaison responsible for coordinating the practical learning and clinical educational experience. That person shall maintain contact with the School's designated liaison person to assure mutual participation in and surveillance of the practical learning and clinical educational experience. The Facility shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating the practical learning and clinical educational experience.

6. Identity and credentials of Facility supervising personnel. The Facility shall designate and submit in writing to the School, the name and professional and academic credentials of the individual(s) overseeing student(s) experiences.

7. School tour of Facility. The Facility shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to practical learning and clinical educational experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

8. Provision of relevant Facility policies. The Facility shall provide the student(s) and the School the Facility's administrative policies, standards and practices relevant to the practical learning and clinical educational experience.

9. FERPA compliance. The Facility shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's students who train at the Facility pursuant to this agreement.

C. OTHER RESPONSIBILITIES:

1. Compliance with patient privacy laws. The School agrees to abide by and require that its faculty and students abide by all applicable state and federal laws, rules and regulations regarding patient privacy, including but not limited to, the Standards for Privacy of Individually Identifiable Health Information as required under the Health Insurance Portability and Accountability Act (HIPAA). Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of patient information and the use of all such information. The parties will notify one another if there are known breaches of this confidentiality. Further, School shall require that students and faculty de-identify all documents created and/or utilized for educational purposes outside of Facility. This shall include, at a minimum, removal of patient name, date of birth, address, medical record number, insurance information, social security number and other personal information that could be used to identify a patient.

2. Determination of instructional period. The course of the practical learning and clinical educational experience will cover a period of time as arranged between the School and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facility.

3. Determination of number of participating students. The number of students eligible to participate in the practical learning and clinical educational experience will be determined and may be changed by mutual agreement of the parties. Notwithstanding the foregoing, the Facility and the School agree and understand that the availability of practical learning and clinical educational experiences at Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, Facility may reduce the number of students eligible to participate in the practical learning and clinical educational experience with prior notice to the School and adequate time for the School to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the School who are similarly displaced from other clinical affiliates of the School to the extent that clinical space is available at the Facility.

4. Evaluation of students' clinical experiences. Evaluation of the practical learning and clinical educational experiences of the students will be accomplished jointly by the School and the Facility. Appropriate School and the Facility staff will communicate on a regular basis for the purpose of reviewing and evaluating current practical learning and clinical educational experiences offered to students.

5. Removal of students.

(a) The School has the right to remove a student from a practical learning and clinical educational experience. The School shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a practical learning and clinical educational experience from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its patients, staff members, visitors, or operations. In such event, the Facility shall notify the School in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the School in writing of the reasons for the removal and shall consult with the School before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for ~~three~~ (3) years, to commence on February 1, 2017 and ~~terminate~~ on January 31, 2020. Thereafter, this Agreement shall automatically renew for two (2) additional one (1) year terms unless terminated as set forth herein. Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the practical learning and clinical educational experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability.** Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Qualifications of School faculty.** The School represents that relevant faculty members are appropriately qualified, certified and/or licensed. The School will provide the Facility with copies of evidence of qualifications, certifications or licensures, upon request.

3. **Assignment of Agreement.** This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Excluded Providers.** Each party represents that neither it nor any of its employees and agents is excluded as a provider under Medicare or Medicaid or under any other federal or state health care program.

5. **Severability.** If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue to be valid and enforceable to the fullest extent permitted by law.

6. Non-Discrimination. The parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time, the Illinois Human Rights Act, and the Rules and Regulations of the Illinois Department of Human Rights. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, age, order of protection status, marital status, ancestry, military status, unfavorable discharge from military service, sexual orientation or physical or mental disability in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

7. Employment status. No student, School employee or agent of School under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student, School employee or agent be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facility.

8. Notice to Parties. Any notice, demand or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the School, by notifying the Facility, and in the case of the Facility, by notifying the School:

If to the Facility:

School District 308 Oswego IL
4175 71
Oswego, IL 60543
Attention: Victoria Daleo – Administration
Katie Lund – Speech Pathologist
Email: vdaleo@sd308.org, klund@sd308.org
Telephone: (630) 636-3080
Facsimile: () -

With a Copy to:

Facility Legal Counsel at:

Attention: _____

Facsimile: () _____

If to the School:

College of DuPage
425 Fawell Blvd.
Glen Ellyn, IL 60137
Attention: Director Business Affairs
Facsimile: (630) 942-2191
Program in _____

With a Copy to:

The School Legal Counsel at:

Attention: _____
Facsimile: (____) _____

or to such other addresses as the parties may specify in writing from time to time.

9. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

10. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

11. No Third-Party Beneficiaries. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

12. Agreement binding on parties successors and assigns. This Agreement shall be binding upon the School and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

13. Captions for reference only. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.


14. Entire Agreement. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing

and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

School District 308 Oswego IL


Printed Name: Roxana Sanders

Title: Executive Director of Human Resources

Date: 1/9/17


Community College District No. 502
Counties of DuPage, Cook, and Will,
And State of Illinois


Printed Name: Ellen M. Roberts

Title: Director Business Affairs

Date: 1-9-17

Speech Language Pathology


Printed Name: Karen So It

Title: Associate Dean of Health Biological Science

Date: 1/4/17

EXHIBIT A

School District 308 Oswego IL
4175 71
Oswego, IL 60543

EXHIBIT B

Speech Language Pathology



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
01/11/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER MARSH USA INC. 540 W. MADISON CHICAGO, IL 60661 Attn: Chicago.CertRequest@marsh.com	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
INSURED College of DuPage, a Member of the Illinois Community College Risk Management Consortium 425 Fawell Blvd Glen Ellyn, IL 60137	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Great American E&S Insurance Company	
	INSURER B: N/A	
	INSURER C:	
	INSURER D:	
INSURER E:		
INSURER F:		
NAIC #		

COVERAGES	CERTIFICATE NUMBER: CHI-006983830-01	REVISION NUMBER: 3
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.		

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:		ICCRMC2016 - 502	07/01/2016	07/01/2017	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMPI/OP AGG \$ COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE				EACH OCCURRENCE \$ AGGREGATE \$
	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH) If yes, describe under DESCRIPTION OF OPERATIONS below	<input type="checkbox"/> Y/N <input checked="" type="checkbox"/> N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liability		ICCRMC2016 - 502	07/01/2016	07/01/2017	Limit 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
The above Named Insured is a member of the Illinois Community College Risk Management Consortium, an Intergovernmental Insurance Pool.

CERTIFICATE HOLDER School District 308 Oswego IL 4175 71 Oswego, IL 60543	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE of Marsh USA Inc. Manashi Mukherjee <i>Manashi Mukherjee</i>
---	---

Agreement for Field Placement in a Practice Setting For Candidates in UIC Teacher Education and School Service Personnel Certification Programs

This Agreement is entered into by and between the Board of Trustees of the University of Illinois, a body corporate and politic of the State of Illinois with principal offices at Urbana, Illinois, hereinafter "University", for and on behalf of its University of Illinois at Chicago (UIC)'s, Council on Teacher Education (CTE) and Community Unit School District 308, a unit of local government with principal offices in Oswego, Kendall County, Illinois, on behalf of the host site(s) where UIC Candidates are placed for field experience under this Agreement, hereinafter "Facility."

Whereas, The Council on Teacher Education serves various UIC colleges that house any teaching, administrative, and school service personnel programs leading to Illinois certification, and serves students seeking certification in those programs, hereinafter "Candidate(s);"

Whereas, as part of ongoing instruction and preparation of its Candidates through classroom and laboratory experiences, University seeks relevant, supervised experiences in practice settings for Candidates who are registered and in good academic standing.

Whereas, the Facility is able to provide a practice setting, supervised experience, and related educational facilities for these Candidates ("placement");

Whereas, the University desires to place UIC Candidates in the Facility;

In consideration of the promises and covenants contained herein, the parties agree as follows:

1. Effective Date and Renewal

This Agreement shall become effective on July 13, 2016, or from the date of execution of this Agreement, whichever is later, and shall continue for one year, and shall automatically renew from year to year thereafter for a period not to exceed ten (10) years unless terminated earlier by either party.

2. Placement of Candidate(s)

Facility and University shall mutually agree to Candidate(s) placement. Each placement shall be confirmed in writing by Facility before placement begins. Should any situation arise which may threaten a Candidate's successful completion of the placement, Facility and University will discuss and attempt to reach mutual agreement with the Candidate regarding options for completing, rescheduling, or canceling the placement; either party in its sole discretion may take such action available to it by law as it deems appropriate.

3. University Responsibilities

- 3.1. University shall provide the basic preparation of the Candidate(s) through classroom instruction and practice and shall provide the educational direction for the placement. University shall designate a faculty or staff member as a liaison to the Facility to provide consultation regarding Candidate placements, supervision, and periodic review of Candidate progress toward meeting the specific program's educational objectives.

University shall, upon receiving notice from Facility, immediately remove any Candidate deemed by Facility to be clinically unsafe to its students, clients, employees, and/or others. Facility reserves the right to prohibit the return of any such Candidate unless a corrective action plan satisfactory to Facility has been proposed and its compliance monitored by the University. Facility further reserves the right to request removal of any Candidate whose conduct is contrary to Facility's standards of conduct as set forth in its policies and procedures.

**Agreement for Field Placement in a Practice Setting For Candidates in
UIC Teacher Education and School Service Personnel Certification Programs**

- 3.2. University shall take all reasonable steps to inform Candidate(s) that he or she must adhere to the following requirements during the placement:
- 3.2.a. Candidate shall comply with all policies, procedures, and standards established by the Facility, and shall do so under the specific instruction of supervisory staff of the Facility.
 - 3.2.b. If required by the Facility, Candidate shall wear a Facility and/or UIC Identification Card.
 - 3.2.c. Candidate shall be responsible for his or her own transportation and shall not be authorized to transport any Facility students, clients, or others by car or other vehicle.
 - 3.2.d. Candidate shall take all reasonable steps to maintain health insurance coverage during the placement and shall comply with all health and immunization requirements of the Facility.
 - 3.2.e. Candidate shall be responsible for adhering to established schedules and notifying Facility and University of any absences or necessary schedule changes.
 - 3.2.f. Candidate shall obtain prior written approval of Facility and University before publishing any material relative to the placement.
 - 3.2.g. Candidate shall maintain confidentiality as appropriate related to Facility's students, clients, employees, and/or others.

4. Facility Responsibilities

- 4.1 Facility will accept this as the sole placement contract and will not require a Candidate to sign a separate agreement regarding placement.
- 4.2 Unless otherwise agreed by Facility and University, Facility shall assume responsibility for providing Candidate placement under the active supervision of cooperating professional(s) who meet state requirements regarding the experience necessary and/or the certification or licensure required for supervising in the area of Candidate's certification program. Facility and University shall mutually agree upon appropriate certifications or credentials and responsibilities of the supervisor. The Facility shall provide meaningful and appropriate learning experiences to Candidate to achieve the University educational objectives for the placement and will provide systematic written review of each Candidate's performance in the placement. The Facility shall provide access to records, appropriate space, and other Facility resources as may be required.
- 4.3 If available, immediate provision of emergency health care to Candidate(s) shall be provided in any instance of injury or illness at the Facility. Expenses of such care shall be the sole responsibility of the Candidate.
- 4.4 Candidate(s) is not to be used in place of qualified staff and shall not serve in the role of a substitute teacher. However, after demonstrating proficiency, Candidate(s) may be permitted to undertake certain defined activities with appropriate supervision and direction. Candidate(s) may be employed in the field outside regular educational hours, provided the work does not interfere with regular academic responsibilities; the work must be non-compulsory, paid, and subject to standard employee policies of Facility.

**Agreement for Field Placement in a Practice Setting For Candidates in
UIC Teacher Education and School Service Personnel Certification Programs**

- 4.5 Facility agrees to comply with all applicable laws, regulations, rulings, or enactments of any governmental authority. The Facility shall obtain from third parties including state and local governments (at its own expense), all applicable licenses, permissions, and accreditations necessary to maintain its operation.
- 4.6 Facility shall promptly process requests for placement and notify University in a timely fashion.
- 4.7 Facility shall accept only those Candidates who can be assigned to willing cooperating supervisors who, through experience, training, and certification, are qualified to serve as mentors to university Candidates in professional training programs.
- 4.8. Facility shall direct cooperating personnel to participate in assessments of each Candidate's performance as required by the Candidate's program. This evaluation shall be subject to the provisions of the Family Education Rights and Privacy Act of 1974, as amended (FERPA).
- 4.9 Facility will not require student to sign documentation assuming responsibilities as DCFS mandated reporter and will accept University policy on Candidate's role.
- 4.10 Facility shall notify university of any problems in a timely fashion.

5. Insurance

- 5.1 By action of the Board of Trustees of the University of Illinois on August 1, 1976, a liability self- insurance plan was established, most recently amended on June 10, 2011. The Program and Plan documents are available on request. Under the terms of said Plan, University's Students, who at the time of an occurrence are acting within the scope of duties assigned to them pursuant to this Agreement, are named insureds under the Plan. The limits of liability under the terms of the Plan are \$1 million per occurrence and \$3 million in the aggregate. While the Program and Plan are in effect as of the date hereof, nothing contained herein shall be construed as precluding said Board of Trustees from modifying, revising, or canceling, in whole or part, the Program or the Plan; however, University agrees to publish an advance thirty (30) day public notice in the event Program or Plan is canceled in whole or in part. Nothing herein should be construed to imply that Students working for Facility outside of the scope of this Agreement are covered by the University's liability insurance.
- 5.2 Facility agrees to maintain professional and general liability insurance, or self-insurance, in the minimum amounts of \$1,000,000 per claim or occurrence, \$3,000,000 aggregate, for its employees, agents, and servants with an insurance carrier acceptable to the University. Facility shall furnish University with a certificate of insurance or other written document reasonably satisfactory to the University as evidence of its insurance coverage in full force and effect. Facility shall send evidence of insurance coverage to University at the address shown in Article 8 prior to the beginning of the Candidate placement.
- 5.3 It is understood and agreed that while engaged in educational activities related to the placement, the UIC Candidate participating in required activities at the Facility for a course for which he or she is registered and which is required for certification or graduation, will be insured for general liability by the University for activities under the control of the Candidate, and that Facility's employees will be insured for general liability by Facility, in accordance with Item 6 (Liability).

**Agreement for Field Placement in a Practice Setting For Candidates in
UIC Teacher Education and School Service Personnel Certification Programs**

6. Liability

Neither party to this Agreement shall be liable for any negligent or wrongful acts, either of commission or omission, chargeable to the other, unless such liability is imposed by law. This Agreement shall not be construed as seeking either to enlarge or diminish any obligation or duty owed by one party against the other or against a third party.

7. Termination

- 7.1 This Agreement shall automatically renew each year for a period not to exceed ten (10) years unless expressly terminated in writing by either party with written notice given a minimum of ninety (90) days prior to the 1st Day of the UIC Fall school semester. The Agreement may be modified only by an amendment in writing signed by both parties.
- 7.2 Either party may terminate this Agreement for breach, including but not limited to failure to meet insurance requirements, failure to provide a supervisor with appropriate credentials, or failure to maintain licensure or certification, if applicable. Notice to the other party of breach must be in writing pursuant to the provisions of Paragraph 8. If the breach is not remedied within thirty (30) days of the delivery of this notice, the Agreement may be terminated by giving ten (10) days written notice to the breaching party.
- 7.3 Notwithstanding the foregoing paragraphs, candidate(s) placed at Facility at the time notice of termination or non-renewal is given shall be allowed to complete the current placement unless Paragraph 3.1 above has been invoked by the Facility.

8. Notices

All notices required herein shall be in writing and shall be sent via registered or certified mail return receipt requested or by an overnight courier service to the persons listed below. A notice shall be deemed to have been given when delivered to the party at the address set forth below.

Notices to the Facility shall be sent to:

Victoria D'Aleo – Human Resources Specialist
District 308
4175 Route 71
Oswego, IL 60543
vdaleo@sd308.org

ATTN:

Notices to the University shall be sent to:

UIC Council on Teacher Education
1333 S. Halsted, Suite 205 M/C 134
Chicago, Illinois 60607
ATTENTION: Coordinator of Field Experience and Student Teaching

**Agreement for Field Placement in a Practice Setting For Candidates in
UIC Teacher Education and School Service Personnel Certification Programs**

9. General Provisions

- 9.1 University and Facility agree to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders and regulations. University and Facility shall not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era.
- 9.2 Neither party shall use the name of the other in any written material including but not limited to brochures, letters, and circulars, without the prior written consent of the other, with the exception of listings of facilities as may be required by legitimate accrediting agencies of either party.
- 9.3 This Agreement is to be governed and construed in accordance with the laws of the State of Illinois. Both parties agree that jurisdiction and venue for the final resolution of any disputes relating to this Agreement shall lie exclusively in the Illinois Court of Claims for claims against the University and in a court of competent jurisdiction in Cook County for claims against the Facility.
- 9.4 Information provided by either party to the other shall be treated as confidential unless governed by mandated reporting or otherwise required by law to be disclosed.
- 9.5 University and Facility acknowledge that certain information about Candidates is contained in records maintained by University and/or Facility, and that this information is confidential by reason of University policy and the Family Education Rights and Privacy Act of 1974 (20 U.S.C. 1232g). Both parties agree to protect these records in accordance with the Act and University policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities.
- 9.6 Nothing in this Agreement is intended to or shall create any rights or remedies in any third party.
- 9.7 The relationship of each party to the other under this Agreement shall be that of Independent Contractor. While engaged in educational activities related to the placement, students(s) shall not be considered an agent or employee of the Facility.
- 9.8 Facility affirms that, to the best of its knowledge, there exists no actual or potential conflict between the Facility's family, business, or financial interests and its obligations under this Agreement; and, in the event of change in either its private interests or obligations under this Agreement, the Facility will raise with the University any questions regarding possible conflict of interest which may arise as a result of such change.
- 9.9 The failure of either party at any time to enforce any provision of this Agreement shall in no way be construed to be a waiver of such provisions or affect the validity of this Agreement or any part thereof, or the right of either party thereafter to enforce each and every provision in accordance with the terms of this Agreement.

**Agreement for Field Placement in a Practice Setting For Candidates in
UIC Teacher Education and School Service Personnel Certification Programs**

- 9.10 In the event that any provision of this Agreement is held to be unenforceable for any reason, the unenforceability thereof shall not affect the remainder of this Agreement, which shall remain in full force and effect and enforceable in accordance with its terms. All commitments by the University under this Agreement are subject to constitutional and statutory limitations and restrictions binding upon the University.
- 9.11 In the event of any litigation arising in connection with this Agreement, University and Facility agree to cooperate in risk management, prevention, claims investigation, and litigation under the direct control and supervision of their respective legal counsel.
- 9.12 This Agreement may not be assigned by either party without the prior written consent of the other party. Such consent shall not be unreasonably withheld if the assignment is in the context of a merger between a party and an affiliated entity of such party provided, however, that the obligations of such party under this Agreement shall not be extinguished or otherwise affected by any such assignment.
- 9.13 This Agreement, attachments, and incorporated references shall constitute the entire Agreement between the parties with respect to the subject matter herein and supersedes all prior communications and writings with respect to the content of said Agreement. No modification, extension, or waiver of this Agreement or any provision thereof shall be binding upon either the Facility or the University unless reduced to writing and duly executed by both parties.

10. Work Stoppages or Unexpected School Closings

In the event of a partial or complete work stoppage as a consequence of action taken by some or all of the Facility's teachers, administrators, and/or school service personnel during the time a UIC Candidate has been assigned to the Facility, Candidates from the University will be allowed to assume the role of neutral persons and to maintain a "nonpartisan status" with respect to the work stoppage. Specifically:

- 10.1 Candidates shall not be required to participate in "picketing" or other work stoppage actions.
- 10.2 Candidates shall not be required to cross picket lines or to supervise classes when such action would constitute a "breaking" of the work stoppage.
- 10.3 Candidates, at their own discretion, may attend teachers' association meetings, faculty meetings, school board meetings, and other gatherings covering the work stoppage in the role of an interested observer and for the value of the learning experience that such participation may provide to their professional development in their preparation for teaching.
- 10.4 If the Candidates choose to participate on either side of the work stoppage, such participation shall be as individuals and not as Candidates or representatives of UIC. The University disclaims any liability or responsibility for any action or the consequences of any action taken by such individuals.
- 10.5 In the event of a partial work stoppage in the district, Candidates may report to schools in the district to which they are assigned providing they can gain access to the school without crossing picket lines and providing that more than one-half of both the Candidates and the regular professionals in the Candidate's field of study (teacher, administrator or school service personnel) of said school are present and that their supervisors will also be present.

**Agreement for Field Placement in a Practice Setting For Candidates in
UIC Teacher Education and School Service Personnel Certification Programs**

During a partial work stoppage, no Candidate shall act as a substitute or act in any capacity other than that inherent in his/her original assignment.

- 10.6 In the event of a complete work stoppage in the district at the time Candidates are scheduled to begin their assignments or during the time Candidates are in their assignments and the work stoppage continues for a week or more, the University may make arrangements for an extended experience, an alternate placement in another district on a temporary or permanent basis, or an appropriate alternative experience and shall not be responsible or liable for any disruption this causes the Facility. Candidates in either of these two situations shall report to their UIC Instructors and/or Field Supervisors for information regarding the course of action to be taken.

APPROVAL AND EFFECTIVE DATE

This Agreement shall not be binding until signed by all parties. The persons signing this Agreement represent and warrant that they have authority to bind their respective parties.

The Board of Trustees of the University of Illinois

Facility

By: _____
Walter K. Knorr, Comptroller

Signature: *R Sanders*

Date: _____

Roxana Sanders
Type or print name

Executive Director of Human Resources
Title

Date: *7/13/2016*

Department of Education

STUDENT TEACHING RESIDENCY AGREEMENT

This agreement is entered into between North Central College and Oswego Community Unit School District 308 for the 2016-17 academic year.

I. The District will:

- provide cooperating teachers who have a minimum of three years teaching experience and are properly certified/licensed in the area that they are teaching with a proficient or above performance rating on his or her most recent evaluation.
- ensure that cooperating teachers will mentor and guide teacher candidates in the areas of planning, instruction, and assessment.
- ensure that cooperating teachers submit college approved and supplied dispositions, midterm and final evaluations of the teacher candidates through Taskstream by the due dates.
- confer with NCC before removing any teacher candidate from the classroom
- allow teacher candidates to videotape a 3-5 lesson segment in the classroom for the Teacher Performance Assessment, edTPA. Teacher candidates will work with the cooperating teacher to obtain permission from parents before videotaping.

II. North Central College will:

- provide an assigned on-site supervisor who will visit on a regular basis within the guidelines set by the Department of Education to participate in the supervision of the teacher candidate and assist the cooperating teacher in the preparation of the final evaluation.
- support the concept of including the building principal as a supervisory team member in the development and progress of the assigned teacher candidate(s). Further, NCC will provide handbooks which describe the roles and responsibilities of all team members.
- respond to all problems, inquiries, and situations in a prompt manner in order to facilitate a positive experience for all involved parties.
- provide confirmation that the teacher candidate has completed a TB test and state of Illinois fingerprint background check and has been checked against the Illinois Sex Offender and Illinois Violent Offender websites. NCC will also maintain proof of medical insurance on file.
- advise teacher candidate of his/her responsibilities including but not limited to:
 - student conduct expectations outlined in the Student Teaching Residency handbook, including adherence to established rules and regulations of the assigned school;
 - adherence to the District's academic calendar as opposed to NCC's academic calendar;
 - passing the Illinois Licensure Test in their content area prior to the first day of their Student Teaching Residency experience.

Dr. Maureen Kincaid
Chair, Department of Education

Signature of District Superintendent / Representative: _____

 Roxana Sanders

Title: _____

Director of Human Resources



Victoria D'Aleo <vdaleo@sd308.org>

CMU Student Teacher-

4 messages

Rinke, Katie Marie <hacke1km@cmich.edu>

Tue, Mar 14, 2017 at 10:50 AM

To: Victoria D'Aleo <vdaleo@sd308.org>

Cc: Cynthia Miller <cm901@att.net>, "Rinke, Katie Marie" <hacke1km@cmich.edu>

Victoria,

Please find the necessary paperwork attached to this email for CMU student teacher

Thank you, please let me know if you need anything else.

**Katie M. Rinke**

Coordinator of Clinical Field Experiences / Center for Clinical Experiences

195 Ojibway Ct. | EHS 475 | Central Michigan University | Mount Pleasant, MI 48859

P: 989-774-1068 | E: katie.rinke@cmich.edu | F: 989-774-3152www.cmich.edu**From:** Victoria D'Aleo [mailto:vdaleo@sd308.org]**Sent:** Monday, March 13, 2017 3:34 PM**To:** Rinke, Katie Marie <hacke1km@cmich.edu>**Subject:** Re: Follow up to Cindy Miller Request for Potential Placement of Central Michigan University Student Teacher - y

Good afternoon,

The list of information you provided looks great, I do ask that you include Cindy's contact information on the confirmation forms. We do not need an unofficial transcript if the coursework and grades are already in the application. I look forward to receiving _____'s paperwork from you.

Thank you,

On Mon, Mar 13, 2017 at 1:25 PM, Rinke, Katie Marie <hacke1km@cmich.edu> wrote:

Good afternoon Victoria,

I was given your name from our guest supervisor Cindy Miller as someone to contact to follow up on behalf of a potential placement for CMU's student teacher . I want to thank you for your willingness to view 's paperwork and the consideration you are making in finding her a placement within your district. Haley will be student teaching in the Fall 2017 and I wanted to make sure when I send you 's paperwork—I have all the information you need in order to move forward in a potential placement for this student teacher.

Typically our university provides the student teachers:

1. Student Teaching Application (this does include their GPA and grades pertaining to their major/minor teacher education courses).
2. Resume

In addition, Cindy mentioned you need:

1. Confirmation Letters/Forms for her placements?
2. Will you still need an unofficial transcript, if some of her coursework grade letters are already in the application?
3. Philosophy of Education
4. Anything else I might have missed?

Thank you,



Katie M. Rinke

Coordinator of Clinical Field Experiences | Center for Clinical Experiences

195 Ojibway Ct. | EHS 475 | Central Michigan University | Mount Pleasant, MI 48859

P: 989-774-1068 | E: katie.rinke@cmich.edu | F: 989-774-3152

www.cmich.edu

--

Victoria R. D'Aleo

Human Resources Specialist

District Administration Center

4175 Rt. 71

Oswego, IL 60543

Ph: 630-636-3093

Fax: 630-551-9545

4 attachments



176K

Confirmation Form.pdf



13K

Philosophy of Education.docx



50K

Student Teaching Application.pdf



16K

Student Teaching Resume.docx

Victoria D'Aleo <vdaleo@sd308.org>
 To: "Rinke, Katie Marie" <hacke1km@cmich.edu>
 Cc: Cynthia Miller <cm901@att.net>

Mon, Apr 10, 2017 at 11:33 AM

Good morning,
 I have attached the placements for
 adjust accordingly and let me know.
 Thank you,

. I added approximate dates for her placements, please

[Quoted text hidden]

Victoria R. D'Aleo
 Human Resources Information Systems Specialist
 District Administration Center
 4175 Rt. 71
 Oswego, IL 60543
 Ph: 630-636-3093
 Fax: 630-636-3688

3 attachments



CMU
 11K

ELC Approval.pdf



CMU
 25K

ELEM Gr. 2.pdf



SD308 Student Teacher Fingerprint Policy 10.1.16.pdf
 114K

Rinke, Katie Marie <hacke1km@cmich.edu>
 To: Victoria D'Aleo <vdaleo@sd308.org>
 Cc: Cynthia Miller <cm901@att.net>

Mon, Apr 10, 2017 at 3:21 PM

Victoria,

Thank you so much for the information. Could you provide me with the following additional information for our system:

District Name:

School: **Brokaw Early Learning Center**

School Address for each Placement

School Phone

Principal Name & Email

Host Name: **Darlene Howell**

Host Email:

Grade Level:

District Name:

School: **Boulder Hill**

School Address:

School Phone:

Principal Name & Email:

Host Name: **Brittany Morelli**

Host Email:

Thank you,



Katie M. Rinke

Coordinator of Clinical Field Experiences / Center for Clinical Experiences

195 Ojibway Ct. | EHS 475 | Central Michigan University | Mount Pleasant, MI 48859

P: 989-774-1068 | E: katie.rinke@cmich.edu | F: 989-774-3152

www.cmich.edu

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]
Sent: Monday, April 10, 2017 12:34 PM
To: Rinke, Katie Marie <hacke1km@cmich.edu>
Cc: Cynthia Miller <cm901@att.net>
Subject: Re: CMU Student Teacher-

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: "Rinke, Katie Marie" <hacke1km@cmich.edu>

Mon, Apr 10, 2017 at 3:28 PM

Boulder Hill Elementary
163 Boulder Hill Pass
Montgomery, IL 60538
P: (630) 636-2900
F: (630) 636-2968

Principal: Michael Mitchinson Mmitchinson@sd308.org

Brittany Morelli email: bmorelli@sd308.org

Brokaw Early Learning Center
1000 Fifth Street
Oswego, IL 60543
P: (630) 551-9600
F: (630) 551-9619

Principal: Andrew McCree email: amccree@sd308.org

Darlene Howell email: dhowell@sd308.org

SD308 Website: <http://www.sd308.org/>

[Quoted text hidden]

**STUDENT PLACEMENT
CONFIRMATION FORM**

STUDENT: _____ - Central Michigan University

PLACEMENT DATES: 8/14/17 - 10/13/17

SD 308 BUILDING: Brokaw Early Learning Center

COOPERATING TEACHER: Darlene Howell

PHONE NUMBER: 630-551-9600

PRINCIPAL/DESIGNEE SIGNATURE: _____

DATE: 3/16/17

**STUDENT PLACEMENT
CONFIRMATION FORM**

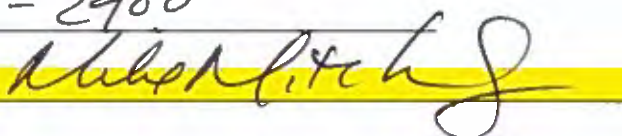
STUDENT: _____

PLACEMENT DATES: 10/16/17 - 12/14/17 (approx.)

SD 308 BUILDING: Boulder Hill - Grade 2

COOPERATING TEACHER: Brittany Morelli

PHONE NUMBER: 630-636-2900

PRINCIPAL/DESIGNEE SIGNATURE: 

DATE: 4/10/17



Mayra Ortiz <mortiz@sd308.org>

Fwd: Rush University SLP Student Teaching

Fri, Mar 31, 2017 at 2:51 PM

From: **Doreen Izaguirre** <Doreen_Izaguirre@rush.edu>

Date: Fri, Mar 31, 2017 at 2:47 PM

Subject: Rush University SLP Student Teaching

To: "klansky@sd308.org" <klansky@sd308.org>, "vdaleo@sd308.org" <vdaleo@sd308.org>

Hello –

I hope this email finds you both well. To e-introduce myself, my name is Doreen and I am the clinical education manager in speech-language pathology at Rush University. I coordinate all of the clinical practicum or student teaching opportunities for our graduate students in SLP.

I have a student interested in doing her SLP student teaching practicum in your district and I wanted to inquire about the process, interest, and availability. I looked on your website, yet was uncertain who the best contact person would be, so I am starting with the both of you. Please forward this email, as needed! Thank you.

I am looking at Fall 2017 and the dates are **September 5 – December 15, 2017** and it is a minimum of **3 days per week**. I have flexibility with the start/end dates to meet your needs.

Let me know if you have any SLPs that are interested and available during this timeframe. I can also consider our Spring semester **January 2 – April 20, 2018** for a **full-time** placement.

We have a standard affiliation agreement that we use at Rush, yet would be happy to review something you have in place, should this move forward. I can also send the certificate of liability coverage we hold on each student.

Thanks for assisting with this process and looking forward to hearing from you regarding next steps!

Doreen

Doreen Kelly Izaguirre, MA, CCC-SLP

Manager, SLP Clinical Education

Faculty / Speech-Language Pathologist

Rush University, Department of Communication Disorders and Sciences

600 S Paulina Street, 1015B Armour Academic Center, Chicago, IL 60612-3833

(office) 312-942-3296

(fax) 312-942-1862



Mayra Ortiz <mortiz@sd308.org>

Fwd: Rush University SLP Student Teaching

Mayra Ortiz <mortiz@sd308.org>
To: Doreen_Izaguirre@rush.edu

Mon, Apr 3, 2017 at 9:13 AM

Hello Doreen,

We would be happy to consider your SLP student teacher for the fall of 2017. Please send me your students resume and transcripts either via email or fax and I will begin looking for a placement. I am also attaching the district's fingerprint policy for your information.

I look forward to hearing from you.
Mayra

Hello –

I hope this email finds you both well. To e-introduce myself, my name is Doreen and I am the clinical education manager in speech-language pathology at Rush University. I coordinate all of the clinical practicum or student teaching opportunities for our graduate students in SLP.

I have a student interested in doing her SLP student teaching practicum in your district and I wanted to inquire about the process, interest, and availability. I looked on your website, yet was uncertain who the best contact person would be, so I am starting with the both of you. Please forward this email, as needed! Thank you.

I am looking at Fall 2017 and the dates are **September 5 – December 15, 2017** and it is a minimum of **3 days per week**. I have flexibility with the start/end dates to meet your needs.

Let me know if you have any SLPs that are interested and available during this timeframe. I can also consider our Spring semester **January 2 – April 20, 2018** for a **full-time** placement.

We have a standard affiliation agreement that we use at Rush, yet would be happy to review something you have in place, should this move forward. I can also send the certificate of liability coverage we hold on each student.

Thanks for assisting with this process and looking forward to hearing from you regarding next steps!

Doreen

Doreen Kelly Izaguirre, MA, CCC-SLP

Manager, SLP Clinical Education

Faculty / Speech-Language Pathologist

Rush University, Department of Communication Disorders and Sciences

600 S Paulina Street, 1015B Armour Academic Center, Chicago, IL 60612-3833

(office) 312-942-3296

(fax) 312-942-1862

Doreen_Izaguirre@rush.edu

630-551-9545 fax
mortiz@sd308.org

What is a hero?

Someone who inspires us by their example. Heroes are people who transform compassion into heroic action. In doing so, they put their best selves forward in service to humanity.



SD308 Student Teacher Fingerprint Policy 10.1.16.pdf
114K



Mayra Ortiz <mortiz@sd308.org>

Fwd: Rush University SLP Student Teaching

Doreen Izaguirre <Doreen_Izaguirre@rush.edu>
To: Mayra Ortiz <mortiz@sd308.org>

Mon, Apr 3, 2017 at 9:21 AM

This is wonderful news, Mayra! I appreciate such a quick reply. I will follow up with my student and gather the requested documents and send them to you! Thank you. Yes, I did also find the fingerprinting document on your website, which is a great resource for planning ahead. That should not be a problem at all, should you find a match.

Not to get too far ahead of myself, yet I have attached our affiliation agreement. While a bit long, it covers us both nicely and we hold the liability coverage on our students. I have attached the coverage document as well. If you have an agreement that your district prefers, that is fine as well.

Thanks so much, Mayra.

Doreen

Doreen Kelly Izaguirre, MA, CCC-SLP

Manager, SLP Clinical Education

Faculty / Speech-Language Pathologist

Rush University, Department of Communication Disorders and Sciences

600 S Paulina Street, 1015B Armour Academic Center, Chicago, IL 60612-3833

(office) 312-942-3296

(fax) 312-942-1862

Doreen_Izaguirre@rush.edu

From: Mayra Ortiz [mailto:mortiz@sd308.org]
Sent: Monday, April 03, 2017 9:14 AM
To: Doreen Izaguirre
Subject: Fwd: Rush University SLP Student Teaching

Hello Doreen,

We would be happy to consider your SLP student teacher for the fall of 2017. Please send me your students resume and transcripts either via email or fax and I will begin looking for a placement. I am also attaching the district's fingerprint policy for your information.

I look forward to hearing from you.

Mayra

Hello –

I hope this email finds you both well. To e-introduce myself, my name is Doreen and I am the clinical education manager in speech-language pathology at Rush University. I coordinate all of the clinical practicum or student teaching opportunities for our graduate students in SLP.

I have a student interested in doing her SLP student teaching practicum in your district and I wanted to inquire about the process, interest, and availability. I looked on your website, yet was uncertain who the best contact person would be, so I am starting with the both of you. Please forward this email, as needed! Thank you.

I am looking at Fall 2017 and the dates are **September 5 – December 15, 2017** and it is a minimum of **3 days per week**. I have flexibility with the start/end dates to meet your needs.

Let me know if you have any SLPs that are interested and available during this timeframe. I can also consider our Spring semester **January 2 – April 20, 2018** for a **full-time** placement.

We have a standard affiliation agreement that we use at Rush, yet would be happy to review something you have in place, should this move forward. I can also send the certificate of liability coverage we hold on each student.

Thanks for assisting with this process and looking forward to hearing from you regarding next steps!

Doreen

Doreen Kelly Izaguirre, MA, CCC-SLP

Manager, SLP Clinical Education

Faculty / Speech-Language Pathologist

Rush University, Department of Communication Disorders and Sciences

600 S Paulina Street, 1015B Armour Academic Center, Chicago, IL 60612-3833

(office) 312-942-3296

(fax) 312-942-1862

Doreen_Izaguirre@rush.edu

--

--
Mayra Ortiz

Human Resources Specialist

District Administration Center

4175 Route 71

Oswego, IL 60543

630-636-3692

630-551-9545 fax

mortiz@sd308.org

What is a hero?

Someone who inspires us by their example. Heroes are people who transform compassion into heroic action. In doing so, they put their best selves forward in service to humanity.

2 attachments



RUSH AffiliationTemplate AUDSLP updated Mar2016.doc
90K



CertofLiabilityInsCoverage RushCDS2017.pdf
47K



Mayra Ortiz <mortiz@sd308.org>

Fwd: Rush University SLP Student Teaching

Doreen Izaguirre <Doreen_Izaguirre@rush.edu>

Thu, Apr 20, 2017 at 2:50 PM

To: Mayra Ortiz <mortiz@sd308.org>

Apologies for the delay, Mayra! I just found this in my DRAFTS and noticed I had not sent it. Attached are documents you requested.

Please let me know if there is anything else needed at this point!

Looking forward to hearing from you! I really appreciate it.

Doreen

Doreen Kelly Izaguirre, MA, CCC-SLP

Manager, SLP Clinical Education

Faculty / Speech-Language Pathologist

Rush University, Department of Communication Disorders and Sciences

600 S Paulina Street, 1015B Armour Academic Center, Chicago, IL 60612-3833

(office) 312-942-3296

(fax) 312-942-1862

Doreen_Izaguirre@rush.edu

From: Mayra Ortiz [mortiz@sd308.org]

Sent: Monday, April 03, 2017 9:13 AM

To: Doreen Izaguirre

Subject: Fwd: Rush University SLP Student Teaching

[Quoted text hidden]

2 attachments



Resume.pdf

63K



Unofficial Transcript.pdf 112K



Mayra Ortiz <mortiz@sd308.org>

Fwd: Rush University SLP Student Teaching

Kathleen Lund <klund@sd308.org>

Mon, Jul 17, 2017 at 10:56 AM

To: Mayra Ortiz <mortiz@sd308.org>

Hi Mayra -

Lindsay Meyer at Homestead would be happy to host this student teacher this fall!

I do have additional SLP's willing to host student teachers so if you have any more requests please just let me know!

Katie

[Quoted text hidden]

--

Katie Lund, M.S., CCC-SLP

*Speech-Language Pathologist
Prairie Point Elementary School*

*Speech-Language Supervisor
Oswego Community Unit School District #308*

*klund@sd308.org
630-636-3630*



Mayra Ortiz <mortiz@sd308.org>

Fwd: Rush University SLP Student Teaching

Mayra Ortiz <mortiz@sd308.org>

Wed, Jul 19, 2017 at 8:46 AM

To: Doreen Izaguirre <Doreen_Izaguirre@rush.edu>

Hello Doreen,

Attached is the placement approval for Fall 2017 at Homestead Elementary School. Please share the fingerprint information as well with

Thanks!

Mayra

On Mon, May 1, 2017 at 8:45 AM, Doreen Izaguirre <Doreen_Izaguirre@rush.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]

2 attachments



Fall 2017 SLP Student Placement Approval.pdf 224K



SD308 Student Teacher Fingerprint Policy 10.1.16.pdf



114K



Mayra Ortiz <mortiz@sd308.org>

Fwd: Rush University SLP Student Teaching

Doreen Izaguirre <Doreen_Izaguirre@rush.edu>

Wed, Jul 19, 2017 at 9:41 AM

To: Mayra Ortiz <mortiz@sd308.org>

This is such great news, Mayra! Thanks so much!! I will have
Again, I so appreciate this working out - I am thrilled.
Thanks -
Doreen

follow up ASAP.

Doreen Kelly Izaguirre, MA, CCC-SLP

Manager, SLP Clinical Education

Faculty / Speech-Language Pathologist

Rush University, Department of Communication Disorders and Sciences

600 S Paulina Street, 1015B Armour Academic Center, Chicago, IL 60612-3833

(office) 312-942-3296

(fax) 312-942-1862

Doreen_Izaguirre@rush.edu

From: Mayra Ortiz [mortiz@sd308.org]

Sent: Wednesday, July 19, 2017 8:46 AM

To: Doreen Izaguirre

Subject: Re: Rush University SLP Student Teaching

Rush Email Security

****WARNING**** This email originated from outside of Rush University Medical Center. ****DO NOT CLICK**** links or attachments unless you recognize the sender and know the content is safe. Remember, Rush IS will never ask for user ID information via email communication.

[Quoted text hidden]

STUDENT: [REDACTED]

PLACEMENT DATES: Fall 2017- September 5-December 15, 2017

PHONE NUMBER: 630-636-3164

DATE: July 17, 2017



Victoria D'Aleo <vdaleo@sd308.org>

Fwd:

8 messages

Dawn Milka <dmilka@sd308.org>
 To: Victoria D'Aleo <vdaleo@sd308.org>

Tue, Dec 6, 2016 at 12:42 PM

Victoria,

I have received another request for an intern. I am forwarding on the information that was sent to me. The student's name is _____ and she is from MacMurray College.

This is all new to me and I was not sure of the procedure.

Please let me know if there is anything else I need to do.

Thank you so much for all your help!

Dawn

----- Forwarded message -----

From: **Gerald L. Covell** <jerry.covell@mac.edu>

Date: Tue, Dec 6, 2016 at 12:21 PM

Subject: Re:

To: Dawn Milka <dmilka@sd308.org>

Cc: " _____@student.mac.edu>

Hello Ms. Milka....

Did you receive my email with the Internship Handbook that was sent on November 11th to your Yahoo email?

I have taken the liberty of attaching the handbook to this email. The Internship Handbook explains about the internship and what is expected. Typically the school districts need some type of agreement with the college and you can find the internship agreement on page 37 in the handbook.

A quick overview of the internship - _____ must do 300 hours of internship and it involves:

- observing other interpreters
- personal skills development (improving skills where one is weak in)
- preparing for assignments (if necessary)
- doing actual interpreting (as determined by the mentors)
- mentor meetings (pre-conferencing, debriefing or conferencing)

The mentor:

- supervises the intern and assigns duties

- determines if the intern is ready to do the actual interpreting assignments (length and type of assignment is dependent on whether or not the intern is ready to do it)
- evaluates the intern's interpreting
- verifies the hours and the type of work intern does
- provides constructive feedbacks and support to the intern

I hope this quickly answers some of your questions. Please feel free to ask me any questions or concerns you may have after reviewing the manual.

Sincerely,

Jerry

Gerald "Jerry" Covell

Director

Interpreter Preparation Program

MacMurray College

From: Dawn Milka <dmilka@sd308.org>
Sent: Tuesday, December 6, 2016 11:19 AM
To: Gerald L. Covell
Cc:
Subject:

Hello Mr. Covell,

I received a request from _____ about coming to Oswego School District to do an internship. Can you, please, tell me what the requirements will be for the internship? This will help me determine which school I try to place her in. I will then pass this on to our District office to see if we can get it approved.

Thank you for your time!

Dawn

--

Dawn Milka
Sign Language Interpreter Lead
CUSD #308

--

Dawn Milka
Sign Language Interpreter Lead
CUSD #308

Victoria D'Aleo <vdaleo@sd308.org>
To: Dawn Milka <dmilka@sd308.org>

Tue, Dec 6, 2016 at 12:56 PM

Hi Dawn,
I have taken care of contacting Mr. Covell. When you receive the requests you can just reply with my contact information and I will take care of it from there.

Thank you,

[Quoted text hidden]

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Center
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

Dawn Milka <dmilka@sd308.org>
To: Victoria D'Aleo <vdaleo@sd308.org>

Tue, Dec 6, 2016 at 12:58 PM

Victoria,
Thank you so much for the guidance. I will do that from now on!
I truly appreciate it!

Dawn

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: "Tania Shepherd (308 List)" <TShepherd@sd308.org>, Deven Butusov <dbutusov@sd308.org>, Dawn Milka <dmilka@sd308.org>

Fri, Dec 9, 2016 at 8:26 AM

Good morning,

Please see the information attached and complete the agreement if you are able to place . I
look forward to hearing from you.

Thank you,

[Quoted text hidden]

[Quoted text hidden]

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Center
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

2 attachments

Internship Handbook August 2016.doc
451K



Interpreting Internship Agreementt.pdf
86K

Tania Shepherd <tshepherd@sd308.org>
To: Victoria D'Aleo <vdaleo@sd308.org>

Fri, Dec 9, 2016 at 11:05 AM

Hi Victoria,

One questions:

Who is the Internship Supervisor?
Is that someone from MacMurray?
Or would that be Dawn Milka and I?

Thanks
Tania

Tania Shepherd
Assistant Principal of Curriculum & Instruction
AVID Site Team
Oswego High School

"Acknowledge. Honor. Connect."

"The way you think influences the way you feel; and the way you feel determines how you act." ~Craig Sager

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: Tania Shepherd <tshepherd@sd308.org>

Fri, Dec 9, 2016 at 11:18 AM

Hi Tania,
This is the paragraph from the handbook:

- The internship supervisor is the representative from the ASL and Interpreting Program who is responsible for information, support and assistance in monitoring the interpreter intern's progress throughout the internship. The internship supervisor is responsible for holding the intern accountable for meeting all internship requirements. The internship supervisor will work with the intern and the mentor to document the progress required by the ASL and Interpreting Program.

So I believe it is someone from MacMurray. but to make sure I will send the coordinator an email and get a specific name.
Thanks,

[Quoted text hidden]

Tania Shepherd <tshepherd@sd308.org>
To: Victoria D'Aleo <vdaleo@sd308.org>

Fri, Dec 9, 2016 at 12:55 PM

Thanks.
That's what I was thinking...but wasn't 100% sure.

Tania Shepherd
Assistant Principal of Curriculum & Instruction
AVID Site Team
Oswego High School

"Acknowledge. Honor. Connect."

"The way you think influences the way you feel; and the way you feel determines how you act." ~Craig Sager

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: Tania Shepherd <tshepherd@sd308.org>

Mon, Dec 12, 2016 at 9:21 AM

The supervisor from MacMurray College is Jerry Covell. His name is on the agreement form but he didn't sign it yet.
Thanks,

[Quoted text hidden]



Victoria D'Aleo <vdaleo@sd308.org>

Student Interpreters

13 messages

Victoria D'Aleo <vdaleo@sd308.org>
To: jerry.covell@mac.edu

Tue, Dec 6, 2016 at 12:55 PM

Good afternoon,
I was contacted by Dawn Milka regarding placing your students in our buildings. All requests to place students in SD 308 are processed through our district office. If your college does not have a packet put together to submit these requests (requirements, confirmation form, student information) please complete the attached form and return to me along with the required letter.
I look forward to hearing from you.
Thank you,

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Center
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688



SD308 Observation Request Form rev. 2.6.15.pdf
55K

Gerald L. Covell <jerry.covell@mac.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Tue, Dec 6, 2016 at 1:22 PM

Hello Victoria....

The form you sent is related to student teaching. My student is an interpreting major and needs 300 hours internship with one of your sign language interpreters. Is it the same form to fill out or you have another form for interpreting intern?

Thank you for your time.

Jerry

From: Victoria D'Aleo <vdaleo@sd308.org>
Sent: Tuesday, December 6, 2016 12:55 PM
To: Gerald L. Covell
Subject: Student Interpreters

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: "Gerald L. Covell" <jerry.covell@mac.edu>

Tue, Dec 6, 2016 at 2:11 PM

Good afternoon,
I do realize that your student is an intern and typically universities/colleges approaching us for internships have their own paperwork and I didn't see any attached to the email. I sent you that form.
Feel free to send us your forms. As with student teaching placements we do require interns to submit to a fingerprint background check if approved.
Thank you,

[Quoted text hidden]

Gerald L. Covell <jerry.covell@mac.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Tue, Dec 6, 2016 at 5:28 PM

Hello Victoria....

I thought the handbook was forwarded to you from Dawn. I have attached the Internship Manual for your review.

The Internship Agreement (on page 37 of the handbook) has been used with various school districts in the past. Is this agreement acceptable for your school district? Let me know so I can have it completed as part of the paperwork that you require.

Yes, the intern is aware of fingerprint background check requirement.

I hope to hear from you soon to get the ball rolling.

Jerry

Gerald "Jerry" Covell

Director

ASL/Interpreting Program

MacMurray College

Jacksonville, Illinois

217-408-0306

From: Victoria D'Aleo <vdaleo@sd308.org>

Sent: Tuesday, December 6, 2016 2:11 PM

To: Gerald L. Covell

Subject: Re: Student Interpreters

[Quoted text hidden]



Internship Handbook August 2016.doc
451K

Gerald L. Covell <jerry.covell@mac.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Wed, Dec 7, 2016 at 2:07 PM

Hello Victoria....

Please find the attached Interpreting Internship Agreement that we use with other school districts. Please let me know if this is acceptable form for your district.

Thank you.

Jerry

Gerald "Jerry" Covell

ASL/Interpreting Program

MacMurray College

Jacksonville, Illinois

217-408-0306

From: Victoria D'Aleo <vdaleo@sd308.org>

Sent: Tuesday, December 6, 2016 2:11 PM

To: Gerald L. Covell

Subject: Re: Student Interpreters

[Quoted text hidden]

 **Interpreting Internship Agreement.docx**
51K

Victoria D'Aleo <vdaleo@sd308.org>
To: "Gerald L. Covell" <jerry.covell@mac.edu>

Wed, Dec 7, 2016 at 2:46 PM

Good afternoon,
Thank you for sending the agreement, I had only received the email and no attachments from Dawn. Dawn mentioned that _____ is the student's name. Please have _____ complete and sign the attached form. I haven't seen a start date in any of the emails so far. Our second semester begins on January 9th. Please complete the start and approximate end date, sign and return to me to me for processing.
Thank you,

[Quoted text hidden]

 **Interpreting Internship Agreement.pdf**
75K

Gerald L. Covell <jerry.covell@mac.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Wed, Dec 7, 2016 at 9:13 PM

Thank you....

I will have _____ to complete the agreement and return to you.

Jerry

From: Victoria D'Aleo <vdaleo@sd308.org>

Sent: Wednesday, December 7, 2016 2:46 PM

[Quoted text hidden]

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: "Gerald L. Covell" <jerry.covell@mac.edu>

Fri, Dec 9, 2016 at 4:01 PM

Hello Mr. Covell,
Do you have the name of the individual from MacMurray who will be acting as _____'s supervisor?
Thank you,

[Quoted text hidden]

Gerald L. Covell <jerry.covell@mac.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Fri, Dec 9, 2016 at 4:19 PM

Hello Victoria....

I will be the internship supervisor Andy name and contact information is on the internship agreement.

Jerry

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: "Gerald L. Covell" <jerry.covell@mac.edu>

Mon, Dec 12, 2016 at 9:23 AM

Thank you
I see your name on the agreement but your signature is missing from the form you sent over which is why the AP was asking.
She is reviewing the request and will get back to me as soon as they have a decision.

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org>
To: "Gerald L. Covell" <jerry.covell@mac.edu>

Wed, Dec 14, 2016 at 1:32 PM

Please sign, date and return the attached conformation form for _____. Also, forward the attached fingerprint policy to her as well (it also mentions student teachers but applies to interns as well).
Thank you,

[Quoted text hidden]

2 attachments



179K

Student Observation Form.pdf



114K

SD308 Student Teacher Fingerprint Policy 10.1.16.pdf

Gerald L. Covell <jerry.covell@mac.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Wed, Dec 14, 2016 at 2:32 PM

Hello Victoria....

I just faxed the signed agreement to you few minutes ago. Please let me know if you have any problem with the fax.

Seems like everything is settled, except for fingerprint background check, for .
Thank you for your assistance with this.

Have a wonderful holidays....

Jerry



Victoria D'Aleo <vdaleo@sd308.org>

Oswego SLPA

6 messages

Weiland, Laura <weilandl281@cod.edu>

Mon, Jan 9, 2017 at 11:07 AM

To: "vdaleo@sd308.org" <vdaleo@sd308.org>, "klund@sd308.org" <klund@sd308.org>

Cc: "Gonzalez, Colleen" <prolac@cod.edu>

Ms. Daleo and Ms. Lund,

At the request of Faye Campagna, Speech Language Pathology Assistant Program Coordinator, College of DuPage, attached is a copy of our Speech Language Pathology Assistant affiliation agreement for your review/approval.

Faye is hoping to place our students at your facility for the Spring term.

If you approve of the agreement, please return a signed copy to me.

If you have any questions, please email me at weilandl281@cod.edu or call me at 630-942-2232.

Thank you for your assistance.

Sincerely,

Laura Weiland

Administrative Assistant - Business Affairs

College of DuPage

Office: SSC 1210A

(630) 942-2232

weilandl281@cod.edu

 **School Dist 308 Oswego IL 17 SLPA.pdf**
574K

Victoria D'Aleo <vdaleo@sd308.org>
To: "Weiland, Laura" <weilandl281@cod.edu>

Mon, Jan 9, 2017 at 11:16 AM

Good morning Ms. Weiland,
Can you also send the student information and any specific requirements of the placement?
Thank you,

[Quoted text hidden]

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Center
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-551-9545

Weiland, Laura <weilandl281@cod.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>
Cc: "Gonzalez, Colleen" <prolac@cod.edu>

Mon, Jan 9, 2017 at 12:01 PM

Ms. D'Aleo,

I am copying Colleen Prola-Gonzalez on this email. Colleen is the Program Specialist who will be able to give you the information you requested.

Thank you,

Laura Weiland

Administrative Assistant - Business Affairs

College of DuPage

Office: SSC 1210A

(630) 942-2232

weilandl281@cod.edu

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]
Sent: Monday, January 09, 2017 11:17 AM
To: Weiland, Laura <weilandl281@cod.edu>
Subject: Re: Oswego SLPA

[Quoted text hidden]

Gonzalez, Colleen <prolac@cod.edu>

Tue, Jan 10, 2017 at 11:28 AM

To: Victoria D'Aleo <vdaleo@sd308.org>

Cc: "Weiland, Laura" <weilandl281@cod.edu>, "Lang, Jessica" <langj@cod.edu>, "Campagna, Faye" <campagnaf@cod.edu>

Good afternoon Ms. D'Aleo,

Please see the below confirmation from Program Coordinataor, Faye Campagna.

Thank you,

Colleen Prola-Gonzalez

Program Support Specialist, Health and Sciences

College of DuPage | 425 Fawell Blvd | Glen Ellyn, IL 60137

prolac@cod.edu | 630-942-2994 (ph) | 630-942-4222 (fax)

From: Campagna, Faye

Sent: Tuesday, January 10, 2017 11:25 AM

To: Gonzalez, Colleen <prolac@cod.edu>; Lang, Jessica <langj@cod.edu>

Subject: Re: Oswego SLPA

Hello-

The students placed at District 308 are:

[assigned to Melissa Bedford]

[assigned to Kate Mosher]

We require our student clinicians are engaged in the practicum experience 3-days per week for the duration of the work day - approximately 8-hours per day.

Please let me know if further details are required.

Warm regards,

Faye Campagna, MA CCC-SLP

Program Coordinator

College of DuPage

Speech Language Pathology Assistant Program (SLPA) &

Hearing Instrument Dispensary Program (HIDP)

Health and Sciences Division

425 Fawell Blvd.

Glen Ellyn, IL 60137

campagnaf@cod.edu

630 942 4331(direct) 630 858 5409 (fax)

<http://www.cod.edu/slpa>

From: Weiland, Laura
Sent: Monday, January 09, 2017 12:01 PM
To: 'Victoria D'Aleo' <vdaleo@sd308.org>
Cc: Gonzalez, Colleen <prolac@cod.edu>
Subject: RE: Oswego SLPA

[Quoted text hidden]

Victoria D'Aleo <vdaleo@sd308.org> Tue, Jan 10, 2017 at 1:00 PM
To: "Gonzalez, Colleen" <prolac@cod.edu>
Cc: "Weiland, Laura" <weilandl281@cod.edu>, "Lang, Jessica" <langj@cod.edu>, "Campagna, Faye" <campagnaf@cod.edu>, Kathleen Lund <klund@sd308.org>

Good morning,
I have attached the signed agreement as well as a copy of the District's fingerprinting policy that applies to all students. Please forward the fingerprinting policy to _____ and _____. We must receive the fingerprint results before they can begin their practicum. What are the dates of the placements? Please send all future requests to place your students to me via email.
Thank you,

[Quoted text hidden]

2 attachments



School Dist 308 Oswego IL 17 SLPA.pdf
555K

 **SD308 Student Teacher Fingerprint Policy 10.1.16.pdf**
114K

Weiland, Laura <weilandl281@cod.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Thu, Jan 12, 2017 at 11:12 AM

Good Morning Ms. D'Aleo,

Thank you for sending the fully executed affiliation agreement. Attached please find the current Certificate of Liability Insurance.

Sincerely,

Laura Weiland

Administrative Assistant - Business Affairs

College of DuPage

Office: SSC 1210A

(630) 942-2232

weilandl281@cod.edu

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]


Sent: Tuesday, January 10, 2017 1:00 PM

To: Gonzalez, Colleen <prolac@cod.edu>

Cc: Weiland, Laura <weilandl281@cod.edu>; Lang, Jessica <langj@cod.edu>; Campagna, Faye <campagnaf@cod.edu>; Kathleen Lund <klund@sd308.org>

Subject: Re: FW: Oswego SLPA

[Quoted text hidden]

 **7.1.16 SD308 Oswego COL.pdf**
35K

**STUDENT PLACEMENT
CONFIRMATION FORM**

STUDENT: _____

PLACEMENT DATES: January 30, 2017 - May 19, 2017

SD 308 BUILDING: Prairie Point Elementary

COOPERATING TEACHER: Kate Mosher

PHONE NUMBER: 630-636-3613

PRINCIPAL/DESIGNEE SIGNATURE: 

DATE: 1.17.17

**STUDENT PLACEMENT
CONFIRMATION FORM**

COP

STUDENT: _____

PLACEMENT DATES: January 30, 2017 - May 19, 2017

SD 308 BUILDING: Brokaw Early Learning Center

COOPERATING TEACHER: Melissa Bedford

PHONE NUMBER: 630-551-9625

PRINCIPAL/DESIGNEE SIGNATURE: 

DATE: 1/12/17

Request For Student Teaching Placement

University of Illinois at Urbana-Champaign
Council on Teacher Education

This is to request placement of the student named below with your school district for a student teaching experience. The student has successfully completed all of the following requirements: 1) all prerequisite courses; 2) a minimum of 80 clock hours of pre-student teaching; 3) a criminal background check; and 4) bloodborne pathogens training. If this request is agreeable, please complete the requested information (be sure to include signature of district administrator) and return the copies to the program coordinator. If you wish an interview prior to assignment, please so indicate. If you cannot accept this request, return this form.

Cooperating District

OSWEGO COMM UNIT SCHOOL

4175 RTE 71

OSWEGO IL 60543

Placement Coordinator:

Elizabeth B. Peterson, DMA

School of Music, University of Illinois

1114 W. Nevada

Urbana, IL 61801

Fax (217) 244-4585

Information to be provided by student's academic department:

Student NetID	First Name	Last Name	Grade Level(s):	Elementary Middle School
Course: 438	Section: O	Teaching Field: Music	Semester/Year:	Spring 2018

Placement Schedule: 8 or 16 weeks beginning on the first day of cooperating school's academic calendar*

ISBE 047	3080	1002
Codes County	District	School

These codes, available from the Illinois State Board of Education (ISBE), are used to uniquely identify any given school/institution in the state. Our institution and district data (acquired directly from ISBE) is grounded on this combination of codes. Any forms without these values are deemed incomplete and will be returned.

Cooperating Teacher(s) requested:

Check here if first time with UIUC:

Coop 1

Coop ID

Coop Name

Information to be provided by cooperating school district or institution:

- ☐ Placement Approved
- ☐ Placement Not Approved
- ☐ Placement Interview Requested
- ☐ Information Interview Requested

X

Signature of District Administrator

Please verify county, district & school codes above--correct if necessary

* Schedule may be altered as per cooperating scheduling preferences. This should be arranged between the cooperating teacher and the student teacher during the placement interview.

If you are interested in the Tuition and Fee waiver from the University of Illinois

Please call Sharon Ward at the Council on Teacher Education to provide your personal data which is required for participation in the program. You can reach her at (217) 333-7195 or at saward1@illinois.edu.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Music

College of Fine and Applied Arts
Music Building, M/C 056
1114 West Nevada Street
Urbana, Illinois 61801



Mayra Ortiz
Human Resources Specialist
Community Unity School District 308
4175 Route 71
Oswego, IL 60543

October 31, 2017

Dear Ms. Ortiz,

As the Student Teaching Placement Coordinator at the School of Music at the University of Illinois at Urbana-Champaign (UIUC), I am writing to request the placement of a student teacher in your school/district, and I have been given your contact information in order to start the placement process formally.

Specifically, we request that , a music education major at UIUC, be placed with at HIGH SCHOOL for the Spring 2018 semester.

Please find attached the student teacher application materials for . After examining our student's documents, please do the following within two weeks:

1. Indicate your decision and sign the "Request for Student Teaching Placement" form
2. Keep one copy for your records
3. Return one signed copy to music-studentteach@illinois.edu
4. Forward one copy, along with transcripts and biographical background sheet, to

If you mark the request form "Placement Interview Requested," will coordinate the interview date and time with .

The Council on Teacher Education has verified that has cleared the Illinois State Police criminal background check. Thank you very much for your prompt consideration of this request. We are grateful for your faculty member's willingness to serve the profession by mentoring one of our students.

Please feel free to contact me at any time with questions or concerns.

Sincerely,

Elizabeth B. Peterson
Student Teaching Placement Coordinator
Phone: (217) 244-3632 Fax: (217) 244-4585
E-mail: music-studentteach@illinois.edu



Mayra Ortiz <mortiz@sd308.org>

Placing a Student Teacher for Spring 2018

4 messages

UIUC Music Student Teaching Office <music-studentteach@illinois.edu>

Tue, Oct 31, 2017 at 9:58 AM

To: "mortiz@sd308.org" <mortiz@sd308.org>

Dear Ms. Ortiz,

I am writing on behalf of Dr. Elizabeth B. Peterson, Associate Director of Bands and Student Teaching Placement Coordinator at the School of Music at the University of Illinois at Urbana-Champaign (UIUC), to request the placement of a student teacher in your school/district; and I have been given your contact information in order to start the placement process formally.

Specifically, we request that , a music education major at UIUC, be placed with at HIGH SCHOOL for the Spring 2018 semester.

Please find attached to this email our application materials, which consist of five files: (a) a cover letter from our office, (b) the student's academic transcript, (c) the student's résumé, (d) some biographical information on the student, and (e) the "Request for Student Teaching Placement" form. I know many districts have their own unique application procedures for student teachers. Please let me know of any that pertain to your district (e.g., online application, additional documentation, or interview request), and I will have our student complete the necessary steps as soon as possible.

If our student's file passes your review, please follow the instructions noted in the attached cover letter.

Cordially,
Channing

Channing A. Paluck
Clinical Experience Placement Office Coordinator
School of Music, University of Illinois at Urbana-Champaign
Email: music-studentteach@illinois.edu
(217) 244-6362

5 attachments



Resume .pdf 68K

Lcover.pdf 132K



Lrequest.pdf 112K



transcript.pdf 623K



ST_bio_form.doc 40K



Mayra Ortiz <mortiz@sd308.org>

Tue, Oct 31, 2017 at 11:00 AM

To: UIUC Music Student Teaching Office <music-studentteach@illinois.edu>

***Hello Channing,
I have forwarded the request for placement. As soon as I hear back I will let you know.
Have a great day!***

[Quoted text hidden]

Mayra Ortiz <mortiz@sd308.org>

Mon, Nov 6, 2017 at 8:17 AM

To: Amy Ryan <aryan@sd308.org>

***Hello Amy,
I received your message regarding . Below is the email sent to me by the placement coordinator if that helps.
The attached form named is the form you would need to complete for us. Please let me know your thoughts.
Thanks!
Mayra***

**630-551-9545 fax
mortiz@sd308.org**

[Quoted text hidden]

5 attachments



Resume .pdf 68K

cover.pdf 132K



request.pdf 112K



 **transcript.pdf** 623K **ST_bio_form.doc**
40K

Mayra Ortiz <mortiz@sd308.org>

Mon, Nov 6, 2017 at 8:53 AM

To: UIUC Music Student Teaching Office <music-studentteach@illinois.edu>

***Hello Channing,
Attached is the Student Teaching approval request for Spring 2018. I am also
attaching the fingerprint information form for you
to share with .
Thank you,
Mayra***

***630-551-9545 fax
mortiz@sd308.org***

[Quoted text hidden]

2 attachments **Music Spring 2018 Student Teaching Approval.pdf** 48K **SD308 Student Teacher Fingerprint Policy 10.1.16.pdf**
114K



Victoria D'Aleo <vdaleo@sd308.org>

Fall 2017 Illinois State University Student Teacher Placement Request-History

3 messages

Higham, Gary <gahigha@ilstu.edu>
To: "vdaleo@sd308.org" <vdaleo@sd308.org>

Wed, Feb 1, 2017 at 4:10 PM



February 1,
2017

Good Afternoon Victoria,

I hope your spring semester continues to go well!

At this time, the Teacher Education Center at Illinois State University is beginning to work on placing our secondary education majors in their student teaching placement sites for the Fall 2017 semester. Attached you will find a **Fall 2017 high school** student teaching placement request for Illinois State University **History** Education major. This attachment includes a formal request letter, resume, and transcript.

We appreciate your interest in working with Illinois State University student teachers and grateful for the opportunity to continue growing the partnership between your district and our university. We hope you are able to assist in placing this student teacher candidate.

Cooperating Teacher information can be found at the [Cecilia J. Lauby Teacher Education Website](#). This information will include the cooperating teacher requirements mandated by the Illinois School Board of Education, as well as the cooperating teacher responsibilities.

Illinois School Code mandates that cooperating teachers:

1. Be licensed and qualified to teach in the same area as the student teacher
2. Have three years of teaching experience in a public school or an IL State Recognized nonpublic school
3. Have received a proficient or above performance rating in his or her most recent evaluation

4. Are directly engaged in teaching subject matter or conducting learning activities in the area of student teaching

Please be aware that any student teacher wishing to obtain a teaching license in the state of Illinois must complete and pass an edTPA portfolio with a videotaping component during the student teaching experience as of September 1st, 2015. This performance-based assessment is now a state requirement for teacher preparation completion and licensure.

Please let me know if you have any questions, or need any additional information that may assist in continuing the partnership between your school district and Illinois State University.

Thank you for your consideration.

Gary Higham

*Placement Coordinator for Secondary Education and
Professional Development Schools (PDS) Program*

College of Education
Illinois State University
61M DeGarmo Hall
Campus Box 5440 Normal, IL 61790
Office: (309)-438-2682
Fax: (309)-438-8684
gahigha@ilstu.edu

3 attachments



14K

#308.docx



329K

resume.pdf



304K

transcript.pdf

Victoria D'Aleo <vdaleo@sd308.org>
To: "Higham, Gary" <gahigha@ilstu.edu>

Thu, Mar 2, 2017 at 10:34 AM

Good morning,

I presented the request for _____ to Oswego East High School and they informed that he graduated from there back in 2014. Do you have restrictions on him student teaching there?
Thank you,

On Wed, Feb 1, 2017 at 4:10 PM, Higham, Gary <gahigha@ilstu.edu> wrote:



February 1,
2017

Good Afternoon Victoria,

I hope your spring semester continues to go well!

At this time, the Teacher Education Center at Illinois State University is beginning to work on placing our secondary education majors in their student teaching placement sites for the Fall 2017 semester. Attached you will find a **Fall 2017 high school** student teaching placement request for Illinois State University **History** Education major. This attachment includes a formal request letter, resume, and transcript.

We appreciate your interest in working with Illinois State University student teachers and grateful for the opportunity to continue growing the partnership between your district and our university. We hope you are able to assist in placing this student teacher candidate.

Cooperating Teacher information can be found at the [Cecilia J. Lauby Teacher Education Website](#). This information will include the cooperating teacher requirements mandated by the Illinois School Board of Education, as well as the cooperating teacher responsibilities.

Illinois School Code mandates that cooperating teachers:

1. Be licensed and qualified to teach in the same area as the student teacher
2. Have three years of teaching experience in a public school or an IL State Recognized nonpublic school
3. Have received a proficient or above performance rating in his or her most recent evaluation
4. Are directly engaged in teaching subject matter or conducting learning activities in the area of student teaching

Please be aware that any student teacher wishing to obtain a teaching license in the state of Illinois must complete and pass an edTPA portfolio with a videotaping component during the student teaching experience as of September 1st, 2015. This performance-based assessment is now a state requirement for teacher preparation completion and licensure.

Please let me know if you have any questions, or need any additional information that may assist in continuing the partnership between your school district and Illinois State University.

Thank you for your consideration.

Gary Higham

*Placement Coordinator for Secondary Education and
Professional Development Schools (PDS) Program*

College of Education

Illinois State University

61M DeGarmo Hall

Campus Box 5440 Normal, IL 61790

Office: (309)-438-2682

Fax: (309)-438-8684

gahigha@ilstu.edu

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Center
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-551-9545

Higham, Gary <gahigha@ilstu.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>

Thu, Mar 2, 2017 at 10:59 AM

Good Morning,

Thank you very much for checking on that question. Yes, in fact, ISU does not permit the student to student teach in the exact school the candidate graduated from, but he is permitted to student teach in the same district (if that is permissible by the district).

Please let me know if I can help in anyway.

Thank you,

Gary Higham

*Placement Coordinator for Secondary Education and
Professional Development Schools (PDS) Program*

College of Education

Illinois State University

61M DeGarmo Hall

Campus Box 5440 Normal, IL 61790

Office: (309)-438-2682

Fax: (309)-438-8684

gahigha@ilstu.edu

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]

Sent: Thursday, March 02, 2017 10:34 AM

To: Higham, Gary

Subject: Re: Fall 2017 Illinois State University Student Teacher Placement Request-History

Good morning,

I presented the request for _____ to Oswego East High School and they informed that he graduated from there back in 2014. Do you have restrictions on him student teaching there?

Thank you,

On Wed, Feb 1, 2017 at 4:10 PM, Higham, Gary <gahigha@ilstu.edu> wrote:

|



February 1, 2017

Good Afternoon Victoria,

I hope your spring semester continues to go well!

At this time, the Teacher Education Center at Illinois State University is beginning to work on placing our secondary education majors in their student teaching placement sites for the Fall 2017 semester. Attached you will find a **Fall 2017 high school** student teaching placement request for Illinois State University **History** Education major. This attachment includes a formal request letter, resume, and transcript.

We appreciate your interest in working with Illinois State University student teachers and grateful for the opportunity to continue growing the partnership between your district and our university. We hope you are able to assist in placing this student teacher candidate.

Cooperating Teacher information can be found at the [Cecilia J. Lauby Teacher Education Website](#). This information will include the cooperating teacher requirements mandated by the Illinois School Board of Education, as well as the cooperating teacher responsibilities.

Illinois School Code mandates that cooperating teachers:

1. Be licensed and qualified to teach in the same area as the student teacher
2. Have three years of teaching experience in a public school or an IL State Recognized nonpublic school
3. Have received a proficient or above performance rating in his or her most recent evaluation
4. Are directly engaged in teaching subject matter or conducting learning activities in the area of student teaching

Please be aware that any student teacher wishing to obtain a teaching license in the state of Illinois must complete and pass an edTPA portfolio with a videotaping component during the student teaching experience as of September 1st, 2015. This performance-based assessment is now a state requirement for teacher preparation completion and licensure.

Please let me know if you have any questions, or need any additional information that may assist in continuing the partnership between your school district and Illinois State University.

Thank you for your consideration.

Gary Higham

*Placement Coordinator for Secondary Education and
Professional Development Schools (PDS) Program*

College of Education

Illinois State University

61M DeGarmo Hall

Campus Box 5440 Normal, IL 61790

Office: (309)-438-2682

Fax: (309)-438-8684

gahigha@ilstu.edu

--

Victoria R. D'Aleo

Human Resources Specialist

District Administration Center

4175 Rt. 71

Oswego, IL 60543

Ph: 630-636-3093

Fax: 630-551-9545

ILLINOIS STATE UNIVERSITY
STUDENT TEACHING PLACEMENT REQUEST

SCHOOL DISTRICT: **Oswego CUSD #308**

DATE: **February 1, 2017**

STUDENT'S NAME:

UID:

MAJOR: **History/Social Science Teacher Education**

GRADE LEVEL (S) REQUESTED: **High School (9-12)**

REQUESTED ASSIGNMENT DATE (S): **Beginning date of District through December 8, 2017**

TO BE COMPLETED BY DISTRICT PERSONNEL

To confirm this assignment, please complete all the items below, sign and return one copy. If you are unable to accept this student teacher, please note reason (s), sign and return all materials.

Please Note: State Criminal Background Checks are required by Illinois State University for Student Teaching Eligibility.

Name and email of supervising classroom teacher (s):

(Name)

(Grade Level – if applicable)

(Email)

(Name of assigned school)

(Street address)

(City)

(State)

(Zip code)

(Phone)

All student teachers are required to complete the ISBE mandated Teacher Performance Assessment (edTPA) that includes a video component.

_____ THE ABOVE ASSIGNMENT CAN BE ARRANGED AND IS HEREBY CONFIRMED.

_____ AN INTERVIEW IS REQUIRED. PLEASE PROVIDE CONTACT INFORMATION.

_____ THE ABOVE ASSIGNMENT CANNOT BE ARRANGED.

(Signature of person completing information)

(Date)

Gary A. Higham, gahigha@ilstu.edu

Phone: (309) 438-5416; Fax (309) 438-4511

Campus Box 5440

56 DeGarmo Hall

Normal, Illinois 61790



Victoria D'Aleo <vdaleo@sd308.org>

Social Work Intern Process for the 16/17 School Year

3 messages

Victoria D'Aleo <vdaleo@sd308.org>

Tue, Feb 2, 2016 at 11:23 AM

To: mgallard@illinois.edu

Cc: Roxana Sanders <rsanders@sd308.org>, Mary Geraghty <mgeraghty@sd308.org>

Good morning Michelle,

Please send me information regarding what is required of the district and our social workers for hosting an intern and how your process works. As a district, we begin processing requests from our partner universities for the upcoming school year Mid-March/early April once we have received an idea of the number placements we can accommodate. Universities begin sending intern information (typically this includes a resume, transcripts, placement specifics) to me as early as November and we process them as quickly as we can. Once a placement is confirmed we do require interns to be fingerprinted through the district at a cost of \$29.75.

We have hosted University of Illinois student teachers for many years and look forward to working with you. Thank you,

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

Gallardo, Michele Marie <mgallard@illinois.edu>

Tue, Feb 2, 2016 at 12:06 PM

To: Victoria D'Aleo <vdaleo@sd308.org>

Cc: Roxana Sanders <rsanders@sd308.org>, Mary Geraghty <mgeraghty@sd308.org>

Hi Victoria,

Thank you for your email and consideration of working with our program/students.

I currently have 2 students who have expressed interviewing with your district. We require a 4 day a week (M-Th), full school year placement. The students would follow your school calendar. The students need to be supervised by a social worker who has graduated from an accredited program and who has a least 2 years of experience.

If interested in interviewing a student, your district would contact the student directly to set up an interview. If chosen for an internship, I am the contact person/liaison between the university and the district and I would work with the student and the field instructor. I would also make sure we have an updated affiliation agreement with the district.

Our students are fully aware that they are expected to go through an interview process and need to have available any documents that the districts may require.

I have attached 2 pieces of information re: our field placement, as well as the cover letters and resumes of the two interested students: and

If you have any additional questions or if I can be of any further assistance, please do not hesitate to contact me at any time.

Thank you,

Michele Gallardo, LCSW
Clinical Assistant Professor
School Of Social Work | University of Illinois at Urbana-Champaign
1010 W. Nevada St. | Urbana, IL 61801
ph | 217.265.6571 fx | 217.244.5220

-----Original Message-----

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]
Sent: Tuesday, February 02, 2016 11:23 AM
To: Gallardo, Michele Marie
Cc: Roxana Sanders; Mary Geraghty
Subject: Social Work Intern Process for the 16/17 School Year

Good morning Michelle,

Please send me information regarding what is required of the district and our social workers for hosting an intern and how your process works. As a district, we begin processing requests from our partner universities for the upcoming school year Mid-March/early April once we have received an idea of the number placements we can accommodate. Universities begin sending intern information (typically this includes a resume, transcripts, placement specifics) to me as early as November and we process them as quickly as we can. Once a placement is confirmed we do require interns to be fingerprinted through the district at a cost of \$29.75.

We have hosted University of Illinois student teachers for many years and look forward to working with you.
Thank you,

Victoria R. D'Aleo
Human Resources Secretary

District Administration Office

4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

6 attachments



FAQ.docx
269K



Field_PlacementBrochure_1 15.pdf
1094K



Cover Letter- **docx**
37K

**Resume-**
28K**docx**

5743K

- Cover Letter.pdf

29K

- Resume.doc**Gallardo, Michele Marie** <mgallard@illinois.edu>

Tue, Feb 2, 2016 at 12:13 PM

To: Victoria D'Aleo <vdaleo@sd308.org>

Cc: Roxana Sanders <rsanders@sd308.org>, Mary Geraghty <mgeraghty@sd308.org>

I'm sorry Victoria, I forgot to mention that many of our students have already begun to interview with various districts. I would hate for our students to miss out on any opportunities to work with your district, so if there is any chance you know a closer estimate of when you would be conducting interviews and could pass on that date range, that would be greatly appreciated. Thanks again.

Michele Gallardo, LCSW
Clinical Assistant Professor
School Of Social Work | University of Illinois at Urbana-Champaign
1010 W. Nevada St. | Urbana, IL 61801
ph | 217.265.6571 fx | 217.244.5220

-----Original Message-----

From: Gallardo, Michele Marie

Sent: Tuesday, February 02, 2016 12:06 PM

To: 'Victoria D'Aleo'

Cc: Roxana Sanders; Mary Geraghty

Subject: RE: Social Work Intern Process for the 16/17 School Year

Hi Victoria,

Thank you for your email and consideration of working with our program/students.

I currently have 2 students who have expressed interviewing with your district. We require a 4 day a week (M-Th), full school year placement. The students would follow your school calendar. The students need to be supervised by a social worker who has graduated from an accredited program and who has a least 2 years of experience.

If interested in interviewing a student, your district would contact the student directly to set up an interview. If chosen for an internship, I am the contact person/liaison between the university and the district and I would work with the student and the field instructor. I would also make sure we have an updated affiliation agreement with the district.

Our students are fully aware that they are expected to go through an interview process and need to have available any documents that the districts may require.

I have attached 2 pieces of information re: our field placement, as well as the cover letters and resumes of the two interested students: _____ and _____

If you have any additional questions or if I can be of any further assistance, please do not hesitate to contact me at any time.

Thank you,

Michele Gallardo, LCSW
Clinical Assistant Professor
School Of Social Work | University of Illinois at Urbana-Champaign
1010 W. Nevada St. | Urbana, IL 61801
ph | 217.265.6571 fx | 217.244.5220

-----Original Message-----

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]
Sent: Tuesday, February 02, 2016 11:23 AM
To: Gallardo, Michele Marie
Cc: Roxana Sanders; Mary Geraghty
Subject: Social Work Intern Process for the 16/17 School Year

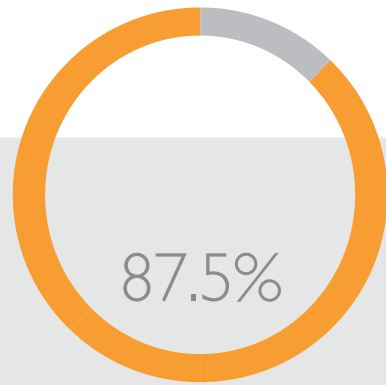
Good morning Michelle,
Please send me information regarding what is required of the district and our social workers for hosting an intern and how your process works. As a district, we begin processing requests from our partner universities for the upcoming school year Mid-March/early April once we have received an idea of the number placements we can accommodate. Universities begin sending intern information (typically this includes a resume, transcripts, placement specifics) to me as early as November and we process them as quickly as we can. Once a placement is confirmed we do require interns to be fingerprinted through the district at a cost of \$29.75.

We have hosted University of Illinois student teachers for many years and look forward to working with you.
Thank you,

Victoria R. D'Aleo
Human Resources Secretary

District Administration Office

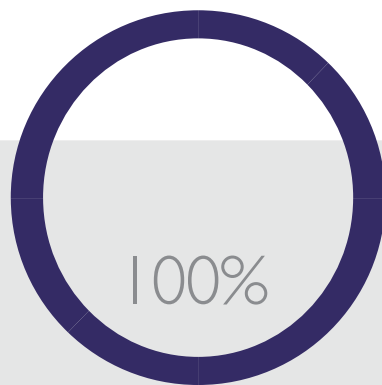
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688



“HAVING A BSW INTERN ALLOWED MY AGENCY TO
PROVIDE MORE SERVICES TO THE COMMUNITY.”

The Illinois Placement Plan is a block internship placement, **a unique feature of our program.** The internship is the cornerstone of social work education, and this structure allows our students to complete coursework prior to the start of the internship, thus offering the students full immersion into the field placement. This full immersion is a benefit both to the students' learning, as well as the continuity of service and **impact** the student can provide to the organization in which they are placed.

IMPACT



“BEING IN A TEACHING ROLE MADE ME THINK MORE
CRITICALLY ABOUT HOW AND WHY I DO THINGS.”

School of Social Work
1010 W. Nevada St. Urbana, IL 61801

PHONE (217) 333-2261
FAX (217) 244-5220
Email socialwork@illinois.edu
www.socialwork.illinois.edu



IMPACT

THE FUTURE



BE A PART OF FIELD EDUCATION @ ILLINOIS



SOCIAL WORK
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

▶ HOW DOES IT WORK?

There are several levels of field experience at the University of Illinois School of Social Work. A MSW (clinical/macro) student may be in field for one to two semesters depending on their undergraduate degree, while a BSW (generalist) student will serve one semester.

All students adhere to the Illinois Placement Plan, a modified block placement. Each semester of placement is comprised of 16 weeks, 30-32 hours a week while the Advanced Standing summer internship is 14 weeks, 40 hours/week.

The School offers a dedicated field education faculty that works closely with all students to help tailor the internship experience to each student's particular interests and needs.

Our field education faculty makes all introductions between agencies and students and helps to facilitate interview opportunities. Once an agency and student have come to an agreement, the field office provides ongoing support throughout the internship.

PARTNERSHIPS = POSSIBILITIES.



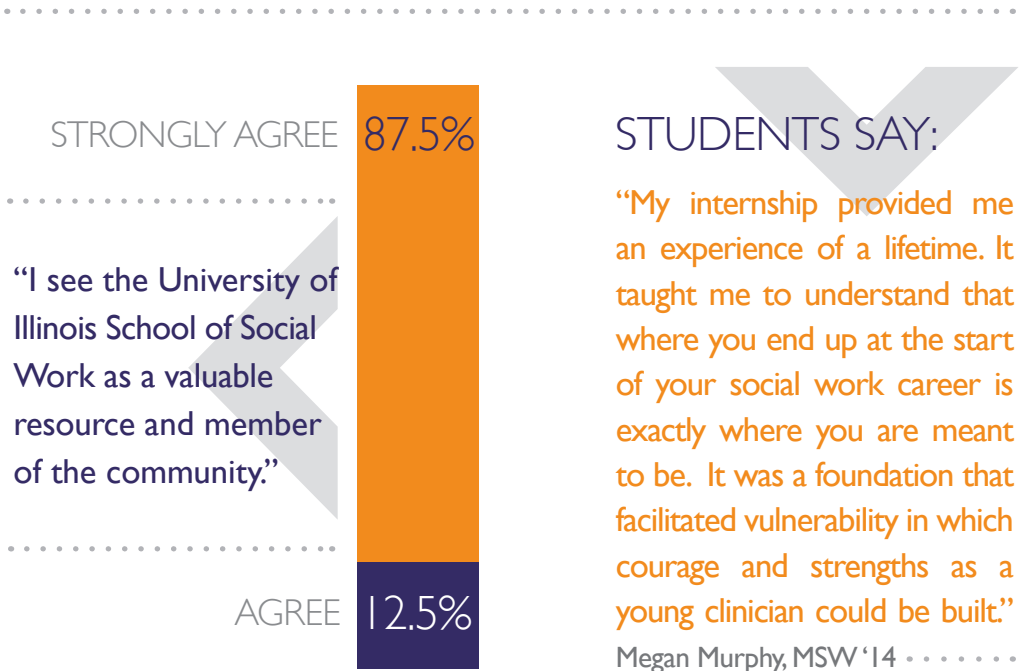
“Interns at CU Public Health District are very important to maintaining our creative, adaptive ecosystem. Social Work interns have benefitted staff at CU Public Health District in many ways—they provide an infusion of energy, ideas, optimism and technical assistance on the latest social media and software applications. Public Health and Social Work are natural and historic partners. The University of Illinois School of Social Work and CUPHD foster this partnership through shared opportunities for learning and collaboration.”

Julie Pryde
Public Health Administrator
Champaign-Urbana Public Health District

▶ WHAT CAN STUDENTS DO FOR YOU?

- Examples of possible MSW learning experiences:**
- Clinical assessments/evaluations
 - Treatment planning
 - Therapeutic intervention with individuals, groups and families
 - Program development
 - Networking with stakeholders and their organizations
 - Community organizing

- Examples of possible BSW learning experiences:**
- Assessing a client or community's needs
 - Empowering clients, communities and systems of all sizes
 - Contacting and utilizing community resources
 - Crisis intervention and supportive counseling under the supervision of clinician
 - Conducting interviews with individuals, families, and systems of all sizes
 - Implementing and evaluating effectiveness of interventions and/or programs
 - Keeping concise and accurate records
 - Managing a workload/case manager



▶ INTERESTED IN PARTNERING?

REQUIREMENTS OF FIELD PLACEMENT SITES

- Availability of a qualified Field Instructor with a BSW (or related field) and two years post-graduate experience for bachelor's students and MSW (or related field) and two years post-graduate experience for master's students
- Commit to providing the student a hands-on learning experience, with an emphasis on teaching/mentoring the student
- Provide time for Field Instructor to meet with the student for at least an hour a week
- Provide an orientation of the organization to the student, as well as space for the student to work

MORE QUESTIONS? VISIT US ONLINE:

<http://socialwork.illinois.edu/field-education/become-a-field-education-site>

“Both BSW and MSW interns bring a refreshed sense of enthusiasm to the office and the staff they are working with. Interns allow workers and supervisors an opportunity to share experience and knowledge with someone who is interested in pursuing this type of work. In return, workers and supervisors are reminded of the reasons we entered this field, taken back to the fundamentals of the work, which sometimes gets forgotten. As a team, we are processing what is reviewed, heard, observed and connecting that back to child welfare practice and policy.”

Heidi J. Gulbrandson
CWS/CPS Supervisor
Illinois Department of Children and Family Service (DCFS)





Victoria D'Aleo <vdaleo@sd308.org>

Social Work Internship

6 messages

Victoria D'Aleo <vdaleo@sd308.org>

Tue, Feb 2, 2016 at 2:47 PM

To:

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

----- Original message -----

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

Victoria D'Aleo <vdaleo@sd308.org>

Tue, Feb 2, 2016 at 2:49 PM

To:

Cc: mgallard@illinois.edu

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office

4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

Tue, Feb 2, 2016 at 6:45 PM

To: Victoria D'Aleo <vdaleo@sd308.org>

Hi Victoria,

It is great to hear from you! I have attached my transcript. Please let me know if you need any additional information or have any questions. I look forward to learning more about Social Work internship opportunities in School District 308.

Sincerely,

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]

Sent: Tuesday, February 2, 2016 2:50 PM

Cc: mgallard@illinois.edu

Subject: Fwd: Social Work Internship

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo

Human Resources Secretary

District Administration Office

4175 Rt. 71

Oswego, IL 60543

Ph: 630-636-3093

Fax: 630-636-3688

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688



Transcript-
251K

pdf

Mon, Feb 22, 2016 at 3:33 PM

To: Victoria D'Aleo <vdaleo@sd308.org>

Hi Victoria,

Thank you very much for considering me for the position of Social Work Intern with SD308, however, I just accepted an offer with Naperville CUSD 203 for the upcoming school year and would like to withdraw my application.

Once again thank you for your consideration,

From: Victoria D'Aleo [<mailto:vdaleo@sd308.org>]
Sent: Tuesday, February 2, 2016 2:50 PM
To:
Cc: mgallard@illinois.edu
Subject: Fwd: Social Work Internship

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

Victoria D'Aleo <vdaleo@sd308.org>
To:

Mon, Feb 22, 2016 at 3:41 PM

Thank you
Best of Luck to you.

On Mon, Feb 22, 2016 at 3:33 PM, Monica Baier <

wrote:

Hi Victoria,

Thank you very much for considering me for the position of Social Work Intern with SD308, however, I just accepted an offer with Naperville CUSD 203 for the upcoming school year and would like to withdraw my application.

Once again thank you for your consideration,

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]

Sent: Tuesday, February 2, 2016 2:50 PM

To:

Cc: mgallard@illinois.edu

Subject: Fwd: Social Work Internship

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo

Human Resources Secretary

District Administration Office

4175 Rt. 71

Oswego, IL 60543

Ph: 630-636-3093

Fax: 630-636-3688

--

Victoria R. D'Aleo

Human Resources Secretary

District Administration Office

4175 Rt. 71

Oswego, IL 60543

Ph: 630-636-3093

Fax: 630-636-3688

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688



Victoria D'Aleo <vdaleo@sd308.org>

Social Work Internship

4 messages

Victoria D'Aleo <vdaleo@sd308.org>

Tue, Feb 2, 2016 at 2:45 PM

To:

Cc: mgallard@illinois.edu

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

<

Tue, Feb 2, 2016 at 4:09 PM

To: Victoria D'Aleo <vdaleo@sd308.org>

Victoria,

I have attached copies of my unofficial undergraduate and graduate transcripts to this email. If you are in need of any additional information, please let me know. I look forward to hearing from the Oswego School District in the future.

Sincerely,

From: Victoria D'Aleo [vdaleo@sd308.org]

Sent: Tuesday, February 02, 2016 2:45 PM

To:

Cc: Gallardo, Michele Marie

Subject: Social Work Internship

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo

Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

2 attachments

211K

- Augustana College Unofficial Transcript.pdf

76K

- University of Illinois Unofficial Transcript.pdf

Victoria D'Aleo <vdaleo@sd308.org>

Fri, Feb 5, 2016 at 9:45 AM

To:

Cc: mgallard@illinois.edu, Valerie Patterson <vpatterson@sd308.org>, Roxana Sanders <rsanders@sd308.org>

Good morning,

I have attached the confirmation form for a placement at Thompson Jr. High pending a successful interview. Thompson will contact you directly for the interview.

Thank you,

On Tue, Feb 2, 2016 at 2:45 PM, Victoria D'Aleo <vdaleo@sd308.org> wrote:

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts. I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews. Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688



29K

CONFIRMATION FORM.pdf

Fri, Feb 5, 2016 at 4:15 PMTo: Victoria D'Aleo <vdaleo@sd308.org>

Victoria,

Thank you so much for providing me with this information, and I hope you have a great weekend.

Sincerely,

From: Victoria D'Aleo [vdaleo@sd308.org]**Sent:** Friday, February 05, 2016 9:45 AM**To:****Cc:** Gallardo, Michele Marie; Valerie Patterson; Roxana Sanders**Subject:** Re: Social Work Internship

Good morning,

I have attached the confirmation form for a placement at Thompson Jr. High pending a successful interview. Thompson will contact you directly for the interview.

Thank you,

On Tue, Feb 2, 2016 at 2:45 PM, Victoria D'Aleo <vdaleo@sd308.org> wrote:

Good afternoon,

Thank you for your interest in a Social Work internship with SD308. In addition to the cover letter and resume we received, we also require an unofficial copy of transcripts.

I will forward all of your information to Valerie Patterson, Executive Director of District Student Services for review. Her department will conduct any necessary interviews.

Upon approval I will contact you regarding the district's fingerprinting process.

Thank you,

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

--

Victoria R. D'Aleo
Human Resources Secretary
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688



**University of Illinois at Urbana-Champaign
School of Social Work
Frequently Asked Questions about Field Practicum**

This FAQ sheet has been created to provide a brief overview of the UIUC School of Social Work's requirements and processes for field practicum sites and field instructors. More detailed information regarding our Field Practicum can be found in the Field Education Manual which is located on the Field Education page of the School of Social Work's website. You can find this at the following address:

http://www.socialwork.illinois.edu/current_students/field/

Students in our social work program are admitted as either Traditional or Advanced Standing students. Advanced Standing students have their Bachelor's in Social Work and have developed their core social work skills throughout their coursework and internship training in their bachelor's program. Because of this, Advanced Standing students have different requirements than our Traditional students. Traditional students have a Bachelor's Degree in another discipline, therefore, they must take foundation social work courses, as well as participate in a two-semester internship.

Q. What is the field practicum?

This is a student's internship placement. The field practicum is a time when students have the opportunity to gain experience working with experienced social work professionals in settings including human service agencies, health care facilities, schools, child welfare agencies, etc. Students are able to implement what they have learned in the classroom and gain hands-on experience working in the field of social work.

Q. What is the Modified Block Field Placement?

The block placement is a unique feature of our social work program. In this model, students complete all of their coursework, with the exception of the field seminar course taken online concurrently with their placement, before entering their field practicum. The block placement allows students to become totally immersed in the placement experience. In addition, students can choose field placement sites throughout Illinois and can request placements out-of-state.

Q. What is the length and structure of the field practicum?

Traditional students complete two consecutive semesters of field placement, working 4 days per week, 30-32 hours a week, depending on the agency's defined work day. internship, following the district's calendar.

Traditional students specializing in school social work complete a full academic year internship, following the district's calendar.

Advanced standing students complete a one semester field placement, typically during the summer semester. This is a 14 week placement working five days each week for a total of 38-40 hours. Advanced Standing students specializing in school social work are only required to complete a fall semester internship.

Q. What are the requirements of becoming a field practicum site and/or Field Instructor?

An appropriate internship site will have philosophies that are congruent with the values and ethics of the profession and the mission of the School of Social Work and will recognize the importance of field education as a learning experience. An internship site must assign a qualified field instructor who possesses an MSW degree and at least 2 years post-MSW practice experience. If no qualified MSW supervisor is available, the site must agree to work with the Field Education Office to arrange appropriate MSW consultation for the student. School social work sites must provide a Type 73 certified School Social Worker to provide supervision to the student.

Q. What is required of a Field Instructor?

- Have a commitment to the teaching and exposure of educational learning experiences of the student
- Complete a learning plan with the student that outlines appropriate tasks and activities for the student while in placement
- Provide an orientation of the agency, school, etc. for the student
- Provide a minimum of one hour of supervision each week
- Complete the provided student evaluation tool with the student at the designated time during the internship. This evaluation tool is online and should be completed in a timely manner.
- Meet with the Field Education Liaison and student to discuss the student's progress and performance
- New Field Instructors must complete the online Field Instructor Training (Field Instructors are awarded 3 CEU's for completing this training)

Q. How are students assigned to field practice sites?

Each student meets individually with a Field Education Office Field Liaison. The Field Liaison works with the student to identify his or her individual needs and interests, as well as desired geographic location. Students are asked to research potential field practice sites and discuss this information with their Field Liaison. The Field Liaison then contacts the agreed upon agencies and shares information regarding the student. A decision regarding placement is not finalized until an interview at the field practice site has occurred and a student has accepted an offer from the field practice site.

Q. What are the benefits to being a Field Instructor?

- An opportunity to be engaged in the development of future social workers and give back to the profession
- A tuition waiver is offered for the University of Illinois – one waiver is provided for each semester a field instructor provides supervision for the student; the tuition waivers must be used within one year of issuance
- Eligible for an Allied Organization Staff Card which allows a Field Instructor to purchase membership to the recreation center at the same cost as UIUC employees

- Use of the University of Illinois Graduate Library on campus (online access is not available)
- Participation in Field Education Day each fall which allows potential Field Instructors a time to meet students who will be entering the field. Additionally, a CEU event and an appreciation lunch are offered.

Q. Is a Field Instructor provided any support by the School of Social Work Field Education Office while working with the student?

Each student is assigned a Field Liaison that monitors his or her progress throughout the placement. This Field Liaison will make 1-2 site visits throughout the placement, review the student evaluations as they are completed, as well as be available to address any questions or concerns that the student or the Field Instructor may have. When necessary, Field Liaisons will make additional visits to the placement site.

Please contact the Field Education Office with any other questions that you may have

Field Education Office
School of Social Work
Rm. 2000G
1010 W. Nevada St.
Urbana, IL 61801
217-244-5229



Victoria D'Aleo <vdaleo@sd308.org>

Placing a Student Teacher for Spring 2017

3 messages

UIUC Music Student Teaching Office <music-studentteach@illinois.edu>

Fri, Sep 23, 2016 at 11:23 AM

To: "vdaleo@sd308.org" <vdaleo@sd308.org>

Cc: "dharrison@sd308.org" <dharrison@sd308.org>

Dear Ms. D'Aleo,

I have recently been in contact with Dan Harrison about serving as a cooperating teacher for a music education major at the University of Illinois at Urbana-Champaign (UIUC); and Mr. Harrison has expressed an interest in working with our student for the Spring 2017 semester. I have been given your contact information in order to start the placement process formally.

Please find attached to this email our application materials, which consist of four files: (a) a cover letter from our office, (b) the student's academic transcript, (c) some biographical information on the student, and (d) the "Request for Student Teaching Placement" form. I know many districts have their own unique application procedures for student teachers. Please let me know of any that pertain to your district (e.g., online application, additional documentation, or interview request), and I will have our student complete the necessary steps as soon as possible.

If our student's file passes your review, please follow the instructions noted in the attached cover letter.

Cordially,
Channing

Channing A. Paluck
Student Teaching Office Coordinator
School of Music, University of Illinois at Urbana-Champaign
Email: music-studentteach@illinois.edu
(217) 244-6362

4 attachments**cover.pdf**
265K**request.pdf**
16K**.doc**
62K**transcript.pdf**
247K

Victoria D'Aleo <vdaleo@sd308.org>
To: Shannon Lueders <slueders@sd308.org>

Fri, Sep 23, 2016 at 11:42 AM

Hi Shannon,

Please see the attached request and return the completed placement form to me at your earliest convenience.

Thank you,

----- Forwarded message -----

From: **UIUC Music Student Teaching Office** <music-studentteach@illinois.edu>

Date: Fri, Sep 23, 2016 at 11:23 AM

Subject: Placing a Student Teacher for Spring 2017

To: "vdaleo@sd308.org" <vdaleo@sd308.org>

Cc: "dharrison@sd308.org" <dharrison@sd308.org>

Dear Ms. D'Aleo,

I have recently been in contact with Dan Harrison about serving as a cooperating teacher for a music education major at the University of Illinois at Urbana-Champaign (UIUC); and Mr. Harrison has expressed an interest in working with our student for the Spring 2017 semester. I have been given your contact information in order to start the placement process formally.

Please find attached to this email our application materials, which consist of four files: (a) a cover letter from our office, (b) the student's academic transcript, (c) some biographical information on the student, and (d) the "Request for Student Teaching Placement" form. I know many districts have their own unique application procedures for student teachers. Please let me know of any that pertain to your district (e.g., online application, additional documentation, or interview request), and I will have our student complete the necessary steps as soon as possible.

If our student's file passes your review, please follow the instructions noted in the attached cover letter.

Cordially,
Channing

Channing A. Paluck
Student Teaching Office Coordinator
School of Music, University of Illinois at Urbana-Champaign
Email: music-studentteach@illinois.edu
(217) 244-6362

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

4 attachments



265K

Ecover.pdf



request.pdf



62K

I_bio.doc



ranscript.pdf

Victoria D'Aleo <vdaleo@sd308.org>

Fri, Sep 23, 2016 at 3:01 PM

To: UIUC Music Student Teaching Office <music-studentteach@illinois.edu>

Please see attached approval and fingerprint policy.

Thank you,

On Fri, Sep 23, 2016 at 11:23 AM, UIUC Music Student Teaching Office <music-studentteach@illinois.edu> wrote:

Dear Ms. D'Aleo,

I have recently been in contact with Dan Harrison about serving as a cooperating teacher for a music education major at the University of Illinois at Urbana-Champaign (UIUC); and Mr. Harrison has expressed an interest in working with our student for the Spring 2017 semester. I have been given your contact information in order to start the placement process formally.

Please find attached to this email our application materials, which consist of four files: (a) a cover letter from our office, (b) the student's academic transcript, (c) some biographical information on the student, and (d) the "Request for Student Teaching Placement" form. I know many districts have their own unique application procedures for student teachers. Please let me know of any that pertain to your district (e.g., online application, additional documentation, or interview request), and I will have our student complete the necessary steps as soon as possible.

If our student's file passes your review, please follow the instructions noted in the attached cover letter.

Cordially,
Channing

Channing A. Paluck
Student Teaching Office Coordinator
School of Music, University of Illinois at Urbana-Champaign
Email: music-studentteach@illinois.edu
(217) 244-6362

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Center
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

2 attachments**SD 308 Student Teacher Fingerprint Policy.pdf**
72K**UIC Approval**
34K

pdf

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Music
2136 Music Building
1114 West Nevada Street
Urbana, IL 61801



September 23, 2016

Victoria D'aleo
4715 Rt. 71
Oswego, IL 60543

Dear Victoria D'aleo,

Please find attached the student teacher application materials for _____ from the University of Illinois. A music teacher in your district, Daniel Harrison at Thompson Jr High School, has tentatively accepted _____ pending your approval.

After examining our student's documents, please do the following **within two weeks**:

1. Indicate your decision and sign the "Request for Student Teaching Placement" form
2. Keep one copy for your records
3. Return one signed copy to me
4. Forward one copy, along with _____ transcripts and biographical background sheet, to Daniel Harrison

If you mark the request form "Placement Interview Requested," _____ will coordinate the interview date and time with Mr. Harrison.

The Council on Teacher Education has verified that _____ has cleared the Illinois State Police criminal background check. Thank you very much for your prompt consideration of this request. We are grateful for your faculty member's willingness to serve the profession by mentoring one of our students.

Please feel free to contact me at any time with questions or concerns.

Sincerely,

Elizabeth B. Peterson
Student Teaching Placement Coordinator
Phone: (217) 244-3632 Fax: (217) 244-4585
E-mail: music-studentteach@illinois.edu

Request For Student Teaching Placement

University of Illinois at Urbana-Champaign
Council on Teacher Education

This is to request placement of the student named below with your school district for a student teaching experience. The student has successfully completed all of the following requirements: 1) all prerequisite courses; 2) a minimum of 80 clock hours of pre-student teaching; 3) a criminal background check; and 4) bloodborne pathogens training. If this request is agreeable, please complete the requested information (be sure to include signature of district administrator) and return the copies to the program coordinator. If you wish an interview prior to assignment, please so indicate. If you cannot accept this request, return this form.

Cooperating District

OSWEGO COMM UNIT SCHOOL

4175 RTE 71

OSWEGO

IL 60543

Placement Coordinator:

Elizabeth B. Peterson, DMA

School of Music, University of Illinois

1114 W. Nevada

Urbana, IL 61801

Fax (217) 244-4585

Information to be provided by student's academic department:

Student NetID	First Name	Last Name	Grade Level(s):	Elementary
Course: 438	Section: O	Teaching Field: Music	Semester/Year:	Spring 2017

Placement Schedule: 8 or 16 weeks beginning on the first day of cooperating school's academic calendar*

ISBE 047	3080	1003	THOMPSON JR HIGH SCHOOL
Codes County	District	School	440 BOULDER HILL PASs
			OSWEGO

These codes, available from the Illinois State Board of Education (ISBE), are used to uniquely identify any given school/institution in the state. Our institution and district data (acquired directly from ISBE) is grounded on this combination of codes. Any forms without these values are deemed incomplete and will be returned.

Cooperating Teacher(s) requested:

Check here if first time with UIUC:

Coop 1

Coop ID

Coop Name

harison

Daniel Harrison

Information to be provided by cooperating school district or institution:

- ☒ Placement Approved
☐ Placement Not Approved
☐ Placement Interview Requested

X 
Signature of District Administrator

Please verify county, district & school codes above--correct if necessary

* Schedule may be altered as per cooperating scheduling preferences. This should be arranged between the cooperating teacher and the student teacher during the placement interview.

If you are interested in the Tuition and Fee waiver from the University of Illinois

Please call Sharon Ward at the Council on Teacher Education to provide your personal data which is required for participation in the program. You can reach her at (217) 333-7195 or at saward1@illinois.edu.



Victoria D'Aleo <vdaleo@sd308.org>

FALL 2016 STUDENT TEACHING PLACEMENT REQUESTS

1 message

Cindi Willman <cwillman@aurora.edu>

Mon, Jan 25, 2016 at 1:57 PM

To: Victoria D'Aleo <vdaleo@sd308.org>

Hello Victoria

Attached is are Fall 2016 Student Teaching Placement requests.
Please contact me if there is anything else you need from our office.

Thank you,



Cindi Willman
Clinical Placement Coordinator
Aurora University
(630) 844-4642
cwillman@aurora.edu
Fax (630)844-6138
Room (INST 209)

Aurora University is an inclusive community dedicated to the transformative power of learning.

aurora.edu | facebook.com/aurorauniversity | twitter.com/aurorau



308-studentteaching-fall2016.doc

348K



Fax: [630] 844-6138

Date: 1/25/16
To: Victoria D'Aleo
Business: Oswego School District 308
Fax Number/Email:

From: Cindi Willman **Office Phone: (630) 844-4642**
Number of pages (including cover) 17

Victoria-

Attached is the paperwork for **FALL 2016 Student Teaching candidates**. Please let me know if the placements can be accommodated and contact me with any questions.

Thank you,

Cindi Willman
Clinical Placement Coordinator
630-844-4642

cwillman@aurora.edu



OFFICE OF FIELD EXPERIENCES

630-844-4642 (Voice Line)

630-844-5530 or 630-844-6138 (Fax lines)

FIELD EXPERIENCE PLACEMENT REQUEST PACKET
--

SUMMARY LIST OF AURORA UNIVERSITY students who are seeking placement in

School District __308____ for:

16-week Student Teaching

SUMMARY sheet of all placements being requested in your district, for all levels of field experience.

1 16-Week Student Teaching

2 16-Week Student Teaching

3

4

5

6

7

8

9

10

11

12

13



OFFICE OF FIELD EXPERIENCES

FIELD EXPERIENCE PLACEMENT REQUEST FOR 16-WEEK STUDENT TEACHERS

For School District: 308

FALL 2016 SEMESTER: AUGUST 29 – DECEMBER 17, 2016

(Student Teaching start date is the first day of the school district semester)

REQUEST FOR: **STUDENT TEACHING**

This is a full-time experience in a school under the supervision of a 'master' teacher.

Student Name

Preference

Placement

9-12 Math

School:

Cooperating Teacher:

Grade:

Contact Information: (Email/Phone/School Address)

*** All candidates have ISP and FBI fingerprints on file with the Kane County Regional Office of Education. Candidates have a negative TB test result, checked/passed the Dru Sjodin National Sex Offender Registry, and the IL Murderer and Violent Offender Against Youth Registry as of placement request date.***



AURORA UNIVERSITY TEACHER EDUCATION PROGRAM

**16-Week STUDENT TEACHING TEACHER CANDIDATE INFORMATION
FORM
(Secondary Education)**



OFFICE OF FIELD EXPERIENCES

FIELD EXPERIENCE PLACEMENT REQUEST FOR 16-WEEK STUDENT TEACHERS

For School District: __308__

FALL 2016 SEMESTER: AUGUST 29 – DECEMBER 17, 2016

(Student Teaching start date is the first day of the school district semester)

REQUEST FOR: **STUDENT TEACHING**

This is a full-time experience in a school under the supervision of a 'master' teacher.

Student Name

Preference

Placement

1-2, 3-5

School:

Cooperating Teacher:

Grade:

Contact Information: (Email/Phone/School Address)

*** All candidates have ISP and FBI fingerprints on file with the Kane County Regional Office of Education. Candidates have a negative TB test result, checked/passed the Dru Sjodin National Sex Offender Registry, and the IL Murderer and Violent Offender Against Youth Registry as of placement request date.***



AURORA UNIVERSITY TEACHER EDUCATION PROGRAM

**STUDENT TEACHING CANDIDATE INFORMATION FORM
(Elementary Education K-9 ONLY)**

Check one: ☒ BATL (Undergraduate EDU 4750)



Aurora University
An Overview of 16-week Student Teaching Field Experiences:

What is the general commitment for an Aurora University Cooperating Teacher?

Student Teaching: Teacher candidates must interview with a Cooperating Teacher before any placement is finalized. Both the Cooperating Teacher and Building Principal must sign a teacher candidate's placement notice, to indicate approval of a potential placement.

Teacher candidates will spend a minimum of sixteen weeks in the classroom. Cooperating teachers are asked to complete three formal evaluations. The evaluations are completed in a web-based assessment program. An initial evaluation should be completed during weeks 4-6. A mid-term evaluation should be completed during weeks 8-10 and a final evaluation during weeks 13-15. The final evaluations should then be shared in a 3-way conference (teacher candidate, cooperating teacher and university supervisor) along with goals for the candidate during the student teaching experience.

Finally, a university supervisor is available throughout the semester to provide support to the cooperating teacher and teacher candidate. A Pre-Conference visit will be held at the commencement of the semester, so that the teacher may clarify duties and ask any questions pertaining to the field experience. The supervisor will ensure that the teacher candidate provides the cooperating teacher with a comprehensive manual, no later than the first week of the student teaching experience. The university supervisor also will visit the classroom no less than 3-4 times after the initial Pre-Conference visit. Aurora University supervisors are dedicated to making the 16-week student teaching experience one of high quality and success for everyone involved. (EDU 4750)

All teacher candidates seeking a Professional Educator's License are required by ISBE to complete an edTPA (Educational Teacher Performance Assessment). This nationally developed assessment will be required for licensure in Illinois in fall of 2015. In compliance with ISBE regulations, Aurora University implemented the use of edTPA for all teacher candidates. The edTPA focuses on planning, instruction, and assessment. The main feature of edTPA is a summative evaluation of a teaching event that includes a video tape. Your teacher candidate will be providing permission slips from ISBE for all of your students to bring home. These permission slips have been translated into numerous languages. All AU teacher candidates have signed a disclosure of confidentiality agreement and the video tape is stored on a password protected website. More information will be sent to the cooperating teachers before the semester begins.

Questions about serving as a Cooperating Teacher? Please call or e-mail:

Kerry Warren, Director of Field Experiences
kwarren@aurora.edu
630.844.4938

Cindi Willman, Placement Coordinator
cwillman@aurora.edu
630.844.4642



Mayra Ortiz <mortiz@sd308.org>

SPRING 2018 STUDENT TEACHING PLACEMENT REQUEST

10 messages

Cindi Willman <cwillman@aurora.edu>
To: Mayra Ortiz <mortiz@sd308.org>

Tue, Oct 10, 2017 at 9:58 AM

Thank you,
Hello Mayra

Attached is paperwork for a Spring 2018 Student Teaching placement request.
Please let me know if you are able to accommodate this request.
If you need additional information from our office please let me know.



Cindi Willman
Clinical Placement Coordinator
School of Education and Human
Performance
Aurora University
(630) 844-4642
cwillman@aurora.edu
Fax (630)844-6138
Room (INST 222)

Aurora University is an inclusive community dedicated to the transformative power of learning.

aurora.edu | facebook.com/aurorauniversity | twitter.com/aurorau



308-spring2018-studentteaching-4.docx
298K

Mayra Ortiz <mortiz@sd308.org>
To: Cindi Willman <cwillman@aurora.edu>

Wed, Oct 11, 2017 at 8:54 AM

Hello Cindi,
I will go ahead and forward your request and keep you posted.
Thanks,
Mayra

[Quoted text hidden]

--

Mayra Ortiz
Human Resources Specialist
District Administration Center
4175 Route 71
Oswego, IL 60543

630-636-3692
630-551-9545 fax
mortiz@sd308.org

Cindi Willman <cwillman@aurora.edu>
To: Mayra Ortiz <mortiz@sd308.org>

Wed, Oct 11, 2017 at 9:07 AM

Thanks Mayra!



Cindi Willman
Clinical Placement Coordinator
School of Education and Human
Performance
Aurora University
(630) 844-4642
cwillman@aurora.edu
Fax (630)844-6138
Room (INST 222)

Aurora University is an inclusive community dedicated to the transformative power of learning.

aurora.edu | facebook.com/aurorauniversity | twitter.com/aurorau

From: "Mayra Ortiz" <mortiz@sd308.org>
To: "Cindi Willman" <cwillman@aurora.edu>
Sent: Wednesday, October 11, 2017 8:54:40 AM
Subject: Re: SPRING 2018 STUDENT TEACHING PLACEMENT REQUEST

[Quoted text hidden]

Mayra Ortiz <mortiz@sd308.org>
To: Cindi Willman <cwillman@aurora.edu>

Wed, Oct 11, 2017 at 1:57 PM

You're welcome!!!

[Quoted text hidden]

Mayra Ortiz <mortiz@sd308.org>
To: Cindi Willman <cwillman@aurora.edu>

Mon, Oct 16, 2017 at 7:59 AM

Hi Cindi,
I found placement at Wolf's Crossing Elementary. They will be sending me paperwork later on today.
I just wanted to let you know.
Thanks,
Mayra

On Tue, Oct 10, 2017 at 9:58 AM, Cindi Willman <cwillman@aurora.edu> wrote:

[Quoted text hidden]

--

Cindi Willman <cwillman@aurora.edu>
To: Mayra Ortiz <mortiz@sd308.org>

Mon, Oct 16, 2017 at 8:01 AM

Thanks Mayra! Have a great day!

Thank you,



Cindi Willman
Clinical Placement Coordinator
School of Education and Human
Performance
Aurora University
(630) 844-4642
cwillman@aurora.edu
Fax (630)844-6138
Room (INST 222)

Aurora University is an inclusive community dedicated to the transformative power of learning.

aurora.edu | facebook.com/aurorauniversity | twitter.com/aurorau

From: "Mayra Ortiz" <mortiz@sd308.org>
To: "Cindi Willman" <cwillman@aurora.edu>
Sent: Monday, October 16, 2017 7:59:35 AM
Subject: Re: SPRING 2018 STUDENT TEACHING PLACEMENT REQUEST

[Quoted text hidden]

Mayra Ortiz <mortiz@sd308.org>
To: Cindi Willman <cwillman@aurora.edu>

Mon, Oct 16, 2017 at 8:57 AM

You're welcome Cindi, you do the same!

[Quoted text hidden]

Mayra Ortiz <mortiz@sd308.org>

Mon, Oct 16, 2017 at 9:33 AM

To: Cindi Willman <cwillman@aurora.edu>

Hello Cindi,
Attached please find the approved request for Spring 2018 and also the fingerprint policy form for you to share with.
Thanks,
Mayra

On Tue, Oct 10, 2017 at 9:58 AM, Cindi Willman <cwillman@aurora.edu> wrote:

[Quoted text hidden]

--

2 attachments

 **SD308 Student Teacher Fingerprint Policy 10.1.16.pdf**
114K

 **AU Spring 2018 WC Student Teaching Approval.pdf** 32K

Cindi Willman <cwillman@aurora.edu>

Mon, Oct 16, 2017 at 9:35 AM

To: Mayra Ortiz <mortiz@sd308.org>

Thanks so much!



Cindi Willman

Clinical Placement Coordinator
School of Education and Human
Performance
Aurora University
(630) 844-4642
cwillman@aurora.edu
Fax (630)844-6138
Room (INST 222)

Aurora University is an inclusive community dedicated to the transformative power of learning.

aurora.edu | facebook.com/aurorauniversity | twitter.com/aurorau

From: "Mayra Ortiz" <mortiz@sd308.org>

To: "Cindi Willman" <cwillman@aurora.edu>

Sent: Monday, October 16, 2017 9:33:50 AM

Subject: Re: SPRING 2018 STUDENT TEACHING PLACEMENT REQUEST

[Quoted text hidden]

Mayra Ortiz <mortiz@sd308.org>

Mon, Oct 16, 2017 at 9:36 AM

To: Cindi Willman <cwillman@aurora.edu>

You're welcome!

[Quoted text hidden]



OFFICE OF FIELD EXPERIENCES

FIELD EXPERIENCE PLACEMENT REQUEST FOR 16-WEEK STUDENT TEACHERS

For School District 308

SPRING 2018 SEMESTER: JANUARY 8 – MAY 3, 2018

(Student Teaching start date is the first day the School district returns after winter break.)

REQUEST FOR: STUDENT TEACHING

This is a full-time experience in a school under the supervision of a 'master' teacher.

Student Name

Preference

Placement

1-5

School:

Cooperating Teacher:

Grade:

Information: (Email/Phone/School Address):

All candidates have ISP and FBI fingerprints on file with the Kane County Regional Office of Education. Candidates have a negative TB test result, checked/passed the Dru Sjodin National Sex Offender Registry, and the IL Murderer and Violent Offender Against Youth Registry as of placement request date.

The Office of Field Experiences thanks you for seeking placements for our students. Please reply within 60 days of receiving this request. Placement information may be faxed to 630-844-6138, emailed to cwillman@aurora.edu, or phoned in to 630-844-4642.

347 S Gladstone Ave, Aurora, IL 60506-4892 | 630-892-6431 | aurora.edu



October 1, 2016

Re: Student Teachers – Fingerprint Background Check

To Whom It May Concern,

Pursuant to Board Policies regarding fingerprint background checks on student teachers, please review the information below:

Oswego Community Unit School District 308 will facilitate the required background check with the Illinois State Police and the Federal Bureau of Investigation. Each student teacher must provide a written authorization for, and payment of the cost of, the fingerprint-based criminal history records check. However, if the student can provide a copy of fingerprint results from both the ISP and FBI taken within the last six (6) months, no additional background check will be required.

For all others, **upon student teacher placement confirmation** the student teacher is required to:

1. Obtain a Fingerprint Authorization Request form from the District Administration Center at 4175 Route 71, Oswego, IL 60543 Office Hours: 7:30 a.m. – 4:30 p.m. (Monday - Friday)
2. Reimburse Oswego Community Unit School District 308 the \$27.00 fee (cost is subject to change) for the background check, payable in **cash or money order only**. Payment must be made in order to obtain the Fingerprint Authorization Request form.
3. Go to the Kendall County Regional Office of Education located at 109 W. Ridge Yorkville, IL (in the old courthouse) between the hours of 8:00 a.m. – 11:30 a.m. and 1:00 p.m. – 4:00 p.m. (Monday – Friday).

This process must be completed prior to participating in any student teaching experience in the district. If you have any questions regarding this process, please feel free to contact Victoria at 630-636-3093.

Roxana Sanders
Executive Director of Human Resources, Payroll and Benefits



Fax: [630] 844-6138

Date: 10/9/17
To: Mayra Ortiz
Business: Oswego School District 308
Fax Number/Email:

From: Cindi Willman **Office Phone: (630) 844-4642**
Number of pages (including cover) 10

Hello Mayra-

Attached is the paperwork for a **SPRING 2018 Student Teaching placement candidate**. Please let me know if the placement can be accommodated and contact me with any questions.

Thank you,

Cindi Willman
Clinical Placement Coordinator
630-844-4642

cwillman@aurora.edu

The Office of Field Experiences thanks you for seeking placements for our students. Please reply within 60 days of receiving this request. Placement information may be faxed to 630-844-6138, emailed to cwillman@aurora.edu, or phoned in to 630-844-4642.



OFFICE OF FIELD EXPERIENCES

630-844-4642 (Voice Line)

630-844-5530 or 630-844-6138 (Fax lines)

FIELD EXPERIENCE PLACEMENT REQUEST PACKET

SUMMARY LIST OF AURORA UNIVERSITY students who are seeking placement in

School District ___308___ for:

16-week Student Teaching

SUMMARY sheet of all placements being requested in your district, for all levels of field

experience. 1 , 16-Week Student Teaching

2

3

4

5

6

7

8

9

10

11

12

The Office of Field Experiences thanks you for seeking placements for our students. Please reply within 60 days of receiving this request. Placement information may be faxed to 630-844-6138, emailed to cwillman@aurora.edu, or phoned in to 630-844-4642.



OFFICE OF FIELD EXPERIENCES

FIELD EXPERIENCE PLACEMENT REQUEST FOR 16-WEEK STUDENT TEACHERS

For School District: 308

SPRING 2018 SEMESTER: JANUARY 8 – MAY 3, 2018

(Student Teaching start date is the first day the school district returns after winter break.)

REQUEST FOR: **STUDENT TEACHING**

This is a full-time experience in a school under the supervision of a 'master' teacher.

Student Name

Preference

Placement

1-5

School:

Cooperating Teacher:

Grade:

Contact Information: (Email/Phone/School Address)

*** All candidates have ISP and FBI fingerprints on file with the Kane County Regional Office of Education. Candidates have a negative TB test result, checked/passed the Dru Sjodin National Sex Offender Registry, and the IL Murderer and Violent Offender Against Youth Registry as of placement request date.***

The Office of Field Experiences thanks you for seeking placements for our students. Please reply within 60 days of receiving this request. Placement information may be faxed to 630-844-6138, emailed to cwillman@aurora.edu, or phoned in to 630-844-4642.

347 S. Gladstone Ave., Aurora, IL 60506-4892 | 630-892-6431 | aurora.edu



Aurora University
An Overview of 16-week Student Teaching Field Experiences:

What is the general commitment for an Aurora University Cooperating Teacher?

Student Teaching: Teacher candidates must interview with a Cooperating Teacher before any placement is finalized. Both the Cooperating Teacher and Building Principal must sign a teacher candidate's placement notice, to indicate approval of a potential placement.

Teacher candidates will spend a minimum of sixteen weeks in the classroom. Cooperating teachers are asked to complete three formal evaluations. The evaluations are completed in a web-based assessment program. An initial evaluation should be completed during weeks 4-6. A mid-term evaluation should be completed during weeks 8-10 and a final evaluation during weeks 13-15. The final evaluations should then be shared in a 3-way conference (teacher candidate, cooperating teacher and university supervisor) along with goals for the candidate during the student teaching experience.

Finally, a university supervisor is available throughout the semester to provide support to the cooperating teacher and teacher candidate. A Pre-Conference visit will be held at the commencement of the semester, so that the teacher may clarify duties and ask any questions pertaining to the field experience. The supervisor will ensure that the teacher candidate provides the cooperating teacher with a comprehensive manual, no later than the first week of the student teaching experience. The university supervisor also will visit the classroom no less than 3-4 times after the initial Pre-Conference visit. Aurora University supervisors are dedicated to making the 16-week student teaching experience one of high quality and success for everyone involved. (EDU 4750)

All teacher candidates seeking a Professional Educator's License are required by ISBE to complete an edTPA (Educational Teacher Performance Assessment). This nationally developed assessment will be required for licensure in Illinois in fall of 2015. In compliance with ISBE regulations, Aurora University implemented the use of edTPA for all teacher candidates. The edTPA focuses on planning, instruction, and assessment. The main feature of edTPA is a summative evaluation of a teaching event that includes a video tape. Your teacher candidate will be providing permission slips from ISBE for all of your students to bring home. These permission slips have been translated into numerous languages. All AU teacher candidates have signed a disclosure of confidentiality agreement and the video tape is stored on a password protected website. More information will be sent to the cooperating teachers before the semester begins.

Questions about serving as a Cooperating Teacher? Please call or e-mail:

Kerry Warren, Director of Field Experiences
kwarren@aurora.edu/630.844.4938

Cindi Willman, Placement Coordinator
cwillman@aurora.edu/630.844.4642

The Office of Field Experiences thanks you for seeking placements for our students. Please reply within 60 days of receiving this request. Placement information may be faxed to 630-844-6138, emailed to cwillman@aurora.edu, or phoned in to 630-844-4642.



Victoria D'Aleo <vdaleo@sd308.org>

Request for Student Teaching Placement, Dual Degree Spring 2017

10 messages

Victoria D'Aleo <vdaleo@sd308.org>

Mon, Sep 19, 2016 at 9:42 AM

To: Toia Jones <tjones01@sd308.org>, Sandra Hock <shock@sd308.org>

Please see the request below to place a student teacher. Complete the information and return to me as soon as possible.

Thank you,

----- Forwarded message -----

From: **Sarah Clay** <Sarah.Clay@gcu.edu>

Date: Fri, Sep 16, 2016 at 12:06 PM

Subject: Request for Student Teaching Placement, Spring 2017

To: Victoria D'Aleo <vdaleo@sd308.org>

Ms. D'Aleo,

The purpose of this letter is to request a Spring Student Teaching placement for our Teacher Candidate, who has successfully completed all University requirements through Grand Canyon University's Professional Teacher Preparation Program.

The Grand Canyon University College of Education is approved by the Arizona State Board of Education and the Arizona Department of Education to offer Institution Recommendations for certification of elementary, secondary, special education teachers, and administrators. The University is accredited by the Higher Learning Commission, a member of North Central Association of Colleges and Schools.

Contracted Teacher Candidate	Program of Study	District	Preferred School	Preferred Teacher	Elementary Placement 1 st -6 th Grade	Special Education K-12 th Grade
	Bachelor of Science in Elementary and Special Education	Oswego	Old Post Southbury	None	January 2017 8 Week Placement	March 2017 8 Week Placement

If able to accommodate our teacher candidate for Spring 2017 student teaching, we will need the below information to confirm the setting and to welcome the Cooperating Teachers to their role.

Cooperating Teacher Elementary Education (1st-6th Grade)

Name:

Email:

Phone:

Subject/Grade of classroom student will be placed in:

School Name: Old Post

Cooperating Teacher Special Education (K-12th Grade)

Name:

Email:

Phone:

Subject/Grade of classroom student will be placed in:

School Name: Southbury

Elementary Education/Special Education Dual Degree Requirements:

The Elementary/Special Education Program of Study requires two eight (8) week student teaching capstone sessions as a fulltime placement in grades 1-8 (Elementary) and K-12 (Special Education) with a qualified Cooperating Teacher.

Cooperating Teacher Qualifications:

- A valid professional license with proper endorsement for the teaching assignment
- Master's degree with minimum of three years teaching experience **or** Bachelor's degree with minimum of five years teaching experience

Cooperating Teachers are responsible for daily guidance and in collaboration with the GCU Supervisor completing four (4) collaborative observations throughout the placement. Cooperating Teachers are entitled to a \$250 stipend each. Teacher Candidates will be assigned a GCU Supervisor obtained through the Office of Field Experience. The GCU Supervisor will act as a liaison between the Teacher Candidate, the Cooperating Teacher, and the College of Education.

Placement dates for each student may vary depending on the school's start dates and availability. The placement is contingent upon the student remaining academically and financially eligible. Please let me know if you have any questions or need additional information. I sincerely appreciate your cooperation with this professional responsibility and look forward to working with you this semester.

Warm Regards,

Sarah Clay

Grand Canyon University is committed to supporting you on your educational journey and your opinion is important to us. If at any time you would like to share more about your experience at GCU with my supervisor, Stephanie Toston-Botar, please feel free to contact her at (602) 639-5653 or via email at Stephanie.Toston-Botar@gcu.edu

Sarah J. Clay, MPA, MSL

Teacher Placement Specialist

Grand Canyon University

3300 W. Camelback Road Phoenix, AZ 85017

1-800-800-9776 ext. 5016163 Toll Free

602-513-4421 Office

480-270-3758 Local Fax

877-225-7874 Toll Free Fax

Sarah.Clay@gcu.edu

You are receiving this message because you have requested information from Grand Canyon University. We will not provide your information to any third party without your consent. For more information, read our Privacy Policy <http://www.gcu.edu/privacy.php>. To unsubscribe from our email list, please click here <http://www.gcu.edu/unsub>.

This email was sent by: Grand Canyon University 3300 W. Camelback Road; Phoenix, AZ; 85017." Subject to applicable law, Grand Canyon University may monitor, review, and retain e-mails traveling through its networks/systems. This message cannot be guaranteed to be secure or error-free. By messaging with Grand Canyon University you consent to the foregoing.

This message is private and confidential. If you have received it in error, please notify the sender and remove it from your system.

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Office
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

Victoria D'Aleo <vdaleo@sd308.org>
To: Sandra Hock <shock@sd308.org>

Tue, Sep 20, 2016 at 10:15 AM

I just received an email canceling the special education portion of this request.
Thank you,

Victoria D'Aleo <vdaleo@sd308.org>
To: Toia Jones <tjones01@sd308.org>

Mon, Sep 26, 2016 at 3:49 PM

Hello Toia,
Any word on whether or not you are going to be able to place this student?
Thank you,

On Mon, Sep 19, 2016 at 9:42 AM, Victoria D'Aleo <vdaleo@sd308.org> wrote:

--

Victoria R. D'Aleo
Human Resources Specialist
District Administration Center
4175 Rt. 71
Oswego, IL 60543
Ph: 630-636-3093
Fax: 630-636-3688

Toia Jones <tjones01@sd308.org>
To: Victoria D'Aleo <vdaleo@sd308.org>

Tue, Sep 27, 2016 at 3:33 PM

Hi Victoria,

Yes, I have a teacher but she is General Ed classroom. This is her 2nd year in 308 but she is a veteran teacher. Will that placement work?

Toia

Toia Jones
Principal

Old Post Elementary School
100 Old Post Road
Oswego, IL 60543
(630) 636-3400
(630)636 3491 fax

"There is a brilliant child locked inside every student" ~Marva Collins~

Mission Statement: *Through the combined efforts of school, home and community, we will work collaboratively to empower all children to learn and responsibly participate in a continuously changing world*

Victoria D'Aleo <vdaleo@sd308.org>
To: Toia Jones <tjones01@sd308.org>

Tue, Sep 27, 2016 at 3:34 PM

Yes, that is what we are looking for. The Special Ed portion I sent to Sandra Hock was canceled. I look forward to getting the completed form from you.
Thank you,

Toia Jones <tjones01@sd308.org>
To: Victoria D'Aleo <vdaleo@sd308.org>

Tue, Sep 27, 2016 at 4:24 PM

Where do I get the form?

Here is the information from the email. Thanks for the reminders (-: (I'm sure that's a pain to keep doing)

Cooperating Teacher Elementary Education (1st-6th Grade)

Name:

Email:

Phone:

Subject/Grade of classroom student will be placed in: 4th grade

School Name: Old Post

Toia

Toia Jones
Principal
Old Post Elementary School
100 Old Post Road
Oswego, IL 60543
(630) 636-3400
(630)636 3491 fax

"There is a brilliant child locked inside every student" ~Marva Collins~

Mission Statement: *Through the combined efforts of school, home and community, we will work collaboratively to empower all children to learn and responsibly participate in a continuously changing world*

Victoria D'Aleo <vdaleo@sd308.org>
To: Toia Jones <tjones01@sd308.org>

Wed, Sep 28, 2016 at 3:09 PM

Oh, there was actually no form but you have done what I needed.
Thank you,

Victoria D'Aleo <vdaleo@sd308.org>
To: Sarah Clay <Sarah.Clay@gcu.edu>

Wed, Sep 28, 2016 at 3:13 PM

Hello Sarah,
Please see the information below for
Thank you,

----- Forwarded message -----

From: **Toia Jones** <tjones01@sd308.org>

Date: Tue, Sep 27, 2016 at 4:24 PM

Subject: Re: Request for Student Teaching Placement, Dual Degree Spring 2017

To: Victoria D'Aleo <vdaleo@sd308.org>

Here is the information from the email.

Cooperating Teacher Elementary Education (1st-6th Grade)

Name:

Email:

Phone:

Subject/Grade of classroom student will be placed in: 4th grade

School Name: Old Post

Toia

Toia Jones
Principal
Old Post Elementary School
100 Old Post Road
Oswego, IL 60543
(630) 636-3400
(630)636 3491 fax

"There is a brilliant child locked inside every student" ~Marva Collins~

Mission Statement: *Through the combined efforts of school, home and community, we will work collaboratively to empower all children to learn and responsibly participate in a continuously changing world*



SD 308 Student Teacher Fingerprint Policy.pdf

72K

Toia Jones <tjones01@sd308.org>
To: Victoria D'Aleo <vdaleo@sd308.org>

Wed, Sep 28, 2016 at 3:22 PM

Good (-:

Have a great day!

Toia

Toia Jones
Principal
Old Post Elementary School
100 Old Post Road
Oswego, IL 60543
(630) 636-3400
(630)636 3491 fax

"There is a brilliant child locked inside every student" ~Marva Collins~

Mission Statement: *Through the combined efforts of school, home and community, we will work collaboratively to empower all children to learn and responsibly participate in a continuously changing world*

Sarah Clay <Sarah.Clay@gcu.edu>
To: Victoria D'Aleo <vdaleo@sd308.org>
Cc: "msanders@sd308.org" <msanders@sd308.org>

Wed, Sep 28, 2016 at 3:53 PM

Victoria,

That is wonderful news. I appreciate your time immensely, and look forward to working with the district and school during the student teaching placement. We will no longer need the special education request for Southbury. I will have our student teacher reach out to their cooperating teacher to provide a warm introduction. Below is our student teacher's contact information for your records:

Student Name:

Phone:

We follow a very traditional student teaching schedule. Cooperating Teachers are responsible for daily guidance and in collaboration with the GCU Supervisor completing two (2) collaborative observations throughout the placement for each 8 weeks. Please find the student teaching manual; the tentative schedule for the student in the manual can be altered, depending on the class management schedule and style.

We ensure that not only do our students have a strong support system, but the cooperating teachers do as well. Each of the cooperating teachers will hear from their personal contact soon. Please let me know if you have any additional questions; I will be happy to help!

Warm Regards,

Sarah Clay

Grand Canyon University is committed to supporting you on your educational journey and your opinion is important to us. If at any time you would like to share more about your experience at GCU with my supervisor, Stephanie Toston-Botar, please feel free to contact her at (602) 639-5653 or via email at Stephanie.Toston-Botar@gcu.edu

Sarah J. Clay, MPA, MSL

Teacher Placement Counselor (TPC)

Grand Canyon University

3300 W. Camelback Road Phoenix, AZ 85017

1-800-800-9776 ext. 5016163 Toll Free

602-513-4421 Office

480-270-3758 Local Fax

877-225-7874 Toll Free Fax

Sarah.Clay@gcu.edu

You are receiving this message because you have requested information from Grand Canyon University. We will not provide your information to any third party without your consent. For more information, read our Privacy Policy <http://www.gcu.edu/privacy.php>. To unsubscribe from our email list, please click here <http://www.gcu.edu/unsub>.

This email was sent by: Grand Canyon University 3300 W. Camelback Road; Phoenix, AZ; 85017." Subject to applicable law, Grand Canyon University may monitor, review, and retain e-mails traveling through its networks/systems. This message cannot be guaranteed to be secure or error-free. By messaging with Grand Canyon University you consent to the foregoing.

From: Victoria D'Aleo [mailto:vdaleo@sd308.org]

Sent: Wednesday, September 28, 2016 1:14 PM

To: Sarah Clay <Sarah.Clay@gcu.edu>

Subject: Fwd: Request for Student Teaching Placement, Dual Degree Spring 2017



Dual Student Teaching Placement Manual.pdf
650K

Guidance Counselor Practicum CONFIRMATION FORM

STUDENT: _____

SCHOOL: _____

PLACEMENT TYPE: _____

PLACEMENT DATES: _____

SD 308 BUILDING: _____

COOPERATING TEACHER: _____

PHONE NUMBER: _____

EMAIL: _____

PRINCIPAL/DESIGNEE SIGNATURE: _____

DATE: _____

*PRACTICUM / INTERNSHIP
CANDIDATE EXPECTATIONS*

1. The candidate and site supervisor will plan the goals and activities of the practicum/internship experience in line with the requirements of the university program. Practicum and Internship candidates will compose a written contract (practicum/internship prospectus) with their site supervisors.
2. The practicum/internship candidate will establish an attendance schedule at the placement site appropriate for the requirements of the program.
 - a. Practicum candidates will complete 100 hours of total service, with a minimum of 60 of these hours spent in direct service work with school site students. This requirement applies to teacher licensed and non-teacher licensed candidates.
 - b. Internship candidates will complete hours as follows:
 - i. Non-teacher licensed internship candidates will complete 600 hours of total service with a minimum of 360 of these hours in direct service work with students.
 - ii. Teacher licensed internship candidates will complete 400 hours of total service with a minimum of 240 of these hours in direct service work with school-age individuals and groups.
3. The practicum/internship candidate will be prompt and consistent with the agreed upon schedule at the placement site and will notify the site supervisor of any schedule changes.
4. The practicum/internship candidate will adhere to the policies, standards, and practices of the placement site.
5. The candidate will be familiar with and act according to American School Counseling Association Ethical Standards.
6. The practicum/internship candidate will provide direct school student services through activities such as: individual counseling, group counseling, program development, crisis, intervention, consultation, academic counseling, career counseling, guidance curriculum development, prevention education, individual student planning.
7. The candidate will develop and use supporting professional skills and resources such as: record keeping, referral information, professional literature, computer resources, research opportunities, participation in case conferences, and development of collegial staff relationships.

8. The candidate will participate in supervision meetings with the field site supervisor.
9. The candidate will attend the practicum or internship class at the university concurrent with the field placement.
10. The candidate will maintain records and activity logs as required by both field site and university program. These records should include copies of all evaluations of the candidate by the field site supervisor, a record of completed counseling hours and activities, and any additional documentation of the practicum/internship experience.
11. The student will complete evaluations of the field site and of the site supervisor at the conclusion of practicum and internship.
12. The candidate will be responsible for maintaining an ongoing dialog with the university supervisor about field experience progress.
13. The candidate will be responsible for obtaining professional practice liability insurance **prior** to the beginning of the practicum and internship. Possible sources of such insurance include: the American Counseling Association (ACA), the American School Counselors Association (ASCA), the Health Providers Service Organization (HPSO).
14. The candidate will participate in an exist interview with the faculty supervisor at the conclusion of each semester of practicum and internship. At these meetings, the candidate will submit log hours and all evaluations which will be filed in the candidate's permanent record. Candidate strengths are reviewed, and directions for continued professional growth are suggested.

Practicum/Internship Candidate

Signature: _____ Date: _____

Lewis University
Master of Arts in School Counseling

Ethical Agreement/Guidelines for Practicum & Internship

School Counseling practicum and internship candidates are bound by the ethical guidelines stated in this document, in addition to the policies of the school in which the candidates are completing placement hours. The ethical directives described here follow professional guideline for ethical responsible conduct and federal and state laws and regulations. This agreement presents certain basic principles but is not an exhaustive list that candidates are required to adhere to. For more comprehensive coverage, candidates should refer to the ethical guidelines of the American School Counseling Association. Candidates are required to familiarize themselves with and follow federal and state laws and regulations such as those issued by the Health Insurance Portability and Accountability Act (HIPAA, PL 104-191). Any questions regarding ethical and professional conduct can be addressed to your university instructor.

Practicum and internship candidates agree to adhere to the following principles:

1. **Confidentiality:** The identity of students or information that would reveal their identity cannot be revealed without the specific permission of the client and only according to HIPAA guidelines where they apply. The only exceptions to this are cases in which the student may be dangerous to self or others and in cases of abuse. In these latter cases, appropriate responsible agencies need to be informed. There also are certain legal proceedings in which case notes and other records can be ordered for release by the courts. Personal notes pertaining to specific students and any case material discussed in class must be prepared in such a way that confidentiality is maintained. Candidates should not discuss cases in public settings outside of the practicum/internship class or the placement site, nor do they discuss their cases with persons who are not specifically authorized. Any records or communications involving electronic technologies (computers, email, PDA, etc.) must be protected by passwords, encryption, and other means prescribed by the placement site, university, HIPAA regulations, or other laws.

2. **Recognition of qualifications and limitations:** Practicum and internship candidates must recognize the limitations of their training and abilities and must not exceed these in work with students. It is incumbent upon candidates that they recognize when counseling situations are beyond their knowledge or ability. When such situations arise, candidates will seek assistance from their site supervisor and university instructor.

3. **Identification as practicum or internship candidate:** Candidates will explicitly identify themselves as practicum or internship candidates to their students, in reports,

and in other professional activities. They will not misrepresent their training, qualifications, or status. Candidates who will be at a placement site for a limited time will inform students of that limitation at the onset of counseling and will consider it in their work with students.

4. **Record keeping:** Practicum and Internship candidates will accurately and reliably maintain written and other records as required by their placement school and by state and federal laws.

5. **Dual relationships:** Practicum and Internship candidates will strictly follow ethical guidelines regarding multiple relationships and will refrain from counseling persons with whom the practicum and internship candidates are involved in other types of relationships. Such dual relationships may inhibit the effectiveness of the counseling and may jeopardize both the student and the candidate. For example, it would **not** be ethical for a candidate to counsel someone who is a family member or related to a co-worker or friend.

6. **Prohibition regarding sexual conduct or harassment:** Under no circumstances shall practicum and internship candidate become involved in sexual or romantic relationships of any sort with students or their family members. Practicum and internship students will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

7. **Self-awareness and monitoring:** School counseling practicum and internship candidates will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve students or placement sites. If such conditions arise, practicum and internship candidate should inform their respective site supervisor and university instructor.

8. **Ethical discussions with supervisor:** Each school counseling candidate must discuss ethical standards with the placement site supervisor before performing any counseling or student contact. Space is provided at the bottom of this form to indicate that such a discussion has taken place and that the candidate has been informed of ethical expectations, state and federal laws and regulations, and any other guidelines specific to the school.

9. **Academic dishonesty:** Plagiarism, collusion, or other forms of academic dishonesty are incompatible with the principles of Lewis University. Candidates engaging in such activities are subject to loss of credit and expulsion from the university. Cases involving academic dishonesty are initially considered and

determined at the department/program level. Appeal of the department/program decision is to be directed to the Dean of the College of Arts and Sciences who shall review the decision and make a recommendation to the Provost, whose decision is final. Examples of academic dishonesty include but are not limited to the following: falsification of completed practicum and internship hours, falsification of placement evaluations, and misrepresenting materials provided to or by the university or placement site.

Placement Site Ethical Expectations, State and Federal Laws/Regulations

Discussed: _____

By signing below, the practicum or internship student agrees to adhere to the guidelines listed above as well as those of the professional discipline, state and federal laws, and the specific placement site.

Practicum/Internship Candidate Signature *Date*

Site Supervisor's Signature *Date*

Practicum/Internship Instructor Signature *Date*

*LEWIS UNIVERSITY
PRACTICUM/INTERNSHIP AGREEMENT
SCHOOL COUNSELING PROGRAM*

_____Practicum

_____Internship

This document is intended to act as a training agreement between Lewis University's Master of Arts in School counseling and the school district named here:

_____.

School Counseling Practicum/Internship Candidate_____will complete the requirements at school_____.

A practicum candidate will complete at least 100 hours of counseling related activities of which at least 60 hours must involve direct student contact.

An internship candidate will complete at least 600 hours of counseling related activities of which at least 360 hours must involve direct student contact.

Candidates who also are licensed teachers may receive a reduced number of hours determined by the university.

It is expected that the practicum or internship candidate will be provided the opportunity to experience as many counseling related activities as are offered by the counseling department. The school will designate a Type 73 licensed professional to supervise the candidate and to ensure that the candidate will be provided with a wide range of school counselor activities.

The school site supervisor will be asked to complete a progress evaluation report and a final evaluation report.

Program supervision by the Director of the School Counseling Program or by her designee will be done on a weekly or bi-weekly schedule.

Signatures below indicate acceptance of this agreement. Please sign all 3 copies.

Lewis University Candidate

Date

School Site Supervisor

Date

School Counseling Program Director

Date

Date

Copy1: For Site Supervisor

*LEWIS UNIVERSITY
PRACTICUM/INTERNSHIP AGREEMENT
SCHOOL COUNSELING PROGRAM*

_____ Practicum

_____ Internship

This document is intended to act as a training agreement between Lewis University's Master of Arts in School counseling and school district named here:

_____.

School Counseling Practicum/Internship Candidate _____ will complete the requirements at school _____.

A practicum candidate will complete at least 100 hours of counseling related activities of which at least 60 hours must involve direct student contact.

An internship candidate will complete at least 600 hours of counseling related activities of which at least 360 hours must involve direct student contact.

Candidates who also are licensed teachers may receive a reduced number of hours determined by the university.

It is expected that the practicum or internship candidate will be provided the opportunity to experience as many counseling related activities as are offered by the counseling department. The school will designate a Type 73 licensed professional to supervise the candidate and to ensure that the candidate will be provided with a wide range of school counselor activities.

The school site supervisor will be asked to complete a progress evaluation report and a final evaluation report.

Program supervision by the Director of the School Counseling Program or by her designee will be done on a weekly or bi-weekly schedule.

Signatures below indicate acceptance of this agreement. Please sign all 3 copies.

Lewis University Candidate

Date

School Site Supervisor

Date

School Counseling Program Director

Date

Site Assistant Superintendent

Date

____ Copy 2: For Student

*LEWIS UNIVERSITY
PRACTICUM/INTERNSHIP AGREEMENT
SCHOOL COUNSELING PROGRAM*

_____Practicum

_____Internship

This document is intended to act as a training agreement between Lewis University's Master of Arts in School counseling and school district named here:

_____.

School Counseling Practicum/Internship Candidate_____will complete the requirements at school_____.

A practicum candidate will complete at least 100 hours of counseling related activities of which at least 60 hours must involve direct student contact.

An internship candidate will complete at least 600 hours of counseling related activities of which at least 360 hours must involve direct student contact.

Candidates who also are licensed teachers may receive a reduced number of hours determined by the university.

It is expected that the practicum or internship candidate will be provided the opportunity to experience as many counseling related activities as are offered by the counseling department. The school will designate a Type 73 licensed professional to supervise the candidate and to ensure that the candidate will be provided with a wide range of school counselor activities.

The school site supervisor will be asked to complete a progress evaluation report and a final evaluation report.

Program supervision by the Director of the School Counseling Program or by her designee will be done on a weekly or bi-weekly schedule.

Signatures below indicate acceptance of this agreement. Please sign all 3 copies.

Lewis University Candidate

Date

School Site Supervisor

Date

School Counseling Program Director

Date

Site Assistant Superintendent

Date

_____Copy 3: For School Counseling Program Director / Student File

Practicum/Internship School Supervisor Information Form

Name of School: _____

Name of Site Supervisor: _____

Supervisor's Position/Title: _____

Supervisor's Email Address: _____ Phone: _____

Number of years in this school: _____

Number of years in this profession: _____

Have you previously supervised a practicum/internship candidate? YES NO

Licenses: _____

Type

Title

Type

Title

Type

Title

Type 73 License Number: _____

Degrees: _____

Type

Title

Type

Title

Type

Title

Supervisor's Signature: _____ Date: _____

Thank you for your service to our candidate and university.

Verification of Field Hours
School Counseling Program

Indicate if this verification is for Practicum or Internship: _____

Practicum or Internship Course Semester: _____

Practicum or Internship Course Year: _____

Practicum or Internship Instructor: _____

Candidate Name: _____

Candidate ID: _____

Supervisor Name: _____

School Site: _____

Total Number Direct Hours _____

Total Number Indirect Hours _____

Total Cumulative Hours _____

As the Practicum/Internship candidate, I verify that the hours indicated above are accurate.

Candidate Signature _____ Date _____

As the Site Supervisor, I verify that the hours indicated by the practicum/internship candidate are accurate.

Supervisor's Signature _____ Date _____

Field Site Description

School Counseling Program

Student's Name: _____

Please circle the correct placement information: Practicum Internship

Placement Information:

Name of School: _____

Address: _____

Phone Number: _____

Principal: _____

School Setting: _____ urban _____ suburban _____ rural
 _____ private _____ public

Number of counselors in the department: _____

Approximate number of students in the school: _____

Type of School: _____ traditional high school _____ middle school
 _____ elementary school _____ alternative high school
 _____ special education setting

Specific services/programs/activities that will be available for fieldwork students to participate.

Specific requirements, if any, that this school has regarding practicum/internship students:

Access the schools state report card on isbe.net for information regarding diverse populations within the placement site. With this information, fill out the table below.

Racial/Ethnic Background and Other Information											
				Native Hawaiian/ Pacific Island	American Indian	2 or More Races	PLI	PLEP	PIEP	PH	Total Enrollment
White	Black	Hispanic	Asian								

PLI= Percent Low Income, PLEP=Percent Limited English Proficient, PIEP=Percent Individualized Education Plans, PH= Percent Homeless

Proof of Insurance

All practicum and internship candidates are required to have malpractice insurance at all times that school site field hours are being accrued. Such insurance must be obtained before site field hours are begun. Any hours accrued without insurance may not be counted. Insurance may be purchased by Healthcare Providers Service Organization at www.hpso.com.

Candidates may also have coverage as a licensed teacher or member of ASCA. Candidates who are teachers may be covered for counseling internships through their school of employment. If this be the case, a letter from the school or district indicating such coverage must be submitted.

Candidates are responsible for retaining malpractice insurance while completing all hours at their practicum and internship sites. It is the candidate's responsibility to check the duration of the individual policy and renewals to ensure coverage for the entirety of field placement.

_____ Practicum

_____ Internship

Candidate Name: _____

Source of Insurance: _____

Policy #: _____

Dates of Coverage: _____

Description of Coverage: _____

*Please attach documentation indicating malpractice insurance policy through HPSO, place of employment or ASCA.

EMERGENCY CONTACT AND PROCEDURE INFORMATION SCHOOL COUNSELING PROGRAM

The following information is a step-by-step procedure to use if you have reason to believe that a student is in danger of hurting himself/herself or others. In many circumstances the issues that the student is struggling with can be resolved by working with your on-site supervisor and should be resolved at this level prior to further action being taken. All interns should become familiar with the placement site's protocol for dealing with such incidents.

PROTOCOL:

Step 1: Contact your site supervisor immediately if you have reason to believe that a student is in danger of hurting self or others.

Supervisor's Name: _____

If you are unable to consult with your immediate supervisor, observe the remaining steps in order to obtain appropriate consultation regarding how to respond to an emergency situation.

Step 2: Contact the Director of Guidance if your immediate supervisor is not available.

Director of Guidance Name: _____

Step 3: Contact the Dean if you are unable to reach the above persons.

Dean's Name: _____

Step 4: Contact the Assistant Principal/Principal if you are unable to reach the above persons.

Assistant Principal's Name: _____

Principal's Name: _____

OTHER IMPORTANT NUMBERS:

Local Law Enforcement Phone #: _____

Hospital Accepting Crisis Patients

Hospital Name: _____ Phone# _____

DCFS Hotline: 1-800- 25-ABUSE

**NORTH CENTRAL COLLEGE
2016-17 PLACEMENT FORM**

EDN 201: MIDDLE SCHOOL METHODS



GENERAL INFORMATION:

- **Fall Term:** Sept. 12-Nov. 23, 2016
- **Spring Term:** March 27 – June 7, 2017
 - Students will contact cooperating teachers within one week after the term's start date
- Students enrolled in EDN 201: Middle School Methods complete 50 clinical hours in their content area.
- Students create and teach a minimum of four lessons, two of which are evaluated by an NCC supervisor and two by the cooperating teacher, using Taskstream, our online evaluation system.
- The cooperating teacher will receive 12 Professional Development hours.
- All teacher candidates have completed an Illinois State background check and have been checked against the Illinois Sex Offender/Violent Offender websites. They have a current TB test on file.

SUBJECT AREAS (PE & MUSIC ON SEPARATE EDN 302 FORM):

ART – MATH – ENGLISH – SOCIAL STUDIES – SPANISH – GERMAN – SCIENCE

MIDDLE SCHOOL NAME:

ADDRESS:

CONTACT:

CONTACT PHONE:

EMAIL:

Please indicate your faculty/staff who are able to host a practicum student:

COOPERATING TEACHER	SUBJECT	FALL	SPRING

Your support of our students and our program is greatly appreciated!

For additional information, please contact:

**JUDY JACKSON
COORDINATOR, FIELD EXPERIENCES
& SCHOOL PARTNERSHIPS
630-637-5744
JUDITH.JACKSON@NOCTRL.EDU**

**NORTH CENTRAL COLLEGE
FALL 2016 PLACEMENT FORM**



EDN 302/EDN 361: MIDDLE SCHOOL & CONTENT READING

Many of our teacher candidates take these courses concurrently, which results in a total of 50 hours in the content area classroom while completing requirements for each course. PE teacher candidates will be placed with PE classes for Middle School methods (25 hours) and in Health classrooms for Content Reading (25 hours).

GENERAL INFORMATION:

- *Fall Term: Sept. 12 – Nov. 23, 2016*
 - *Students will contact cooperating teachers within one week after the term's start date*
- *Teacher candidates taking both courses will be required to teach a total of four lessons, two for cooperating teacher evaluation and two for NCC supervisor evaluation.*
 - *EDN 302: Middle School Methods requires 25 clinical hours and two lessons.*
 - *EDN 361: Content Reading requires 25 clinical hours and two literacy based lessons.*
- *The cooperating teacher will receive 6 Professional Development hours per 25-hour practicum.*
- *All teacher candidates have completed an Illinois State background check and have been checked against the Illinois Sex Offender/Violent Offender websites. They have a current TB test on file.*

SUBJECT AREAS:

PE, HEALTH, OR MUSIC (PLEASE DESIGNATE CHOIR, BAND OR ORCHESTRA)

MIDDLE SCHOOL NAME:

ADDRESS:

CONTACT:

CONTACT PHONE:

EMAIL:

Please indicate your faculty who are able to host a practicum student:

COOPERATING TEACHER	SUBJECT: PE, HEALTH, CHOIR, BAND, ORCHESTRA

Your support of our students and our program is greatly appreciated!

For additional information, please contact:

**JUDY JACKSON
COORDINATOR, SECONDARY FIELD EXPERIENCES
& SCHOOL PARTNERSHIPS
630-637-5744
JUDITH.JACKSON@NOCTRL.EDU**

**NORTH CENTRAL COLLEGE
WINTER 2017 PLACEMENT FORM**

HIGH SCHOOL METHODS



GENERAL INFORMATION:

- *Winter Term runs from January 3 – March 10, 2017*
- *Students enrolled in High School Methods complete 50 (40 for music and art placements) clinical hours of supervised fieldwork in their content area.*
- *The cooperating teacher will receive 12 Professional Development hours.*
- *Students create and teach a minimum of four lessons, two of which are evaluated by an NCC supervisor, two by the classroom teacher.*
- *All evaluations (lessons, midterm, final) are submitted electronically through Taskstream for which a free account is provided.*
- *Students are required to videotape a lesson for their practice edTPA and will secure necessary permission.*
- *All teacher candidates have completed an Illinois State background check and have been checked against the Illinois Sex Offender/Violent Offender websites. They have a current negative TB test on file.*

SUBJECT AREAS:

**PE – MUSIC (CHORAL OR BAND) – MATH (ALGEBRA, GEOMETRY) – ENGLISH – SOCIAL STUDIES –
SPANISH – CHINESE – SCIENCE (BIOLOGY) - ART**

HIGH SCHOOL NAME: Oswego High School

ADDRESS: 4250 Route 71 Oswego, IL

CONTACT: 630-636-2000

CONTACT PHONE: **630-636-2011**

EMAIL: tshephard@sd308.org

Please list faculty/staff who are able to host a practicum student:

COOPERATING TEACHER	SUBJECT
	PE
	PE
	PE
	Band
	Band
	English
	English
	English
	Math
	Math
	Spanish
	Biology
	Social Studies (US & World)

Your support of our students and our program is greatly appreciated!

For additional information, please contact:
JUDY JACKSON

STUDENT PLACEMENT CONFIRMATION FORM
--

STUDENT: _____

PLACEMENT DATES: _____

SD 308 BUILDING: _____

COOPERATING TEACHER: _____

PHONE NUMBER: _____

PRINCIPAL/DESIGNEE SIGNATURE: _____

DATE: _____

District 308 School Social Work Intern Request

INTERN APPLICANT

Name: _____

University: _____

Location: _____

☐ Full Time (One Building)

☐ Split Internship

- Primary Supervisor:
- Secondary Supervisor:

Is the student a 2nd year MSW student?

☐ Yes

☐ No

Intern Contact Information

Phone: _____ Email: _____

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Principal Signature: _____ Date: _____

COOPERATING TEACHER LIST

The building principal or designee (AP, Department Chair, etc.) will determine the **potential** number of available cooperating teachers (***for any and all types of placements***) per building. Please return the completed form to the District Office no later than February 15. Please include **all** District 308 teachers in your building who are eligible and willing to host a ***student teacher, guidance counselor, psychologist, speech path, social work intern, sign language interpreter or observation students*** during the 2016 - 2017 school year. It is understood that the building principal/designee reserves the right to modify this list anytime throughout the school year.

Please Note:

- The District will require students to pay for and obtain fingerprints *prior* to their first day in the classroom.
- District policy dictates that tenured teachers are eligible to host a student teacher, unless at the building principal's discretion, a qualified, experienced teacher who may not have achieved tenure in District 308 is available to take a placement.
- All requests should be directed to the personnel secretary at the district office.
- Cooperating teachers should be aware that some universities require the teacher's driver's license number in order to issue tuition waivers.
- When placement requests are received at the district office, student teacher information will be distributed per each building list (via email when possible) for review, interview and final approval. Once approved, the principal will return the university confirmation form *to the district office* and forward the student's information to the cooperating teacher. If the principal/designee determines that the student teacher is not qualified, the form should be completed as "not approved" and return all paperwork to the district office.
- Placements are not considered confirmed until final principal/designee approval is received, ***so processing placements in a timely manner is appreciated.***

Student Teaching time frames can range from 4 week to 16 week placements.

Practicums/Clinicals usually range from 25 to 50 hours with some student participation preparing and teaching lessons.

Observation time frames range from 1 hour to 50 hours observing only. If a student contacts your building to request an observation and you have a teacher in mind, you may give them the Observation Request Form (see separate attachment) to complete. **You may approve, sign and return the form to me along with the required letter from the university. Fingerprinting is no longer required for students observing only.**

Instructions for completing the Cooperating Teacher List

1. Cooperating Teacher – first and last name (no nicknames please).
2. Grade/Subject Area – please list all subjects available
3. Term Available – Fall, Winter, Spring etc.
4. Placement Type – Student Teaching, Interns, Practicums/Clinicals, Observation etc.

COOPERATING TEACHER LIST

Building: _____

Principal/Designee: _____

Teacher Name	Grade/Subject Area	Term Available	Placement Type

COOPERATING TEACHER LIST

The building principal or designee (AP, Department Chair, etc.) will determine the **potential** number of available cooperating teachers (***for any and all types of placements***) per building. Please return the completed form to the District Office no later than February 15. Please include **all** District 308 teachers in your building who are eligible and willing to host a ***student teacher, guidance counselor, psychologist, speech path, social work intern, sign language interpreter or observation students*** during the 2017 - 2018 school year. It is understood that the building principal/designee reserves the right to modify this list anytime throughout the school year.

Please Note:

- The District will require students to pay for and obtain fingerprints *prior* to their first day in the classroom.
- District policy dictates that tenured teachers are eligible to host a student teacher, unless at the building principal's discretion, a qualified, experienced teacher who may not have achieved tenure in District 308 is available to take a placement.
- All requests should be directed to the personnel secretary at the district office.
- Cooperating teachers should be aware that some universities require the teacher's driver's license number in order to issue tuition waivers.
- When placement requests are received at the district office, student teacher information will be distributed per each building list (via email when possible) for review, interview and final approval. Once approved, the principal will return the university confirmation form *to the district office* and forward the student's information to the cooperating teacher. If the principal/designee determines that the student teacher is not qualified, the form should be completed as "not approved" and return all paperwork to the district office.
- Placements are not considered confirmed until final principal/designee approval is received, ***so processing placements in a timely manner is appreciated.***

Student Teaching time frames can range from 4 week to 16 week placements.

Practicums/Clinicals usually range from 25 to 50 hours with some student participation preparing and teaching lessons.

Observation time frames range from 1 hour to 50 hours observing only. If a student contacts your building to request an observation and you have a teacher in mind, you may give them the Observation Request Form (see separate attachment) to complete. **You may approve, sign and return the form to me along with the required letter from the university. Fingerprinting is no longer required for students observing only.**

Instructions for completing the Cooperating Teacher List

1. Cooperating Teacher – first and last name (no nicknames please).
2. Grade/Subject Area – please list all subjects available
3. Term Available – Fall, Winter, Spring etc.
4. Placement Type – Student Teaching, Interns, Practicums/Clinicals, Observation etc.

COOPERATING TEACHER LIST

Building: _____

Principal/Designee: _____

Teacher Name	Grade/Subject Area	Term Available	Placement Type



STUDENT OBSERVATION REQUEST

Return completed form to:

Human Resources Specialist
Administration Center
4175 Rt. 71
Oswego, IL 60543
Phone: 630-636-3692
Fax: 630-551-9545

Please complete this form and attach a letter of introduction from your university stating that the hours are a requirement for the class or program. Placements can take up to two weeks, so please allow for adequate processing time. Placements are dependent upon teacher availability per building and principal approval. The personnel secretary will contact you regarding the status of your request within two weeks.

Date: _____
Name: _____
Address: _____

Phone Number: _____
College/University: _____
Grade/Area Requested _____
Total # Observation Hours: _____
Availability - Days & Times _____

Deadline for Completion: _____
School Preference*: _____
D308 Cooperating Teacher**: _____

*Specific building and teacher requests are honored if available and approved by the building principal.
If no specific building and teacher is requested the form will be sent out to all appropriate buildings.

For Office Use Only: ☐ Approved ☐ No placement available

Principal/Designee Signature: _____

**Cooperating Teacher (if student request not available): _____

Grade/Subject: _____

Professional Personnel**Student Teachers**

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to Section 5/21B-80 of the School Code or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach.

Before permitting an individual to student teach or begin a required internship in the District, the Superintendent or designee shall ensure that:

1. The District performed a *105 ILCS 5/10-21.9(g) Check* as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to 105 ILCS 5/24-5.

A *105 ILCS 5/21.9(g)Check* shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2365/1), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law (730 ILCS 152/101 et seq.); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her 105 ILCS 5/21.9(g) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department of State Police. The Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

LEGAL REF.: Adam Walsh Child Protection and Safety Act, P.L. 109-248.
Uniform Conviction Information Act, 20 ILCS 2635/1.
105 ILCS 5/10-21.9 and 5/10-22.34 and 5/24-5.
23 Ill.Admin.Code § 25.875.

CROSS REF.: 5:190 (Teacher Qualifications), 4:175 (Convicted Child Sex Offenders; Screening; Notifications)

Revised: February 14, 2011
Adopted: February 28, 2011
Revised: March 10, 2014
Adopted: April 14, 2014
Revised: February 13, 2017
Adopted: February 27, 2017

MacMurray

C O L L E G E

ASL/Interpreting Program

Internship Handbook

Arts & Humanities Division
MacMurray College
447 E. College Avenue
Jacksonville, IL 62650

“Ensure Effective Communication ~ Promote the Profession”

Approved: 12/2008
Revised: 08/2016

CONTENTS

INTRODUCTION	4
Purpose of Internship	4
Internship Goals	4
Internship Placement	4
Length of Internship	5
LEGAL COMPLIANCE	5
INTERNSHIP POLICIES	
Internship Schedule	6
Attendance	6
Absence	6
Tardiness	6
Vacations and Holidays	6
INTERNSHIP AGREEMENT	6
INTERNSHIP REQUIREMENTS	
Internship Activities	
Observation	7
Personal Skills Development	7
Preparation	7
Actual “Hot Seat” Interpreting	7
Mentor Meeting	8
Weekly Reflection Report	8
Required Documentations and Assignments	
Internship Hours Logs	9
Invoice	9
Course Assignments	9
Portfolio	9
EVALUATION OF INTERN	
Intern Interpreting Critique	11
Midterm and Final Intern Evaluation	11
ETHICAL & PROFESSIONAL CONDUCT	12
Confidentiality	12
Interpreting Statute and Rules	12
Code of Ethics	12
Paid Assignment	12
Communication/Notification	12
Dress Code	12
Facilitation of Message	13
Under the Influence	13
DISCIPLINARY & TERMINATION PROCEDURES	
Disciplinary Action	14
Termination of Internship Placement	15
Failure to Appear	15

ACADEMIC POLICIES	
Academic Dishonesty	15
Grading System	15
Withdrawal from Course/Internship	16
THE INTERN	
Expectations	17
Responsibilities	
Record Checks and Clearances	17
Transportation	18
Housing	18
THE MENTOR	
Role of the Mentor	19
The Mentor Should....	20
THE INTERNSHIP SUPERVISOR	
Duties	21
INTERNSHIP PLAN	22
SUMMARY OF FORMS	23
Form A	Guided Observation Questions for Interns
Form B	Observation Form
Form C	Personal Skills Development
Form D	Weekly Reflective Report
Form E	Weekly Internship Hours Log
Form F	Cumulative Internship Hours Log
Form G	Intern Interpreting Critique
Form H	Midterm and Final Intern Evaluation Form
Form I	Internship Agreement
Form J	Intern Agreement
	24-25
	26
	27
	28
	29
	30
	31-32
	33-36
	37-39
	40

INTRODUCTION

This handbook is designed to serve as a guide to promote good working relationships between interns, mentors, and the ASL/Interpreting Program internship supervisor.

Purpose of Internship

The internship takes place during the final year of coursework and is required in order to graduate. Students will have the opportunity to work with a certified and licensed interpreter who serves as a mentor. Students will observe professional interpreters and provide interpreting services while under supervision. Throughout the internship, students will apply the theory, knowledge and skills obtained in the classroom to the delivery of interpreting services. At the same time, they will acquire new professional knowledge and skills, develop effective professional work habits and develop working relationships with co-workers and deaf consumers. The students will be working with approved mentor(s) that would afford each student the opportunity to:

- observe excellent sign language interpreting by a certified interpreter
- meet other interpreting professionals and consumers
- learn variety of sign language interpreting techniques
- try out different methods of interpreting and transliterating, as appropriate to the setting
- develop one's own personal interpreting style
- gradually assume responsibility for interpreting assignments, as appropriate to the setting
- become a fully functioning professional interpreter

Internship Goals

- Provide interns with the opportunity to make a gradual supervised transition from the college setting into an actual work environment.
- To graduate students who are prepared to take and pass certification examinations in order to work as an interpreter.

Internship Placement

Intern is strongly encouraged to do their internship in their hometown or wherever they intend to live after they graduate. This will allow interns to develop professional networking and a client base in that town.

- Students are responsible for locating and identifying qualified interpreters as potential mentor(s) in the area that they want to intern. The internship supervisor must approve the mentor(s).
 - Can have one mentor or several mentors.
 - Can be in one setting or variety of settings (variety is recommended).
 - Can have more than one placement.
- Potential mentors and their contact information can be found in the Illinois Sign Language Interpreter Directory (some other states have a similar directory). If you want to work for an agency, you can contact an interpreter referral agency or an organization that has a staff interpreter.
- If you are interested in structured internship program, the following sites are available:

- Annual Mentorship Program – St. Louis, Missouri
<http://deafway.net/our-services/mentorship/>
 - Internship at VCI – Knoxville, Tennessee
<https://www.vcinterpreting.com/intern/>
 - NTID Interpreter Internship Program – Rochester, New York
<http://www.ntid.rit.edu/das/internship>
 - Interpreter Internship Program – Washington, D.C.
<https://www.ainterpreting.com/interpreter-internship-program>
 - ASL Services Internship Program – Kissimmee, Florida
<http://aslservices.com/asl-services-internship-program/>
- The ASL/Interpreting Program does not guarantee mentors will be available to every student where they want to do their internship, but we will do our best to recommend where to find interpreters in any location.

Length of Internship

Intern will have one internship assignment during the semester for a **total of 300 work hours** which averages out to approximately 20 hours for 15 weeks. Typically one can complete the internship within 15 weeks however; it can be longer if the required hours, activities, and/or assignments are not met.

LEGAL COMPLIANCE

Intern is a student and shall comply with the Illinois law regarding interpreting. If the intern is doing the internship in another state, that state's law, if any, shall be followed.

Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443)

Section 25(3) Persons currently enrolled in a course of study leading to a certificate or degree in interpreting, provided that such persons engage only in activities and services that constitute a part of a supervised course of study and clearly designate themselves as student, trainee, or intern.

Interpreter Licensure Rules (Title 68, Part 1515)

Section 1515.100 Supervision

Section 25(3) of the Act states that students enrolled in a course of study leading to a certificate or degree in interpreting shall engage only in activities and services that constitute a part of a supervised course of study. The following protocols shall be followed:

- a) A written or oral consent shall be procured from the deaf consumer (if present); and
- b) The student shall be clearly identified as a student, trainee or intern.

INTERNSHIP POLICIES

Internship Schedule

The internship is the only course required of our students. The intern shall devote most of their times towards the internship and is expected to budget time so that needs for internship activities, assignments and study are not interfered. The intern typically follows the working hours and/or schedule of the mentor.

Attendance

The nature of this internship requires participation in each and every learning experience with the mentor. Therefore, regular and prompt attendance is mandatory.

Absence

Illness and emergency nature is the only automatic excuse for the same day notification of absence. In case of illness, the intern should contact the mentor at least 2 hours in advance. In case of an emergency, the intern should contact the mentor as soon as possible.

Any absence other than illness or emergency (such as medical appointments, job interviews) should be arranged with the mentor. Excessive absence is a ground for disciplinary action.

Tardiness

Tardiness is not acceptable and is unprofessional to show up late. The intern must be at the appointed place at the agreed upon time. The intern should arrive 10-15 minutes prior to the start of an assignment. If the intern is going to be late, inform the mentor immediately. Frequent tardy can be brought up for disciplinary action.

Vacations and Holidays

The intern follows the calendar of their mentor *and do not participate in college holidays*.

INTERNSHIP AGREEMENT

The Internship Agreement must be signed by the intern, mentor, site supervisor (if necessary), and the internship supervisor. The agreement outlines the purpose of the internship, the expectations of the intern, and the responsibilities of the mentor. The signed agreement must be submitted to the internship supervisor before the internship can commence.

INTERNSHIP REQUIREMENTS

Internship Activities

Only activities specifically related to interpreting or the act of interpreting count as internship hours. Various assignments related to documenting, business practices, and course assignments are considered homework and not counted towards internship hours. The following are six (6) activities for the internship experience and **are counted** as internship hours.

- **Observation** – time spent observing the mentor at work or licensed sign language interpreters at work. An intern should spend time observing any unfamiliar assignments before doing such interpreting duties. Observation is a powerful tool for learning, especially when done intentionally and actively. It can also be the basis for productive discussions between colleagues that help each person grow. Interpreting is such a complex task, however, that it may be difficult to analyze what we see, especially if we are watching the work live.
 - The Guided Observation Questions for Interns (**Form A**) is a tool to help the intern focus their attention when observing an interpreter work. Mentor can also develop similar observation questions based on intern's professional development needs. During the observation, the intern shall use the Observation Form (**Form B**) to write down specific area addressed by the questions and take notes on their observations. The intern can also take note of other elements of the work that they would like to discuss with the mentor or the interpreter that was observed.
- **Personal Skills Development** – intern, along with his/her mentor, identifies weaknesses, shortcomings and/or areas to improve and sets goals and activities to address them approximately every four weeks. The number of goals will vary depending on the amount of work involved. If the previous goals are not met or needs to be continued, it can be moved to the next 4 weeks goals. The intent is to develop, work on and/or improve variety of skills and abilities related to interpreting. By the end of internship, there should be a total of four (4) Personal Skills Developments. The form (see **Form C**) is to be used to plan goals and activities and to monitor the progress of those goals.
 - Immediately during the first week of the internship, the mentor should assess the intern's skills via videos provided by the intern of his/her interpreting skills (signing and voicing). It is important for the mentor to get a clear picture of the intern's skills. The mentor shall use the Intern Interpreting Critique form (see page 10 Evaluations of Intern) for evaluating the videos. The intern will do self-evaluation using the same form. The mentor and the intern should discuss the critique. This is the time that mentor learns about the intern's abilities, interests, expectations, and goals. Work together to determine learning goals and how to reach them.
 - Attendance at any seminars, workshops and/or conferences related to interpreting is an acceptable personal skills development activity.
- **Preparation** – time spent preparing materials for interpreting assignments, e.g., gathering English and American Sign Language vocabulary, learning biographic information about a speaker, etc. Preparation for interpreting can be time consuming. It is far better to be over-prepared than unfamiliar with the clients who will be served.
- **Actual "Hot Seat" Interpreting** – the intern is expected to spend time interpreting for one client, small groups, or large audiences in a variety of settings as their skills and knowledge allows. The amount and degree of support or supervision that the intern needs will depend upon the intern, the

client and the assignment. The mentor works with the intern every day; it is primarily his/her task to decide when the intern is ready to assume each new responsibility. The mentor will discuss with the intern to decide which assignment(s) and for what amount of time the intern will interpret. This interpreting experience is designed to provide a safe environment in which the intern can make a gradual, supervised transition from the college setting to an actual work environment.

To be in compliance with the Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443) and Interpreter Licensure Rules (Title 68, Part 1515), the intern

- shall be known, announced, or presented as an interpreting intern/student,
- shall not do any interpreting assignments without any supervision, and
- will not do any assignments without the expressed consent of the deaf individual(s).

The following plan is only a recommendation as the increasing interpreting experience is dependent on the decision between the intern and the mentor and the mentor's judgment on the readiness of the intern.

- By the second week, the intern should be able to provide interpreting services in some limited settings for short and manageable time periods with the support and aid of the mentor or another interpreter (**Interpreting with Support**).
- By the fourth week, the intern should gradually assume 25% more interpreting duties in a wider range of settings with the support and aid of the mentor or another interpreter.
- By the sixth week, the intern should be doing 35% more interpreting duties with the less support and aid as the intern should be able to progressively provide independent interpreting services while supervised by the mentor or another interpreter (**Interpreting with Supervision**).
- By the eighth week, the intern should be doing 50% more interpreting duties and should be able to start to team interpreting with the mentor or other interpreters and/or provide independent interpreting services while supervised by the mentor or another interpreter.
- By eleventh week, the intern should be able to team with the mentor or other interpreters to provide 75% interpreting services and/or provide independent interpreting services while supervised by the mentor or another interpreter.
- By the end of internship (fourteenth and fifteenth week), the intern should be doing 100% of the interpreting services while being supervised by the mentor or another interpreter.
 - The goal is for the intern to have full responsibility for understanding how to plan and interpret for as much time as possible by the end of their 300 hour internship.

- **Mentor Meeting** – also known as **pre-conferencing, debriefing or conferencing** with the mentor. Intern will set aside time each day to talk with the mentor to discuss interpreting related issues and business preparation. This is also the time for mentor to provide constructive criticism and/or feedback to the intern.
- **Weekly Reflection Report** – Intern is to write a weekly reflective report on interpreting experiences during the past week. This is to help the intern to evaluate what has happened, what

was learned, what strengths and weaknesses have appeared, how a situation was handled, and so forth. (see **Form D**).

Required Documentations and Assignments

In addition to internship activities listed above, the intern is required to complete assignments and maintain documentations throughout the internship that are **not counted** towards internship hours:

- **Internship Hours Logs** – Intern is responsible for maintaining a record of how much is spent on their internship activities listed above. The intern shall keep track, on a daily basis, the number of hours performed by using the **Daily Internship Hours Log** (see **Form E**) and on weekly basis, compute the hours earned by using the **Cumulative Internship Hours Log** (see **Form F**). Both forms must be reviewed and verified by the mentor.
- **Invoice** – Intern is expected to complete an invoice each time he/she participates in the intern experience as an active interpreter. It must include date, setting, rate/fee (established or negotiated), hours interpreted, any incidentals expenses such as parking fees, meals, etc., mileage, if any,
 - Do not use actual names or addresses of the consumers on the invoices.
 - All invoices should be completed within 48 hours after the interpreting assignment.
 - First invoice must be approved by the internship supervisor
- **Course Assignments** – Intern will be doing various class related assignments that is relevant to interpreting career. Intern shall take the time to learn the business side of interpreting with their mentor and various interpreters regarding variety of business related issues. It is important to be knowledgeable regarding various business issues because you will need them once you are out on the field. All assignments will be from your instructor (internship supervisor) and will be included in the portfolio. Please refer to the syllabus of the assignments.

Portfolio

At the end of the semester, in place of a final exam for the course, you will submit a portfolio. This portfolio will contain materials that should be part of your working knowledge and will be reviewed before you graduate. This project is worth 33% of your grade.

The portfolio is a document binder that includes all of your required materials and forms from the internship.

- The front cover of the binder should have your name and date.
- The materials shall be placed in a binder in the exact order listed below and labeled clearly.
 - You do not need to put each document in a plastic sleeve.
- It should be professional-looking and neat.
- It should have no grammatical or spelling errors

Such portfolio shall be submitted to the internship supervisor immediately after the completion of the internship and prior to the student's graduation.

- If the portfolio cannot be received on time, you will be given a grade of Incomplete and given time to satisfy the requirements before a diploma will be granted.

The portfolio will be evaluated using a rubric. If the portfolio meets everything in the rubrics, you will be recommended for graduation.

- If any part of the rubrics is marked unacceptable, the portfolio will fail. You may be allowed to participate in the graduation but your degree will be withheld. You will be given a week or an agreed on date to correct any deficiencies in order to have the portfolio passed before a degree will be granted.

The portfolio shall include:

- ✓ Benchmarks
 - Documented passage of the American Sign Language Proficiency Interview (ASLPI)
 - Documented passage of the written portion of the NIC or EIPA interpreter certification exam or Test of English Proficiency
- ✓ Observations and Immersions
 - Documented 40 hours of Deaf Community Observations and Immersions
 - Documented 40 hours of Interpreting Observations and Immersion
- ✓ Volunteer Interpreting
 - Documented 20 hours of Volunteer Interpreting
- ✓ Internship Hour Logs
 - Daily Logs
 - Cumulative Logs
- ✓ Internship Invoices
 - Invoice for each interpreting assignment
- ✓ Internship Evaluations
 - Critiques
 - Mid-Term Evaluation
 - Final Evaluation
- ✓ Profession Related
 - Copy of relevant laws, rules, and/or policy on interpreting in your area (such as Illinois law and rules)
 - Copy of ethics (such as state's ethics, NAD-RID, EIPA)
 - Copy of Policies (cancellation policy, payment policy, late payment)
 - Fee Schedule Worksheet
 - Invoice (blank)
- ✓ Professional Entry Preparation
 - Introduction Letter or Cover Letter
 - Current Resume
 - Business Card Layout
- ✓ Networking
 - Identify at least 4 individuals you plan to use as references
 - At least one must be deaf or hard of hearing
 - At least one must be an interpreter or a mentor
 - Job prospects in your area
 - Identify deaf organization(s) and club(s)
 - Identify businesses with large number of deaf employees
 - Identify three certified and/or licensed interpreters
 - Identify interpreter organizations
 - Identify interpreter referral agency, if any

- ✓ Professional Developments
 - Observations
 - Personal Skills Developments
 - Weekly Reflection Reports
 - Interpreting workshops/conferences attended

EVALUATIONS OF INTERN

One of the objectives of the interpreting internship is the development of the ability to evaluate one's own behavior and plan for improvement. Growth in the Intern's self-evaluation is achieved through feedback about his/her interpreting performance and professional disposition. Evaluations are done individually by the intern and mentor. There are two different types of evaluations:

- The **Intern Interpreting Critique** (see **Form G**). This critique is used to evaluate when the intern is actually doing interpreting assignment. The mentor will observe and evaluate the intern's interpreting while the intern will complete its evaluation after the interpreting assignment. It must be used no less than three (3) times throughout the internship.
 - The first critique will be conducted on the first week of the internship. The intern will supply the voicing and signing videos to the mentor. It will allow the mentor to know the skill level of the intern and this critique will be utilized to develop the Professional Development Progress Report.
- The **Midterm and Final Intern Evaluation Form** (see **Form H**) is a formal comprehensive evaluation of intern at the 150 hours mark and again near the final 300 hours mark of the internship. The intern and the mentor will each complete the evaluations.

After the completion of the critique and midterm/final evaluations, it should be discussed between the intern and mentor. This should be an environment conducive to constructive criticism and immediate feedback. This also ensures that an intern is achieving the learning outcomes in a timely manner. The intern will keep a copy of all evaluations for his/her portfolio. Copies of all evaluations will be sent to the internship supervisor immediately after feedback/critique sessions.

The internship supervisor reviews all evaluations. If at any time, an intern's performance or progress is unsatisfactory (either through evaluations or a notification by the mentor), the internship supervisor will give feedback to address current or potential problems. If the performance or progress deemed to be serious, it may result in a disciplinary meeting (see Disciplinary/Termination Procedure).

The intern is required to pass all competencies with a rating of a (3) or better on both Midterm and Final Intern Evaluation Forms in order to successfully complete the internship program.

ETHICS AND PROFESSIONAL CONDUCT

The internship is a professional assignment and the intern is expected to maintain a professional behavior during the internship. The intern is expected to be responsible and professional with minimal supervision and prompting from the mentor. The following is expected of the intern during the internship:

Confidentiality

The intern will not violate the confidentiality rule as outlined in the Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443); Interpreter Licensure Rules (Title 68, Part 1515); and NAD-RID Code of Professional Conduct.

- Other confidentiality statutes such as the Family Educational Rights and Privacy Act (FERPA) and/or Health Insurance Portability and Accountability Act (HIPPA) may apply to the intern depending on the placement and assignment.
 - Confidential related information can only be discussed with mentor and internship supervisor.

Interpreting Statute and Rules

The intern must adhere to and comply with the Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443) and the Interpreter Licensure Rules (Title 68, Part 1515).

- If the internship is in a state other than Illinois, it is expected that the intern shall comply with that state's statute, rules, and/or policies regarding interpreter or interpreting services.

Code of Ethics

The intern will adhere to the NAD-RID Code of Professional Conduct and/or EIPA Guidelines of Professional Conduct for Educational Interpreters

Paid Assignment

No intern shall accept paid interpreting assignment(s). Interns at this time are not qualified for any paid interpreting assignments even if they are licensed to interpret a particular assignment.

- The Interpreter for the Deaf Licensure Act of 2007 clearly requires one to be licensed when accepting paid assignment(s).
- NAD-RID Code of Professional Conduct has a clear guideline about the ethics of interpreters accepting paid assignments that they may not be qualified for.

Communication/Notification

The intern is expected to comply with the standard practice in the interpreting profession regarding absences, late arrivals, or any scheduling changes. Intern must provide 24 – 48 hours' notice to the mentor if unable to attend any assignment.

- In case of illness, the intern should contact the mentor at least 2 hours in advance of the assignment.
- If the intern is going to be late, contact the mentor immediately.
- Absence due to an emergency. The intern is expected to contact the mentor as soon as possible.

Dress Code

The intern must be groomed and attired professionally at all times. The intern is expected to wear appropriate attire comparable to what other people would wear in that particular environment/setting. If unsure, ask the mentor to determine what style of professional dress is acceptable for each assignment. Below are some guidelines:

- Wear solid-colored clothing that contrasts with skin color.
 - Fair skin: wear black, navy, dark brown, dark green or any other dark colors.
 - Dark skin: wear beige, cream or any neutral light-colored.
 - None shall have stripes, patterns, plaid, flowers, polka dots, pictures, designs or multi-colors.
 - Fabrics should not be shiny or see-thru.
- Be sure to wear necessary clothing to cover any tattoos on your arms or legs so they will not be a distraction while interpreting.
- Jewelry should be kept to a minimum: no flash and shine!
 - No flashy, glaring or distracting jewelry
 - No dangling or oversized earrings
 - No bangles, loose bracelets or bright-colored bracelets
 - Rings on one or two fingers are acceptable
- Fingernails should be trimmed and within reasonable length
 - Nail polish should be in neutral or muted color
 - No bright or loud nail polish
 - No patterned nail designs
- Hair should be controlled and out of the face area
 - Hair should be worn back and out of the face.
 - Bangs should be kept trimmed so that eyebrows can clearly be seen.
 - If your hair tends to fall into your eyes, pin it back or wear a ponytail.
 - Mustaches and beards should be trimmed
 - Mustaches or beards should not cover the lips and be trimmed away from the mouth area so that the mouth movements can be seen.
- Makeup should be subtle or natural
 - No bright colors or glitter

Facilitation of Message

Intern shall, to the best of his/her ability, faithfully, accurately and impartially facilitates the messages.

Under the Influence

The intern shall not be under the influence of illegal drugs, nonprescription use of controlled drugs, and/or alcohol while “on the job” (with the mentor and/or on an interpreting assignment).

DISCIPLINARY/TERMINATION PROCEDURE

Disciplinary Action

The internship is a professional assignment and the intern is expected to handle it in a responsible and professional manner. In addition, the intern is expected to demonstrate appropriate ethical and personal conduct during the internship and to respect all clients, consumers, colleagues, and service providers.

In the event of an unacceptable incident, conduct, deficiencies, performance problem, including but not limited to:

- breaches of the Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443) and/or the Interpreter Licensure Rules (Title 68, Chapter IX, Part 1515)
- violations of the NAD-RID Code of Professional Conduct
- breach of confidentiality
- insubordination
- unprofessional behavior
- sexual harassment
- physical abuse
- under the influence of drug or alcohol
- illegal activity
- inadequate or deficient performance or academic work
- academic dishonesty, plagiarism, falsifying records

Such incident, conduct, deficiencies, or performance problem shall be addressed by the following procedures:

The internship supervisor will contact the intern and inform him/her the incident, conduct, deficiencies, performance problem and to arrange a meeting to discuss the matter. Depending on the severity of the incident, conduct, deficiencies or performance problem, it could be just a meeting between the intern and the internship supervisor or a joint conference with the intern, mentor, and internship supervisor and possibly the Chair of the Division. If joint conference is necessary, it will be at the convenience of the mentor. During the meeting the intern will be given the opportunity to give his/her side of the situation.

Intern may be subject to disciplinary action, which could range from:

- to re-read and discuss the relevant laws, rules, regulations, and/or Code of Professional Conduct
- a verbal warning
- a written warning
- remediation
- termination of the placement (depending on the severity of the situation)
- failing grade and/or (depending on the severity of the situation)
- dismissal from the program (depending on the severity of the situation)

Immediately after a disciplinary and/or remediation decision is made, a written summary or a contract will be developed. This summary or contract will outline a disciplinary action or a remediation along with specific expectations or corrective actions that must be met by certain date(s) or conduct ceased.

If the intern has not demonstrated satisfactory improvement by the agreed on date(s) or the conduct continues, a second conference will be conducted with the intern, mentor, and/or internship supervisor and possibly the Chair of the Division. At this point, the intern will be removed from the internship placement, fail the course and/or removed from the program. The internship supervisor will prepare a written summary of this meeting along with disciplinary action decision. The intern can appeal the decision with the Vice President of Academic Affairs within 10 business days after the second conference.

Termination of Internship Placement

Mentor has the right to terminate an intern's placement due to personality conflicts, inability to work together, or problems that cannot be resolved after discussing with the intern and internship supervisor. Before a termination can occur, the mentor shall notify the internship supervisor who will in turn notify the Chair of the Arts and Humanities Division. The internship supervisor will arrange a meeting with the intern to notify him/her of the internship placement termination and to arrange for another internship placement.

Failure to Appear

If the intern fails to appear at any meeting in this process is reason for termination of internship placement and possibly dismissed from the program.

ACADEMIC POLICIES

Academic Dishonesty

Action shall be taken against an intern who engages in conduct aimed at making false representation with respect to academic performance. Such conduct includes but is not limited to the following examples:

- Cheating
- Plagiarizing, including the submission of another person's ideas, papers and assignments, even unintentionally (whether purchased, borrowed, or otherwise obtained) as one's own.
- Falsifying records, hours, and other data.
- Judgment as to the fact of academic dishonesty resides with the internship supervisor.

The internship supervisor may assign a grade of "F" for the work or the course at his or her discretion. A written report of academic dishonesty including the circumstances and penalty assigned shall be sent to the Academic Standards Committee. If the case warrants, the Committee may then write a letter to the student which would be made a permanent part of the student's record. In cases considered by the Committee to be particularly egregious, such as multiple offenses, the Academic Standards Committee may suspend or dismiss the student from the College.

Grading System

MacMurray College has extremely high standards for Interpreting Interns. After three and a half years of education, we anticipate that our interns will do an excellent job during their experience. The grading system for IPPR 475 includes all course work needed, 300 hours of internship, and portfolio which each represent 33% of the grade. If one of three is missing or incomplete, one will

fail the course as one must have “C” in IPPR courses according to the program policy (See *ASLIP Manual: Program Policy for Majors and Minors*). Therefore, intern will either pass or fail the internship by a receiving a grade of either “A” or “F”.

If the required hours, activities, assignments, and/or portfolio are not met but can be completed if given more time or re-do, a grade of Incomplete will be issued and agreed on date to complete them. As a result, the graduation may be delayed and/or diploma may be withheld until completed.

If the required hours, activities, and/or assignments are not met and cannot be completed, intern will be given a grade of “F: and cannot graduate. The intern will be allowed the opportunity to repeat the course and complete the internship.

Withdrawal from Course/Internship

Intern may need to withdraw from internship because they are unable or unwilling to meet the requirements, have health problems that interfere with the internship or experience a family emergency. The intern shall comply with MacMurray College’s procedure for withdrawing from a class. An intern who discontinues internship and assignments without officially withdrawing will receive an “F”.

THE INTERN

Expectations

- Intern shall provide interpreting samples from Interpreting V class to his/her mentor. The video should be given to the mentor about a week prior to the start of the internship.
 - The video shall:
 - include voice interpreting that is no more than 20 minutes long
 - include sign interpreting that is no more than 20 minutes long
 - be supplied on a recording disk/USB drive/Flash drive that can be viewed on the computer
- Intern is expected to assume the role of an intern and attend all interpreting functions (all those that are required of the mentor).
- Intern should also be prepared and ready to start when the mentor calls upon them to begin interpreting during an assignment.
- Intern will participate in all activities as instructed by the mentor or internship supervisor.
- Intern will treat consumers, co-workers, and colleagues with respect and professionalism.
- Intern is expected to do self-evaluations (critiques, midterm and final) of their interpreting.
- The intern is expected to be active in his/her learning needs. The intern will discuss his/her specific learning needs with the mentor. The mentor and the intern should plan assignments to meet the learning goals.
- The intern is expected to spend hours outside the active role of intern-as-interpreter, preparing for observations and “hot seat” assignments.
 - The need for adequate sleep, nutrition and health care *cannot* be overemphasized. Sign Language Interpreting is a demanding profession and the intern owes it to his or her deaf clients to be at assignments each day well rested, nourished, and prepared.
- The intern is expected to participate in various in-depth, educational, and beneficial discussions and critiques with the mentors in:
 - Preconferences, debriefings, and/or conferencing
 - Feedbacks and critiques
 - Mid-Term Evaluation and Final Evaluation
- Maintain ongoing contact with the internship supervisor with any concerns or conflicts that arises.

Responsibilities

Record Checks and Clearances

The intern may not be allowed to the assigned placement and will not be able to complete the internship if the following are not met or satisfied:

- Health Clearance – The intern is responsible to provide documentation of current physical, immunization, and/or test results of certain diseases (e.g Tuberculosis), if the placement requires it.
- Drug Test – Depending on the placement, the intern may be required to undergo a drug testing.
- Criminal Background Check – It is the responsibility of the intern if a background check is needed, and to ensure that this is successfully completed.

The intern may be responsible for the costs of the services listed.

Transportation

It is the intern's responsibility to provide their own transportation during the internship. It is imperative that intern needs a reliable form of transportation to complete their internship.

Housing

Housing is the responsibility of the intern. The program does not provide or arrange for housing for the interns.

THE MENTOR

Role of the Mentor

The mentor may well be the most important influence in the preparation of a novice interpreter. The mentor models those interpreting techniques and professional behaviors that demonstrate best, standard practice, and at the same time encourage the intern to explore a variety of different techniques. The intern should be regarded as a professional co-worker in need of friendly help and guidance.

It is also helpful to remember that most college students approach their internship with some anxiety. They need positive reinforcement just as much as the students in the classroom. It sometimes happens that the mentor notes that an intern shows little initiative, while the intern avoids doing anything on his or her own for fear of offending the mentor. **Open communication is an absolute necessity for a successful mentor-intern relationship.**

The mentor should attempt to meet the following objectives during supervision of the intern in order to impart both knowledge and experience.

1. **Become acquainted with the intern as an individual.**
 - Help the intern build on his or her assets.
 - Assist in overcoming any deficiencies.
 - Gaining knowledge of the intern's hobbies, special skills, previous experiences, and current interests may contribute to your ability to assist him/her during this experience.
2. **Place the intern in active interpreting roles or "hot seat" positions from the first day (as appropriate).**
 - Assign your intern some duties from the first day forward to the end of the experiences (e.g. feeding you vocabulary in teaming settings, research background information for an assignment, etc.).
3. **Schedule daily contact with the intern.**
 - Review scheduling for the week.
 - Analyze interpreting process models.
 - Discuss intern progress and how they work to correct errors "on the spot" and in the long run.
 - Brainstorm for new ideas and methods to use when working with the diverse population of clients you serve.
 - Discussion topics should include the following:
 - Long-range scheduling
 - business practices
 - cognitive processing strategies and how to apply them
 - etymology and vocabulary building
 - certification options and professional growth opportunities
 - philosophies of interpreting
 - individual and group communication skills
 - observational strategies
 - consecutive vs. simultaneous interpreting strategies
 - transliteration strategies

- interpreting strategies
 - consecutive note-taking strategies
 - working with hearing consumers
 - expectations
 - acting in the role of cultural mediator
4. **Schedule extended conferences with the intern to provide detailed feedback pertaining to**
 - “hot seat” interpreting
 - team interpreting situations
 - specific deficiencies and how to improve them
 - professional behavior
 - midterm evaluation
 - final evaluation
 5. **Communicate immediately with the Internship Supervisor if**
 - the intern appears deficient in ability, responsibility or maturity in his or her interpreting performance.
 - other areas of concern materialize.

The Mentor should:

1. **Introduce** the intern to other individuals on the job as an interpreting intern. Initiate the intern’s involvement with the deaf and hard of hearing participants.
2. **Help the Intern to become oriented** to the facilities, policies, and programs of the lead organization where the assignment is located.
3. **Inform the intern** of your expectations, schedule, acceptable behaviors, attire and so forth.
4. **Provide clear direction** about the duties and responsibilities of the intern while interacting with consumers, co-worker, interpreting, teaming and **ensure that intern understands them.**
5. **Set aside time each day for talking with the intern** to evaluate and plan. Interns should need and want constructive criticism. Provide the student intern with ongoing feedback on their signing, interpreting, professionalism, and other aspects of interpreting. **The interpreting critique can be helpful in this.**
6. **Conduct an interpreting critique** of the intern as often as possible for each interpreting assignment (see **Form E**).
7. **Conduct a formal evaluation** of the intern at the midterm (150 hour milestone) and final periods of the internship experience (see **Form F**).

INTERNSHIP SUPERVISOR

Duties

- The internship supervisor is the representative from the ASL and Interpreting Program who is responsible for information, support and assistance in monitoring the interpreter intern's progress throughout the internship. The internship supervisor is responsible for holding the intern accountable for meeting all internship requirements. The internship supervisor will work with the intern and the mentor to document the progress required by the ASL and Interpreting Program.
- It is the primary responsibility of the internship supervisor to approve an intern in a setting that affords the opportunity to:
 - observe excellent sign language interpreting by a certified interpreter
 - learn standard sign language interpreting techniques
 - try out different methods of interpreting and transliterating, as appropriate to the setting
 - develop a personal interpreting style
 - gradually assume responsibility for interpreting assignments, as appropriate to the setting
 - become a fully functioning professional interpreter
- The internship supervisor will explain the internship expectations to the intern and monitor all progresses (assignments, weekly journal, and evaluations. If the intern is not meeting the course and/or internship requirements, the internship supervisor will explain what the intern needs to do in order to improve. The internship supervisor will provide whatever support to the intern and/or mentor whenever needed.
- The internship supervisor will take time to **review the Midterm and Final Evaluations with the intern (either via phone conference or in a face-to-face meeting)**, identifying areas of strength, and those needing improvement.
- Three-way conferences may be scheduled for the intern, mentor and internship supervisor as necessary, to evaluate the intern's progress or to address an issue.

INTERNSHIP PLAN

The following schedule should be followed for evaluations and personal skills developments except for interpreting. The amount and degree of interpreting and the support or supervision shall be determined by the mentor. The decision to increase interpreting responsibilities and complexities of assignments is dependent on intern's readiness. The goal is for the intern to make a gradual, supervised transition from the college setting to an actual work environment. The following interpreting percentage is just a recommendation.

Week	Hour	Activity
1	20	<ul style="list-style-type: none"> • 1st Critique • Personal Skills Development #1 • 10% Interpreting with Support
2	40	<ul style="list-style-type: none"> • 15% Interpreting with Support
3	60	<ul style="list-style-type: none"> • 20% Interpreting with Support
4	80	<ul style="list-style-type: none"> • 2nd Critique • 25% Interpreting with Support
5	100	<ul style="list-style-type: none"> • Personal Skills Development #2 • 30% Interpreting with Support
6	120	<ul style="list-style-type: none"> • 35% Interpreting with Support
7	140	<ul style="list-style-type: none"> • 40% Interpreting with Support
8	150-160 Midterm	<ul style="list-style-type: none"> • Midterm Evaluation – Due on October 21st • 50% Interpreting with Supervision
9	180	<ul style="list-style-type: none"> • Personal Skills Development #3 • 60% Interpreting with Supervision
10	200	<ul style="list-style-type: none"> • 70% Interpreting with Supervision
11	220	<ul style="list-style-type: none"> • 75% Interpreting Duties with Supervision
12	240	<ul style="list-style-type: none"> • 3rd Critique • 80% Interpreting with Supervision
13	260	<ul style="list-style-type: none"> • Personal Skills Development #4 • 90% Interpreting with Supervision
14	280	<ul style="list-style-type: none"> • 100% Interpreting Duties with Supervision
15	300	<ul style="list-style-type: none"> • Final Evaluations – Due on December 9th

SUMMARY OF FORMS

- Form A** **Guided Observation Questions for Intern** (page 24-25)
➤ A guided tool to help the intern focus his/her attention when observing an interpreter work.
- Form B** **Observation Form** (page 26)
➤ To write down specific area addressed by the questions and take notes on observation of the interpreter.
- Form C** **Personal Skills Development** (page 27)
➤ To plan goals, design objectives to reach each goal and to monitor and record progress toward those goals.
- Form D** **Weekly Reflective Report** (page 28)
➤ To provide a weekly reflective report on interpreting experiences.
- Form E** **Daily Internship Hours Log** (page 29)
➤ To maintain the hours on daily basis.
- Form F** **Cumulative Internship Hours Log** (page 30)
➤ To maintain the daily hours earned into the weekly hours.
- Form G** **Intern Interpreting Critique** (page 31-32)
➤ To be completed by the mentor three (3) times when the intern assumes the role of an interpreter. The intern will also do self-evaluation three (3) times of his/her interpreting. After the evaluation, the mentor and intern should discuss the evaluations. Copies of the mentor's Intern Interpreting Critique should be given to the internship supervisor after the conferences and will be kept in the college files.
- Form H** **Midterm and Final Intern Evaluation Form** (page 33-36)
➤ To be completed by the mentor and intern, separately, once near the 150 hour milestone and once during the final week of the placement (near the 300 hour milestone). Copies of the Midterm and Final Evaluation forms should be given to the internship supervisor and will be kept in the college files.
- Form I** **Internship Agreement** (page 37-39)
➤ To be signed by intern, mentor, and internship supervisor. A copy given to the mentor and internship supervisor. A copy of this agreement will be maintained in the ASLIP offices.
- Form J** **Intern Agreement** (page 40)
➤ To be signed by intern and internship supervisor. This agreement will be maintained in the IPP offices.

Guided Observation Questions for Interns

(Form A)

Before observing the interpreter(s), select a few questions that may be relevant to your professional development. During the observation, the intern looks for specific areas addressed by the questions and takes notes on their observations. The intern can also take note of other elements of the work that he/she would like to discuss with the mentor. The intern should make clear and specific notes while observing the interpreter(s). Take the time, even if it means missing part of the interpretation, to make clear notes regarding each question. Use your notes to discuss the work with the mentor afterwards. After experimenting with this approach, the intern may find it useful to write his/her own questions, based on his/her professional development needs to guide future observations.

Voice-to-Sign

- a) What register did the interpreter use? What about the interpretation made this clear?
- b) What concepts did the interpreter communicate using classifiers?
- c) How did the interpreter use space to their advantage in the interpretation?
- d) What concepts did the interpreter communicate using fingerspelling?
- e) What concepts did the interpreter communicate using facial grammar?
- f) What concepts did the interpreter communicate using different sentence types (topic-comment, rhetorical questions, conditional)?
- g) What particularly effective sign choices did the interpreter make?
- h) What language markers did the interpreter use to indicate a transition (such as the beginning or ending of a topic)?
- i) If the interpreter was transliterating, what features of ASL did he/she use?
- j) What were the communication goals of the speaker? How did the interpretation reflect these goals?

Sign-to-Voice

- a) What register did the interpreter use? What about the interpretation made this clear?
- b) What nuances did the interpreter communicate using vocal inflection?
- c) What particularly effective word choices did the interpreter make?
- d) What idioms did the interpreter use?
- e) What language markers did the interpreter use to indicate a transition (such as the beginning or ending of a topic)?
- f) What were the communication goals of the speaker? How did the interpretation reflect these goals?

Teaming

- a) Did one interpreter do both S-V and V-S or did the team divide responsibilities? If they divided responsibilities, how?
- b) What were the responsibilities of the interpreter in the cold seat?
- c) How did the interpreter in the hot seat communicate that they needed a feed?
- d) How did the interpreter in the cold seat feed the interpreter in the hot seat?
- e) How often did the team switch responsibilities?
- f) How did the team go about making decisions about who would do what? What were the rationales for their decisions?
- g) What difficulties were noticed and how might these be resolved?

Interpreting Process

- a) What factors seem to lead to the interpreter using more processing time?
- b) What factors seem to lead to the interpreter using less processing time?
- c) What evidence did you see of the interpreter's monitoring loop?
- d) How and when did the interpreter ask for clarification?
- e) When did the interpreter use a linguistic or cultural reduction (explicit details in the source message left to be implicit in the interpretation)? What kind of details did the interpreter eliminate in his/her reduction?
- f) When did the interpreter use a linguistic or cultural expansion (implicit details in the source message made explicit in the interpretation)? What kind of details did the interpreter use for his/her expansion?

Preparing for Assignments

- a) What information did the interpreter receive when accepting the assignment?
- b) Did the interpreter gather additional information before the assignment? What? How?
- c) How did the interpreter go about gathering information once at the assignment?
- d) How was information regarding the assignment used within the interpretation?

Content

- a) What types of content were encountered on the assignment (e.g. technical terms/acronyms, legal terms, jargon)?
- b) How did the interpreter prepare to interpret this content?
- c) What types of content proved difficult? Why?
- d) How did the interpreter manage content that was unfamiliar?
- e) What was the format for the communication (e.g. one-on-one interaction, discussion, lecture, videotape, demonstration, handouts, overheads, power point presentation, computer screen)?
- f) How did the format of the content influence interpreting logistics (e.g. lighting, placement)?
- g) How did the format influence language choices (e.g. indicating on the screen, classifier set-ups)?

Group Dynamics

- a) How did the interpreter indicate who was speaking?
- b) When a hearing person had a comment to add to the discussion, how did he/she get the floor? What did the interpreter do to facilitate this?
- c) When a Deaf person had a comment to add to the discussion, how did he/she get the floor? What did the interpreter do to facilitate this?
- d) How did the interpreter indicate that a hearing person was being spoken to directly?
- e) How did the interpreter indicate that a Deaf person was being spoken to directly?

Physical Aspects

- a) What was the interpreting environment like (e.g. location of consumers, room design, lighting, location of windows, sight lines, audio-visual equipment)? How did this affect the placement of interpreters?
- b) Who was doing most of the communicating (e.g. who chaired the meeting)? How did this affect the placement of interpreters?
- c) What decisions related to the setting and logistics did the interpreter control?
- d) When the physical aspects were not ideal, what did the interpreter do to make the best of the situation?

Adapted from Rogers, Phyllis. (1997, November). Optimizing Observations. Views, 14 (10).

Observation Form

(Form B)

Intern: _____ Date of Observation: _____

Write down what you have observed, put down questions to ask the interpreter or mentor and their answers.

Voice-to-Sign

Sign-to-Voice

Teaming

Interpreting Process

Preparing for Assignments

Content

Group Dynamics

Physical Aspects

(Form C)

Intern: _____ Mentor: _____

[illegible]

Weekly Reflective Report

(Form D)

Name: _____

Date: _____

Report Number (circle the number that corresponds with this week's report)

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

Reflective Summary

Write a reflective summary of your significant experience(s) or highlights during the past week. What did you learn? What have you gained from this experience(s)? What were your thoughts, feelings, surprises, or disappointments regarding the experience or highlight? What feedbacks, if any, you have received from your mentor, interpreters, or consumers? If you could do it all over again or do it differently, what would you do? The summary should be 1-2 pages double spaced and email this form by midnight Friday each week.

Weekly Internship Hours Log

(Form E)

Intern Name: _____ Week of: _____
Date

- Time must be noted to the nearest quarter-hour and must be verified by your mentor.
- Setting: Education; Legal; Medical; Mental Health; Employment; Government; Entertainment

Activity	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Observation								
Preparation								
Preconference with Mentor or Interpreter(s)								
Preconference with Consumer(s)								
Interpreting with Support Setting								
Interpreting with Supervision Setting								
Debrief or conference with Mentor or Interpreter(s)								
Personal Skills Development								
Reflection Reports								
Others (Please Specify)								
Total Weekly Hours								

Verified by Mentor: _____ Date: _____

Cumulative Internship Hours Log

(Form F)

Intern Name: _____

Activity	Week															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Observation																
Preparation																
Preconference with Mentor or interpreter(s)																
Preconference with Consumer(s)																
Interpreting with Support																
Interpreting with Supervision																
Debrief or conference with Mentor or interpreter(s)																
Personal Skills Development																
Reflection Reports																
Others (Please Specify)																
Total Hours																

Verified by Mentor: _____ Date: _____

Intern Interpreting Critique

(Form G)

INTERN _____ DATE _____ EVALUATOR _____

SETTING _____

PROFESSIONALISM

Arrives on time: Yes _____ No _____

Dress appropriately: Yes _____ No _____

Behaves as professional: Yes _____ No _____

Prepares for this assignment: Yes _____ No _____

COMMUNICATION

Communication Mode used: ASL _____ CASE _____ MCE _____ PSE _____ ORAL _____ TACTILE _____

Appropriate mode used to match consumer's language preference?: Yes _____ No _____

OVERALL FACTORS

Any Distracting Mannerism: Yes _____ No _____ What? _____

Recognize errors and makes corrections: Yes _____ No _____ Deletion of key words/phrases: Minimal _____ Excessive _____

Asks for clarification when in doubt: Yes _____ No _____ If yes, was interpreter transparent: Yes _____ No _____

Points out who is speaking: All times _____ Sometimes _____ Rarely _____ None _____

Sharing environment sounds: Yes _____ No _____

Composure: Nervous/Shaky _____ Relaxed/Confident _____ Appropriate eye contact: Yes _____ No _____

	Unsatisfactory Average Excellent					
ENGLISH TO ASL (Signing)	1	2	3	4	5	Comment
SIGNS CLEARLY/CORRECTLY						
FINGERSPELLS CLEARLY						
CLARITY OF NUMBERS						
APPROPRIATE SIGN CHOICE (VOCABULARY)						
APPROPRIATE USE OF FINGERSPELLING						
PROPER USE OF NON-MANUAL MARKERS						
PROPER SIGNING SPACE & PLACEMENT						
PROPER USE OF CLASSIFIERS						
APPROPRIATE MOUTHING						
KEEPS UP WITH SPEAKER						
MESSAGE ACCURACY						
SIGNING FLUENCY						
SPEAKER'S AFFECT CONVEYED						
PROPER ASL GRAMMAR						
PROPER CULTURAL EXPANSION/REDUCTION						

ASL TO ENGLISH (Voicing)	1	2	3	4	5	Comment
APPROPRIATE VOICING QUALITY						
APPROPRIATE VOCAL VOLUME						
PROPER VOCAL INFLECTION						
READS/FOLLOWS SIGNS						
READS/FOLLOWS FINGERSPELLING						
READS/FOLLOWS NUMBERS						
READS NON-MANUAL SIGNS						
APPROPRIATE LAG-TIME						
APPROPRIATE CHOICE OF VOCABULARY						
PROPER SPEAKING FLUENCY						
KEEPS UP WITH SIGNER						
SPEAKER'S AFFECT CONVEYED						
MESSAGE ACCURACY						
PROPER ENGLISH GRAMMAR						
PROPER CULTURAL EXPANSION/REDUCTION						

STRENGTHS:

AREAS THAT NEED TO IMPROVE:

RECOMMENDATIONS:

Evaluator

Date

Intern

REVIEWED BY: _____
Internship Supervisor

Midterm and Final Intern Evaluation Form (Form H)

Please complete 4 pages at the 150-hour mark and 300-hour mark.

INTERN _____ DATE _____ Circle one: 150-Hour Mark 300-Hour Mark

MENTOR _____ SETTING _____

Adapted from Medical Interpreting Standards of Practice by the International Medical Interpreters Association

- 1 – Is unable to perform the task; exhibits behavior consistent with lack of mastery; need improvement (rarely demonstrates)
 2 – Performs inconsistently, lapses into behaviors demonstrating lack of mastery; limited (occasionally demonstrates; struggles frequently)
 3 – Performs the expectation but with hesitation or lack of confidence; emerging (demonstrates frequently, struggles occasionally)
 4 – Fulfills the expectation in a mechanical way; good (shows strength in this area)
 5 – Fulfills the expectation completely and consistently, with ease and fluidity; superior (polished, model for others to emulate)
 N/A – Not able to assess; not applicable

Section I: Personal Attributes	Rating	Comments
Professionalism (i.e. appropriate demeanor, attitude, appearance, etc.)	1 2 3 4 5 N/A	
Responsibility and reliability (i.e. follows through on tasks, attends to assignments and tasks as requested)	1 2 3 4 5 N/A	
Demonstrates maturity (i.e. good judgment, problem-solving ability)	1 2 3 4 5 N/A	
Handles emergencies, pressures, multiple priorities	1 2 3 4 5 N/A	
Takes initiative (i.e. does things without being asked; pursues their curiosity; seeks to improve areas of weakness without being told)	1 2 3 4 5 N/A	
Time Management Skills (i.e. attendance, punctuality, comes prepared and ready for assignments)	1 2 3 4 5 N/A	
Communicates effectively	1 2 3 4 5 N/A	
Ability to work well with peers, mentors, and consumers	1 2 3 4 5 N/A	
Demonstrates confidence	1 2 3 4 5 N/A	
Ability to accept constructive criticism and feedback	1 2 3 4 5 N/A	
Shows enthusiasm for learning	1 2 3 4 5 N/A	
Section II: Interpreting Issues	Rating	Comments
Introduces self to client and provider and explains role	1 2 3 4 5 N/A	
Speaks with client to assess the client's linguistic register and style of communication	1 2 3 4 5 N/A	
Asks for clarification, repetition or explanation when needed	1 2 3 4 5 N/A	

Encourages direct communication between client and provider	1 2 3 4 5 N/A	
Picks up verbal and nonverbal cues that indicate listener is confused or does not understand	1 2 3 4 5 N/A	
Manages proper conversational turn-taking	1 2 3 4 5 N/A	
Asks speaker to pause when necessary	1 2 3 4 5 N/A	
Addresses cultural issues appropriately	1 2 3 4 5 N/A	
Makes proper closing remarks that are appropriate to each party	1 2 3 4 5 N/A	
Section III: Ethical Behaviors	Rating	Comments
Maintains confidentiality	1 2 3 4 5 N/A	
Transmits message accurately and completely	1 2 3 4 5 N/A	
Maintains impartiality by refraining interjecting personal beliefs, opinions or biases	1 2 3 4 5 N/A	
Identifies and corrects own mistakes	1 2 3 4 5 N/A	
Respect client's privacy when necessary	1 2 3 4 5 N/A	
Maintains professional distance	1 2 3 4 5 N/A	
Section IV: English-to-ASL Interpretation/Transliteration Skill (i.e. signing)	Rating	Comments
Signs Formation/Production Correct handshape; movement; location; and palm orientation	1 2 3 4 5 N/A	
Grammar Accuracy of ASL linguistic rules Accuracy of English linguistic rules (oral or English based mode)	1 2 3 4 5 N/A	
Non-Manual Signals Correct facial expressions; body language; mouth morphemes	1 2 3 4 5 N/A	
Vocabulary Choice Appropriate sign choices; Based on speaker's message and intent; Vocabulary is appropriate for consumer's education, level of knowledge, age and subject	1 2 3 4 5 N/A	
Classifier use Description of size, shape, depth, texture of an object or location Spatial location or movement of person, animals or objects	1 2 3 4 5 N/A	
Space and Character Referents Deixis; eye gaze; body/role shifting; Indexing positions for people, objects, locations	1 2 3 4 5 N/A	

Fingerspelling and Numbering Spells words/numbers accurately and clearly Appropriate use of acronyms, abbreviations, lexicalization	1 2 3 4 5 N/A	
Register Matches the setting, situation or environment	1 2 3 4 5 N/A	
Message Equivalence Fidelity to the speaker's intent, affect, meaning, idea, issue, concept and/or thought of a message	1 2 3 4 5 N/A	
Linguistic Expansions or Reductions Appropriate use of linguistic/cultural expansions or reductions	1 2 3 4 5 N/A	
Signing Fluency Smooth transition; Appropriate pausing; Adequate speed/pace	1 2 3 4 5 N/A	
Processing Time Appropriate lag time	1 2 3 4 5 N/A	
Repairs and Breakdowns Self-correction of interpreter's error, omission or misunderstanding Monitors for communication breakdown or misunderstanding	1 2 3 4 5 N/A	
Section V: ASL-to-English Interpretation/Transliteration Skill (i.e. voicing)	Rating	Comments
Vocabulary Choice Appropriate English word Based on speaker's message and intent Vocabulary is reflective of speaker's education, level of knowledge and subject	1 2 3 4 5 N/A	
Grammar Accuracy of English linguistic rules	1 2 3 4 5 N/A	
Register Matches the setting, situation or environment	1 2 3 4 5 N/A	
Message Equivalence Fidelity to the speaker's intent, affect, meaning, idea, issue, concept and/or thought of a message	1 2 3 4 5 N/A	
Fingerspelling and Numbering Understood first time without asking to repeat Correct rendering	1 2 3 4 5 N/A	
Classifier Correctly rendered various descriptions such as location, size, shape, texture, movement, and/or action of a person, animal or object	1 2 3 4 5 N/A	
Non-Manual Signals Follows and adequately rendered speaker's emotions and body language	1 2 3 4 5 N/A	
Linguistic Expansions or Reductions Appropriate use of linguistic/cultural expansions or reductions	1 2 3 4 5 N/A	
Voicing Quality Appropriate volume, pitch and inflection	1 2 3 4 5 N/A	

Pronunciation and Enunciation Clear and understandable	1 2 3 4 5 N/A	
Speaking Fluency Smooth transition; Appropriate pausing; Adequate speed/pace	1 2 3 4 5 N/A	
Processing Time Appropriate lag time	1 2 3 4 5 N/A	
Repairs and Breakdowns Self-correction of interpreter's error, omission or misunderstanding Monitors for communication breakdown or misunderstanding	1 2 3 4 5 N/A	

OVERALL COMMENTS:

RECOMMENDATIONS:

Discussed with Intern on: _____
Date

Mentor

Intern

Reviewed by: _____ Intern Conference? ____ Yes ____ No
Internship supervisor Date

MacMurray

COLLEGE

447 East College Avenue | Jacksonville, Illinois 62650
www.mac.edu

ASL/Interpreting Program Internship Agreement (Form I)

Student Information

Name: _____ Phone: _____

Email: _____

Internship Supervisor Information

Faculty: Jerry Covell

Phone: 217-408-0306

Email: gerald.covell@mac.edu

Mentor Information

Mentor: _____ Phone: _____

Email: _____ Certified? Yes No Licensed? Yes No

Certified by: _____ Licensed by (if any):

Internship Site (if any)

Organization Name: _____

Site Supervisor: _____ Position

Title: _____

Phone: _____ Email: _____

Start Date: _____ Approximate End Date: _____

Intern Confidentiality

The intern will keep all information confidential as an interpreter, observer, participant, and/or a member of an organization. The intern will abide by the NAD-RID Code of Professional Conduct, Illinois Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443), Interpreter Licensure Rules (Title 68, Chapter IX, Part 1515), MacMurray College ASL/Interpreting Program's Internship Handbook, Family Education Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and any other applicable state and/or federal statutes on confidentiality.

Intern

The intern agrees to:

- adhere to and comply with the Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443); Interpreter Licensure Rules (Title 68, Chapter IX, Part 1515) and NAD-RID Code of Professional Conduct. If interning outside of Illinois, any applicable state statutes, regulations, and policies must be adhered to;
- comply with the MacMurray College's *ASL/Interpreting Program's Internship Handbook* and the *Student's Guide to MacMurray College*;
- uphold high moral values as he/she represents MacMurray College;
- obey the instructions, policies, rules, and expectations of the organization/mentor and comply with the organization's/mentor's business practices and procedures;
- be groomed and attired professionally at all times. The mentor will determine what style of professional dress is acceptable for each assignment. Dress and demeanor must reflect MacMurray's professional standards;
- spend hours outside the active role of intern-as-interpreter, preparing for observations and interpreting assignments;
- be prepared and ready to start when the mentor calls upon them to begin interpreting during an assignment.
- follow the calendar of his/her mentor *and do not participate in college holidays*;
- follow the working hours and/or schedule of the mentor and notify in advance for any absences;
- be receptive to unbiased, honest, and direct feedbacks.

Mentor

The Mentor shall:

- Supervise the intern;
- Give intern the opportunity to practice interpreting according to the intern's level of proficiency. In general, the intern will begin the internship observing, then be asked to interpret for short periods of time, increasing in duration as appropriate in the situation.
- provide clear direction about the duties and responsibilities of the Intern and ensure that he/she understands them;
- view his/her intern as a professional co-worker in need of friendly help and guidance;
- introduce the Intern to other individuals on the job as an interpreting intern;
- set aside time each day for conferencing with the intern to plan the day, evaluate and plan. Interns should need and want constructive criticism. Provide honest and direct feedback;
- Assist in developing learning goals and activities for improvement. Suggest activities for improvement;
- provide positive reinforcement and challenge the intern to take risks;
- conduct and provide unbiased interpreting critique of the intern. I will complete a total of five (5) critiques during the internship and discuss with the intern (generally every three weeks) Provide honest and direct feedback; (see Internship Manual)
- conduct a formal evaluation of the intern at the midterm (150 hour milestone) and final periods of the internship experience. Thoroughly discuss the evaluations with the intern;
- contact the Internship Supervisor if any problems arise.

Site Supervisor (if any)

The Site Supervisor should help the Intern to become oriented to the facilities, policies, and programs of the organization where the internship is located.

Internship Policy

- One internship assignment is for a total of 300 work hours unless other arrangements have been made to have different mentors, sites, and/or assignments which the hours are divided. The internship must be started and completed within the time frame agreed upon.
- The intern will participate in all activities as instructed by the mentor or a person assigned by the mentor. The intern will receive direct and close supervision from the mentor or a person assigned by the mentor.
- Any time that can be documented, including but not limited to, observing interpreters, preparing for interpreting assignments, debriefings/conferencing with mentors, doing personal skills development, completing reflective reports, actual interpreting, and any other interpreting related activities will count as hours for this internship.
- The Mentor and/or organization have the right to terminate an intern's placement for cause. Termination by a mentor will be preceded by notification of the internship supervisor. Likewise, the internship supervisor has the right to terminate an intern's placement for cause. Causes for termination may include inappropriate language, dress or behavior, sexual harassment, physical abuse, illegal activity on the part of the intern, inability to perform duties required of an intern, breaches of the Illinois Interpreter for the Deaf Licensure Act of 2007 (or the state's statutes, regulations, and policies if interning outside of Illinois) and NAD-RID Code of Professional Conduct.
- The internship may be terminated when it is determined that the mentor and/or organization has significantly departed from the terms of the Internship Agreement.

Transportation and Lodging

- The intern is responsible for transportation to and from the internship site.
- The intern is responsible for the living arrangements during the internship.

Payment

- The intern is not entitled to wages, any compensation or benefits for the time spent in the internship.
- The internship is not entitled to unemployment compensation after the end of the internship.

Employment Relationship

The internship is for educational purpose and is for the intern's benefit. There is no guarantee or expectation that internship will result in employment with the mentor or the organization after the internship ends.

The persons signing agree to abide by the terms and conditions as expressed in the Internship Manual and this Agreement.

Student Signature

Date

Mentor Signature

Date

Site Supervisor (Organization) Signature (if any)

Date

Internship Supervisor

Date



ASL/Interpreting Program

Intern Agreement (Form J)

My signature below indicates that I, _____,
Intern's Name

1. have read the Internship Handbook and agree to abide by the requirements and conditions contained within the handbook.
2. understand that my ongoing participation in the ASLIP at MacMurray College requires me to acknowledge AND uphold the Interpreter for the Deaf Licensure Act of 2007 (225 ILCS 443); Interpreter Licensure Rules (Title 68, Chapter IX, Part 1515) and NAD-RID Code of Professional Conduct. I am aware that if I knowingly violate any ethical practices defined in the Code of Professional Conduct, my internship will end.
3. understand that I am an interpreting student in a learning environment and will follow the instructions of my mentor and/or internship supervisor.
4. will not accept any interpreting assignments that are not authorized or approved by the mentor or internship supervisor.
5. understand if I violate or fail to comply with the Internship Handbook, my internship can be terminated and/or I will fail the course which will not be allowed to graduate.

Intern

Date

Internship Supervisor

Date

A photograph of a modern, two-story building with a large purple sign on the upper left corner that reads "GCU COLLEGE OF EDUCATION". The building has large glass windows and a covered entrance area. In the foreground, there is a green lawn. Several people are visible: a person on a bicycle on the left, a group of people sitting at outdoor tables in the center, and a group of three people walking on the right. The sky is blue with some white clouds.

GCU

COLLEGE OF EDUCATION

**Dual Placement Clinical Practice
(Student Teaching) Manual**



Grand Canyon University

Dual Placement Clinical Practice (Student Teaching) Manual:

Bachelor of Science in Elementary and Special Education

Bachelor of Science in Early Childhood Education

Master of Education in Early Childhood Education

Table of Contents

Table of Contents	3
Introduction	5
Accreditation	5
Disclaimer	6
College of Education Mission Statement	6
Statement of Education Philosophy	7
Conceptual Framework	8
Clinical Practice: Serving	8
College of Education – Learning, Leading, Serving Pledge	8
Professional Learning Network (PLN)	9
Clinical Practice Roles	10
Suggested Schedule for Each 8 Week Session	12
Teacher Candidate Responsibilities	14
Clinical Practice Course and Teacher Work Sample	15
Clinical Practice Courses: Dual Placement Clinical Practice	16
Curriculum/ Lesson Planning	16
Prerequisites & Application	17
Potential Sites	18
Placement Assignments and Changes	19
Cancellation of a Placement	20
Clinical Practice Activity/Time Log	21
COE Clinical Practice Expectations and Academic Standards	21
Dispositional Expectations	22

Clinical Practice Expectation Violations	23
Zero Tolerance Policy	25
Disability Services and Special Accommodations	25
Cooperating Teacher Responsibilities	26
Collaborative Observation Process.....	27
GCU Faculty Supervisor Responsibilities.....	28
Evaluations	30
Mentor Responsibilities.....	31
TaskStream.....	32
Supervision, Evaluation, and Performance-based Assessment	32
Teacher Candidate Professional Growth Plan, Corrective Action Plan, and Unsuccessful Attempts.....	34
Appendix	37

Introduction

Congratulations on your advancement to the final stage of your degree program: Clinical Practice. We are dedicated to supporting you through this process and to promote a positive and productive clinical practice experience.

The purpose of clinical practice experiences is to help prepare innovative, reflective and creative, professional educators with high ethical and moral standards who have the understanding, attitudes and skills necessary for effective teaching. Please note that your Clinical Practice will be a full time/full day experience Monday-Friday for the duration of 16 weeks. During this time the Teacher Candidate is also enrolled in seminar coursework. The clinical practice experience is a professional commitment that must be taken seriously.

This handbook contains an overview of the GCU College of Education and the clinical practice experience. It further describes the role of the Teacher Candidate and the responsibilities he/she is expected to fulfill in the host Cooperating Teacher's classroom, as well as in the seminar coursework. It is important to review the supporting roles involved in the clinical practice experience to understand your resources.

For further information regarding graduation requirements, degree programs offered, admission requirements and general academic regulations please refer to the Grand Canyon University Policy Handbook provided on the GCU homepage (www.gcu.edu).

Accreditation

The College of Education values and embraces data-driven decision-making to inform continuous improvement and to reflect on the effectiveness of its programs. The College's operations and its teacher and administrator preparation programs are reflective of standards and principles espoused by national accrediting bodies, professional education organizations, and the Arizona Department of Education. These include the National Council for Accreditation of Teacher Education (NCATE 2008); the Interstate New Teacher Assessment and Support Consortium (INTASC 2008); the National Board Professional Teacher Standards (NBPTS); the Interstate School Leaders Licensure Consortium (ISLLC 2008); and the Arizona Professional Teacher Standards (APTS).

Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract. The Grand Canyon University Teacher Preparation Program Practicum/Field Experience Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a learner must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide the learner with respect to the requirements, it is the ultimate responsibility of the learner to follow them.

College of Education Mission Statement

Professional education programs at Grand Canyon University are designed to support and promote the University's mission to prepare learners to become global citizens, critical thinkers, effective communicators and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative and collaborative teaching practices to maximize Teacher Candidate learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion.

Through its professional education programs, the College teaches that all Teacher Candidates can learn and that focused teaching or administrator practice can maximize that learning and achievement. The culture and Christian heritage of the University promote a spirit of servant leadership within the College's faculty, staff, and learners so they can minister to people within the broader educational community. Education is a powerful tool with which to purposefully engage a diverse, global community; the College exhorts its faculty, staff, and learners to do so with fervor.

The College of Education's Arizona state-approved educator preparation programs are designed to promote the required knowledge, skills, and dispositions necessary for learners to become highly effective educational leaders in the broader educational community. Opportunities for teacher and administrator candidates to refine and apply them are integrated throughout their programs of study in practicum/field experiences, possibly culminating in a Clinical Practice or internship experience dependent on the program. Non-certification programs are designed to increase the learner's knowledge and opportunities within their chosen fields of study.

Statement of Education Philosophy

Learning, Leading, Serving



Learning:

We believe that all students can learn and that highly effective, innovative and collaborative teaching and administration maximizes best practices as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed and compassionate; they ensure all students learn to the best of their ability.

Leading:

We believe that education is a powerful tool with which to purposefully engage a diverse, global community. As our teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential in order for them to influence the changing world.

Serving:

The culture and Christian heritage of the University promotes a spirit of servant leadership within the College of Education's faculty, staff and learners so they can serve people within the broader educational community.

Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another. (2012-2012 NCATE)

Clinical Practice: Serving

This final portion in the Teacher Candidate's experience is the summative experience of full-time clinical practice which we mark as the serving role. Assigned to a specific school and Cooperating Teacher, the Teacher Candidate moves from the assisting role to taking over all of the regular teaching duties during the full-time time experience. While in the full-time role, the Teacher Candidate works closely with the Cooperating Teacher as well as the GCU Faculty Supervisor to receive feedback on their teaching duties and instructional competence. Frequent opportunities for feedback and reflection are given to the Teacher Candidate with targeted feedback designed around specified InTASC standards and the COE collaborative clinical practice evaluation form. This allows for formative and summative feedback in all areas necessary for a Teacher Candidate.

College of Education – Learning, Leading, Serving Pledge

In keeping with Grand Canyon University's Christian heritage, in the College of Education we find our purpose and calling in teaching, and we seek to lead others to reach their God-given potential by integrating faith into our work.

We believe all students can learn and are deserving of highly effective, innovative, skilled, committed and compassionate educators who ensure that all of their students learn to the best of their abilities.

We believe education is a powerful tool to purposefully engage a multicultural, global community to make a difference in a changing world.

We believe in the spirit of servant leadership and are committed to serving all students within our local and broader educational communities, and to leading with creativity and innovation in our profession with a commitment to personal integrity, professional ethics, collaboration, and excellence for all.

As a Grand Canyon University College of Education, teacher candidate/ teacher/ educator I pledge to:

- 1) Enter my class as a professional educator, fully prepared every day.

© 2016. Grand Canyon University. All Rights Reserved.

- 2) Maximize learning for all students, inspiring them to achieve at their highest potential.
- 3) Approach teaching and learning for all students with the heart of a servant leader.
- 4) Be a culturally responsive educator, engaging with and advocating for social justice, and supporting each student and their unique learning needs.
- 5) Model personal integrity, professional ethics, collaboration, and excellence for all.
- 6) Be a lifelong learner to advance my commitment as a professional educator.

This pledge is made to affirm my commitment and devotion to learning, leading and serving.

Professional Learning Network (PLN)

This network supports GCU's Conceptual Framework of Learning, Leading, and Serving, by providing a virtual space for Teacher Candidates, AZ Teaching Interns, Educational Administration Candidates, GCU Faculty Supervisors, and Faculty to learn, collaborate, and connect in a supportive environment working towards successful clinical practice experiences.

As a participant in clinical practice, members are encouraged to participate in this virtual space. Engaging in this space can support you in your clinical practice experience as you take efforts to embody the GCU Conceptual Framework of Learning, Leading, and Serving.

The PLN Navigation heading contains icons and titles to enable ease of use. Below is an overview of each page you can access:

- Home- This is the landing page. Here you can quickly access document folders, links, upcoming events, PLN news, recent activity, and PLN Conduct Expectations.
- Resources- This page provides GCU resource links, Social Media links, Resource folders, and Library discussion
- Education News- This page provides Education News as posted by the Clinical Practice group, and News Chatter posted by you- our users
- Calendar- The Calendar provides dates of educational conferences, webinars, and GCU events
- Groups- Find the Group Spaces relevant to you and join into the chat community. Here you can chat with your peers in a protected space.
- Discussions- This is an open dialogue space for all members of the PLN
- People- This area provides profiles of each PLN member. You can find peers in your region, those studying in your program, or your GCU Faculty Supervisor!

The PLN can be accessed by registering with your preferred email address and permanent password.

Navigate to <https://pln.gcu.edu>

To get started, here are a few things you can do:

- Fill out your personal profile
- Connect with Groups
- Post into relevant Discussions
- Review and comment on PLN news updates
- Visit the Resources space to obtain helpful materials and links
- Check the Calendar for upcoming events

Clinical Practice Roles

The following individuals are in position to support Teacher Candidates during the Clinical Practice experience. Each role contributes a vital aspect of development in the skills and attributes necessary of a Teacher Candidate. It is important the Cooperating Teacher, GCU Faculty Supervisor, and Field Experience Specialist work together with open communication and dialogue regarding candidate progress.

- **Cooperating Teacher:** The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the Clinical Practice experience. The Cooperating Teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the Cooperating Teacher is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.
- **GCU Faculty Supervisor:** The GCU Faculty Supervisor is the local GCU-approved supervisor who has oversight responsibility for the development, implementation, and evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate, the Cooperating Teacher, and the course instructor, to ensure that the quality, integrity, and outcomes of the Clinical Practice experience meet the university's standards.
- **Course Instructor:** The course instructor is the GCU faculty member assigned to teach the Clinical Practice courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, which relate to the Clinical Practice experience and to provide formative feedback on Teacher Candidate performance.
- **Field Experience Specialist:** The Field Experience Specialist is the university representative that supports the cooperating school personnel. The Field Experience Specialist verifies the Cooperating Teacher's credentials, and acts as liaison between the Clinical Practice placement and the university. The Field Experience Specialists are the primary support resource for Cooperating Teachers and GCU Faculty Supervisors

- **Mentor:** For Teacher Candidates who are at a Masters level, and currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal, a mentor will be assigned to coach the Teacher Candidate.
- **Teacher Education Specialist (TEds):** The Teacher Education Specialist support teacher candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, field experiences, clinical practice, and Institutional Recommendation. The Teacher Education Specialist also ensures all required programmatic criteria necessary to participate in the clinical practice experience is met by the Teacher Candidate prior to placement, which include the prerequisite hours and coursework for clinical practice. The TEdS will work in tandem with the Teacher Candidates' Student Services Advisor, and other offices on campus to facilitate completion of the Teacher Candidate's program of study.
- **Teacher Placement Specialist (TPS):** The Teacher Placement Specialist completes the placement for Clinical Practice. The TPS communicates with districts and Teacher Candidates during Clinical Practice placement and Clinical Practice course regarding roles and expectations of Clinical Practice.

Suggested Schedule for Each 8 Week Session

	Teacher Candidate (STU)	Cooperating Teacher (COOP)	GCU Faculty Supervisor (SUP)
Prior to Week 1	Contact COOP & SUP; Discuss expectations, policies, and procedures. Contact the Teacher Placement Specialist with any questions.	Contact STU & SUP; Discuss expectations, policies, procedures. Coordinate schedules for collaborative observations. Submit required paperwork to the Field Experience Specialist.	Contact STU & COOP; Discuss expectations, policies, procedures. Coordinate schedules for collaborative observations. Submit required paperwork to the Field Experience Specialist.
Week 1	Acclimate to classroom. Observe COOP. Discuss curriculum planning with your CT and begin to brainstorm ideas for your Teacher Work Sample.	Assist STU in acclimating to classroom. Introduce STU to students and other school faculty. Talk through curriculum planning, lesson planning and management plans in the classroom. Assist the candidate in brainstorming unit ideas for the Teacher Work Sample.	Be available for questions, concerns and feedback.
Week 2	Continue to observe. Begin assisting with lessons. Take part in daily and weekly routines.	Allow candidate to assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations.	Be available for questions, concerns and feedback. Ensure candidate and Cooperating Teacher are planning for implementation of Teacher Work Sample.
Week 3	Take on additional lessons. Begin “phase in” period for lesson delivery. Increase workload.	Gradually increase STU teaching responsibility. Increase workload.	Arrange meeting with COOP to discuss upcoming Performance Evaluations. Continue to provide support.
Week 4	1st Collaborative Evaluation completed Increase work load Should be preparing, with assistance, all lesson plans and delivery of instruction. Should be preparing for implementation of Teacher Work Sample.	1st Collaborative Evaluation completed Increase STU responsibility Supporting all lesson plan preparation and lesson delivery.	1st Collaborative Evaluation completed Should plan to observe candidate implementing Teacher Work Sample.

Week 5	Fully In Charge of Class	Be available for questions and concerns.	Continue to provide support Be available for questions, concerns and feedback.
Week 6	Fully In Charge of Class	Be available for questions and concerns.	Be available for questions, concerns and feedback.
Week 7	2nd Collaborative Evaluation completed. You will submit the completed Clinical Practice Time/Activity Log to your GCU Faculty Supervisor. Fully In Charge of Class	2nd Collaborative Evaluation completed	2nd Collaborative Evaluation completed. You will collect the completed Clinical Practice Time/Activity Log and submit as an attachment in TaskStream.
Week 8	Transition class back to COOP	Begin to transition back into the classroom responsibilities.	Be available for question, concerns and feedback.

Teacher Candidate Responsibilities

The Teacher Candidate is responsible for formal interviews of the Cooperating Teacher, shadowing and observing their skills and applied methodology, exploration of the profession, understanding related ethical standards, and acclimating to the work setting. Readiness to accept responsibility will be the driving force regarding increased independent responsibility. Drawing upon the academic program of study, Teacher Candidates are expected to synthesize previous course material, and apply theories and content knowledge to develop an individual professional style.

Clinical Practice Time Requirement

Teacher Candidates must be prepared to complete a full-time 16-week Clinical Practice experience consisting of two (2) consecutive eight (8) week sessions. Each session will take place in a classroom that matches your program requirements. Time will be documented and verified on the Clinical Practice Time/Activity Log.

The Cooperating Teacher, GCU Faculty Supervisor and Teacher Candidate will identify the proposed end date per session, at the beginning of clinical practice. Teacher Candidates must document 8 weeks and a minimum of 35-40 classroom days in each clinical practice placement for a total of 75 days over a minimum of 16 weeks.

Classroom days include the following:

- **Student Contact time** - Any instructional classroom time spent directly with students.
- **Contract time** - Any function at the Cooperating school/s that the contracted teacher is required to attend. This includes prep time and professional development time.
- District holidays/Inclement weather days are NOT to be counted.

Responsibilities

- Contact and coordinate with your GCU Faculty Supervisor.
- Meet with your GCU Faculty Supervisor in the first two weeks of Clinical Practice.
- Participate in a conference during the eighth week of the Clinical Practice experience to discuss the evaluations completed by your Cooperating Teacher and GCU Faculty Supervisor.
- Meet with your Cooperating Teacher and GCU Faculty Supervisor prior to the eighth week of the second session of Clinical Practice to discuss the Summative Evaluation completed by them.
- Maintain the responsibilities of your coursework, including participation in discussion as appropriate including the clinical practice time/activity log.
- Upload all coursework assessments to the appropriate drop box in GCU's Learning Management System. In addition, upload specific assessments to TaskStream as directed.

- Finalize organization of the e-Portfolio you have been developing throughout the program.

Clinical Practice Course and Teacher Work Sample

The Clinical Practice Seminars are sessions of the Clinical Practice experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). The Teacher Work Sample is a 5 day unit that demonstrates a Teacher Candidate's ability to plan, implement, and assess effective lesson planning using the following 7 standards.

- Standard 1: Contextual Factors: School and Community Demographics, Classroom Demographics, Building Trust Relationships, and Classroom Management
- Standard 2: Topics and Learning Goals
- Standard 3: Assessment Plan: Assessing, Documenting, and Communicating Student Progress
- Standard 4: Design for Instruction and Lesson Plans
- Standard 5: Instructional Decision Making
- Standard 6: Analysis of Student Learning
- Standard 7: Reflection and Self-Evaluation

Teacher Candidates will design and implement the 5 day teacher work sample as part of their regular Clinical Practice duties. In addition to the above standards, all Teacher Candidates are expected to ensure that all local and classroom goals are also met within the work sample. Work with the Cooperating Teacher and GCU Faculty Supervisor to help decide on the unit to be used for the work sample and of the timing of the work sample. One of your 4 site evaluations could include observations by the Cooperating Teacher and GCU Faculty Supervisor of your teaching during the work sample.

Clinical Practice Courses: Dual Placement Clinical Practice

The following Clinical Practice courses are required of all Teacher Candidates seeking a credential through the Early Childhood Education program.

Course Number	Course Title	Clinical Practice Hours	Field Experience Setting (Required)
ECH 480/680	Clinical Practice: Birth to Pre-K	8 Weeks	Birth to Pre-K child care center
ECH 485/685	Clinical Practice: K-3	8 Weeks	K-3 classroom
Total		16 Weeks	

The following Clinical Practice courses are required of all Teacher Candidates seeking an Institutional Recommendation upon completion of the Bachelor of Science in Elementary/Special Education.

Course Number	Course Title	Clinical Practice Hours	Field Experience Setting (Required)
EED 480NA	Clinical Practice in Elementary	8 Weeks	Elementary classroom
SPE 448NB	Clinical Practice in Special Education: Cross Categorical	8 Weeks	Special Education Cross-categorical classroom
Total		16 Weeks	

Curriculum/ Lesson Planning

The Teacher Candidate will be required to follow the state standards and district scope and sequence for all lesson planning. She/he will follow the model of the Cooperating Teacher, who will support the Teacher Candidate in lesson planning to address the standards. The Teacher Candidate will be coached to integrate best practices along with some original ideas. The Cooperating Teacher will offer feedback and help Teacher Candidates use criticism to improve their techniques.

Teacher Candidates are expected to use the lesson plan design templates used at the school of placement. If the school does not have a generally accepted format, the Teacher Candidate will use one of the GCU supported templates: EEI- Essential Elements of Instruction, SIOP- Sheltered Instruction Observation Protocol, or UBD- Understanding by Design. *See Appendix* Each of these templates

contains the vital sections of effective lesson planning. Teacher Candidates should be familiar with utilizing these templates from lesson planning throughout their program.

Throughout the Clinical Practice Experience Teacher Candidates will write complete lesson plans for each topic or subject area they will be teaching. This includes morning work, group work, and whole class instruction. It is expected that lesson plans be submitted to the Cooperating Teacher a minimum of 48 hours in advance, or earlier as abiding by the time guidelines of the Cooperating Teacher.

Please remember this experience is a learning process for the Teacher Candidate. The Teacher Candidate may need support as he/she advances in lesson planning and teaching responsibilities. If at any time the Teacher Candidate needs additional support beyond what the Cooperating Teacher deems reasonable, the Field Experience Specialist must be notified.

State Mandated Assessments

During the state mandated assessments, the Cooperating Teacher should be the one who administers the test to the students in the classroom. At no time, should the Teacher Candidate be in charge of administering or proctoring these tests.

Prerequisites & Application

The following is a list of prerequisites that need to be met to be eligible for Clinical Practice (Student Teaching):

- Current Fingerprint Clearance Card
- Passing scores on state-mandated basic skills or Praxis I® (Basic Skills) prior to Clinical Practice. Teacher Candidates residing in states that do not have state-specified basic and/or content exams will be required to take the NES exams or the Praxis series®.
- Passing scores on a Content Knowledge Exam prior to Clinical Practice. (Teacher Candidates requiring Arizona certification in application for their local state licensure will need to complete the appropriate National Evaluation Series (NES) exams prior to receiving an Arizona IR. For content areas outside the approved NES areas, Teacher Candidates seeking Arizona certification will be required to hold 24 units in the certification content area.)
- Minimum GPA of 2.8 for the Bachelor of Science program and a 3.0 for the Master of Education program
- Work with the appropriate university department to remove any academic and/or financial holds on account to ensure that the academic counselor is able to complete the required registration process. The Teacher Candidate can also contact the academic counselor to discuss program progression and academic eligibility.
- Complete all courses in the program of study prior to Clinical Practice.

Teacher Candidates should submit the Clinical Practice Application electronically prior to the assigned deadline. The online application is available on the College of Education website. Teacher Candidates will be required to list three potential placement preferences along with the appropriate contact information. **Teacher Candidates should not attempt to make the initial contact with potential school districts. Initial contact will be made by the Teacher Placement Specialist.**

Teacher Candidates are required to submit a Clinical Practice Application prior to the assigned deadline.

- **February 1st** is the deadline for the Fall Clinical Practice experience
- **August 1st** is the deadline for the Spring Clinical Practice experience

Teacher Candidates should contact their assigned Teacher Education Specialist with any questions pertaining to the application.

Potential Sites

Following consultation with your Teacher Education Specialist regarding your interests, needs, goals, and Clinical Practice expectations, site selection is the first and possibly most important step towards beginning Clinical Practice. You are responsible for assembling a list of three potential sites to request for placement. You will need to list these sites on your Clinical Practice application. Consider the schools where you have completed field experiences and the relationships you have developed with them. Be sure your potential placement is consistent with Clinical Practice requirements, desires for skill development, and future certification or licensure criteria.

Consider the following:

- Your personal interests, needs, goals, and expectations
- Ethical standards, interactive learning, and experiential opportunities afforded you by the staff and function of the site
- Professional and state licensure/certification requirements regarding Clinical Practice experiences: Rule out sites and/or supervisors that cannot enable you to satisfy licensure or certification requirements

PLEASE NOTE: As stated in the *University Policy Handbook*, Teacher Candidates may not complete the clinical practice in the classroom(s) in which they are employed as paraprofessionals.

Paraprofessionals are not teachers of record. As assistants to a classroom teacher, their responsibilities are more limited than those required of a classroom teacher. Therefore, paraprofessionals will need to take a leave of absence from their duties and responsibilities while they complete the clinical practice requirements for their program of study.

In addition, Teacher Candidates are not permitted to substitute during the clinical practice. Any job that does not interfere with clinical practice requirements, such as planning, etc. would be considered acceptable but not advised.

Placement Assignments and Changes

Your site placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in your best interest and the interest of other involved parties.

Once the Clinical Practice Application has been received, you will be contacted by your assigned Teacher Education Specialist to discuss the application prior to contacting the school district and/or school. This allows you and your Teacher Education Specialist to discuss the placement confirmation process and to obtain any additional information that may be necessary.

During the placement process, you might be required to complete additional district requirements which will be completed at your expense. These may include:

- Interview with school district officials (which may include writing samples)
- Submission of academic resume and/or transcripts
- Physical exam
- TB test
- School Board approval
- Additional background checks

Your Teacher Placement Specialist will notify you when the Clinical Practice placement has been finalized.

After your placement is secured, your Teacher Placement Specialist will provide you with pertinent Clinical Practice information, via the primary email on file, including the contact information for your assigned GCU Faculty Supervisor, with whom you and your Cooperating Teacher will be working throughout your Clinical Practice experience. You are required to make contact with the Cooperating Teacher/Mentor prior to the start date of the Clinical Practice experience to start building a working relationship and to discuss the expectations of all parties. Also be sure to obtain and review a copy of the school/district policy manual for teachers, which you will be expected to abide by throughout your experience.

Please contact your Teacher Placement Specialist immediately if there is a need to cancel, postpone, or make changes in the placement. Requests for a change in Clinical Practice requires a completed Clinical Practice Cancellation Form. A circumstance such as extended illness that may interrupt or delay completion of Clinical Practice will be addressed on an individual basis.

Cancellation of a Placement

Grand Canyon University is committed to building strong relationships with its cooperating districts and fostering growth in its Teacher Candidates. As such, should a Teacher Candidate wish to withdraw from or cancel their Clinical Practice placement, they will not be eligible to be replaced until the upcoming semester.

Cancellation Process

The Teacher Candidate must contact the Teacher Placement Specialist immediately if there is a need to cancel, postpone, or make changes in the placement. Requests for a change in Clinical Practice status must be made in writing, with the submission of the Clinical Practice Cancellation Form.

If a Teacher Candidate chooses to cancel an assigned placement more than **TWO WEEKS PRIOR** to the placement and/or physical start date, the placement will not count as the Teacher Candidate's first attempt at Clinical Practice. This instance will be notated as an early cancellation. A Teacher Candidate will be allowed to submit an early cancellation a maximum of two times. After two instances the Teacher Candidate will be given one additional opportunity to accept placement.

If a Teacher Candidate decides to cancel an assigned placement **AFTER** the placement and/or physical start date, the placement will count as the Teacher Candidate's first attempt at Clinical Practice. In this case the Teacher Candidate will receive one additional opportunity for Clinical Practice placement.

Clinical Practice Activity/Time Log

Teacher Candidates are expected to record a weekly summary of their teaching activities and contact hours. The Cooperating Teacher must initial weekly for approval. Completed and signed copies of the card for each 8 week session must be sent to your GCU Faculty Supervisor to submit with the 2nd and 4th site evaluations. Students are encouraged to keep a copy for professional records.

COE Clinical Practice Expectations and Academic Standards

The following clinical practice expectations for Teacher Candidates in the College of Education seek to address the common issues and responsibilities of Teacher Candidates who are out in schools and school districts in a field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a Teacher Candidate and his/her professional and personal conduct in the field experience and clinical setting. The conduct expectations clarify conduct unbecoming of a Teacher Candidate, and thus are subject to disciplinary action. By addressing these issues we seek to respond to and clarify our expectations for all of our Teacher Candidates who are representing themselves and Grand Canyon University in their role and work with students, Cooperating Teachers, GCU Faculty Supervisors, and school communities.

Teacher Candidates in the College of Education represent GCU's value-based liberal arts institution. All Teacher Candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to the expectation that the Teacher Candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with Teacher Candidates, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals

- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with Teacher Candidates, faculty, staff, school placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to Clinical Practice performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
 - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
 - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
 - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher Candidates must also follow the dress code of teachers at the school site.

Dispositional Expectations

- High Expectations- Educators should believe that all students can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of Teacher Candidates and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.

© 2016. Grand Canyon University. All Rights Reserved.

- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of Teacher Candidates in the College of Education. Teacher Candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which Teacher Candidates are subjected to disciplinary action up to and including expulsion from the university. If Teacher Candidates are found eligible to continue with the program, Clinical Practice can only be repeated once as indicated in the GCU Policy Handbook.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - Admission or eligibility to Clinical Practice
 - Information regarding the site placement school, the district and/or personnel
 - Information regarding Teacher Candidates
 - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university

- Failure to maintain a professional approach to personal relationships with the Teacher Candidates or the school community member

Zero Tolerance Policy

The College of Education is committed to an educational environment that is free from violence, both on-campus, off-campus, and at any school placement setting. The zero tolerance policy includes threatening statements, behaviors, or acts of violence against Teacher Candidates, faculty, and staff. The university prohibits and will take immediate action against:

- Acts or communication in any form whether oral or written, that threatens or violates the personal safety of others
- Action which can be interpreted as physical assault or abuse
- Threats to harm or endanger the safety of others
- Behaviors or actions interpreted by a reasonable person as carrying the potential for violence or acts of aggression

Failure to comply with the requirements as outlined in the Dual Placement Clinical Practice Manual may result in a Code of Conduct violation.

Disability Services and Special Accommodations

Teacher Candidates that require special accommodations for their Clinical Practice experience placement must register with the Disability Office at Grand Canyon University prior to their official placement. Teacher Candidates will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the *University Policy Handbook* for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows:

Phone: 602-639-6342; Email: disabilityoffice@gbu.edu

In order to establish certain accommodations at the placement facility, the University may need to disclose information regarding the Teacher Candidate's disability status. Notification of the approved accommodation will be given to the placement school, the supervising teacher and also to the school district in order to ensure that the accommodations are appropriately facilitated.

Cooperating Teacher Responsibilities

The Cooperating Teacher is the teacher in whose classroom the Clinical Practice experience is taking place. The Cooperating Teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the Cooperating Teacher is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on the Teacher Candidate's performance.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building principal to serve as a Cooperating Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

The primary responsibility of the Cooperating Teacher is to the education of the pupils assigned to their class. However, Teacher Candidate preparation is also an important professional responsibility. The following suggestions will enable the Cooperating Teacher to involve their Teacher Candidate in his/her school and class:

- As a role model, mentor, and coach
 - Assume responsibility for direct supervision, oversight, and support to the Teacher Candidate while on site
 - Maintain and document close contact with the Teacher Candidate on a daily basis.
 - Confer regularly with the Teacher Candidate concerning his or her performance and progress.
 - With the GCU Faculty Supervisor, develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.
 - Maintain Clinical Practice records and documents for the purpose of evaluating the Teacher Candidate.
 - Provide on-site opportunities for the Teacher Candidate to observe, practice, and lead when and where possible.
- As an evaluator
 - Participate in an initial conference with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of Clinical Practice.

- Participate in a conference with the Teacher Candidate and the GCU Faculty Supervisor during the last week of each 8 week session to debrief on the success of that session.
- Complete Formative Evaluations (Cooperating Teacher Formative Feedback Form, Teacher Candidate Collaborative Evaluation Instrument Evaluations #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate and provide copies of those evaluations to both the Teacher Candidate and the GCU Faculty Supervisor during the conference.
- Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument #4) of the Teacher Candidate prior to the face-to-face meeting with the Teacher Candidate and the GCU Faculty Supervisor during the last week of the second 8 week session.
- The four evaluations are formal collaborative observations conducted in conjunction with GCU Faculty Supervisor utilizing Grand Canyon University's Collaborative Evaluation Instrument.

Collaborative Observation Process

The Collaborative Observation is a process between the GCU Faculty Supervisor and Cooperating Teacher to collaboratively reflect on the Teacher Candidate's performance. The participants will work together to effectively produce a final score using the Evaluation Instruments. To complete the Collaborative Observation, the GCU Faculty Supervisor and Cooperating Teacher must both have a copy of the Teacher Candidate Collaborative Evaluation Instrument # 1 and #2, #3, and #4.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate's actions and student responses. These notes should be free of analysis and notate relevant behavior.
- Step 2: The Post-Observation Conference is a follow-up meeting preferably immediately after the Teacher Candidate's observation between the Cooperating Teacher and GCU Faculty Supervisor. Both observers will culminate their responses using the performance rubric to complete the scores on the Evaluation Instrument.
- Step 3: The GCU Faculty Supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidate's TaskStream portfolio.

GCU Faculty Supervisor Responsibilities

The GCU Faculty Supervisor is the local GCU-approved supervisor who has oversight responsibility for the development, implementation, and evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Cooperating Teacher, the Teacher Candidate, and the course instructor to ensure that the quality, integrity, and outcomes of the Clinical Practice experience meet the University's standards.

Qualifications

- Master's Degree or Doctoral Degree in Elementary, Secondary (must be certified in area of supervision) or Special Education;
- A valid current teacher certification or license;
- Minimum of 3-5 years of classroom experience.

Responsibilities

- As a role model, mentor, and coach
 - Establish and maintain a professional working relationship with the cooperating school and/or district. Maintain effective communication with the Cooperating Teacher and Office of Clinical Practice.
 - Act as a resource person to the Teacher Candidate by providing additional sources of information and by being available through phone or mandatory weekly email personal contact, and cooperatively deriving workable solutions if difficulties arise.
 - Provide information on the development and implementation of future professional plans.
 - Encourage responsibility and creativity in the Clinical Practice experience.
 - Keep adequate records on the Teacher Candidate.
 - Provide knowledge about evaluation procedures.
 - Create and maintain a professional, friendly relationship with the Teacher Candidate and the Cooperating Teacher.
- As an evaluator
 - Participate in an initial conference with the Teacher Candidate and the Cooperating Teacher during the first two weeks of Clinical Practice.
 - Participate in a conference with the Teacher Candidate and the Cooperating Teacher during the last week of each 8 week session to debrief on the success of that session.
 - Complete Formative Evaluations (Teacher Candidate Collaborative Evaluation Instrument #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate.
 - Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument #4) of the Teacher Candidate during the last weeks of the second 8 week session.

- The 4 evaluations are formal collaborative observations conducted in conjunction with Cooperating Teacher utilizing Grand Canyon University's Collaborative Evaluation Instrument.
- After each evaluation, submit the completed Teacher Candidate Collaborative Evaluation Instrument to TaskStream.

Evaluations

Refer to the following schedule when planning the evaluations:

	Teacher Candidate	Cooperating Teacher	GCU Faculty Supervisor
Week 4: Session A/ Module 4	Teacher Candidate Collaborative Evaluation Instrument # 1 is completed	Teacher Candidate Collaborative Evaluation Instrument # 1 is completed	Teacher Candidate Collaborative Evaluation Instrument # 1 is completed and submitted to TaskStream
Week 7: Session A/ Module 7	Teacher Candidate Collaborative Evaluation Instrument # 2 is completed	Teacher Candidate Collaborative Evaluation Instrument # 2 is completed	Teacher Candidate Collaborative Evaluation Instrument # 2 is completed and submitted to TaskStream
Week 4: Session B/ Module 4	Teacher Candidate Collaborative Evaluation Instrument # 3 is completed	Teacher Candidate Collaborative Evaluation Instrument # 3 is completed	Teacher Candidate Collaborative Evaluation Instrument # 3 is completed and submitted to TaskStream
Week 7: Session B/ Module 7	Teacher Candidate Collaborative Evaluation Instrument # 4 is completed	Teacher Candidate Collaborative Evaluation Instrument # 4 is completed	Teacher Candidate Collaborative Evaluation Instrument # 4 is completed and submitted to TaskStream

Mentor Responsibilities

(As applicable)

In those instances where the Teacher Candidate is currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal, a mentor will be assigned to the Teacher Candidate.

The mentor is the professional colleague who supports the Teacher Candidate in completing the Clinical Practice experience. The mentor must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the mentor is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative feedback on the Teacher Candidate's performance.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building principal to serve as a Cooperating Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

The primary responsibility of the mentor is to the education of the pupils assigned to their class. However, Teacher Candidate preparation is also an important professional responsibility. The following suggestions will enable the mentor to collaborate with the Teacher Candidate in his/her school and class:

- As a role model, mentor, and coach
 - Assume responsibility for collaboration and support to the Teacher Candidate while on site.
 - Maintain and document close contact with the Teacher Candidate.
 - Confer regularly with the Teacher Candidate concerning his or her performance and progress.
 - With the GCU Faculty Supervisor, develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.
 - Maintain Clinical Practice records and documents for the purpose of evaluating the Teacher Candidate.
 - Encourage on-site opportunities for the Teacher Candidate to observe, practice, and lead when and where possible.

- As an evaluator
 - Participate in an initial conference with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of Clinical Practice.
 - Participate in a conference with the Teacher Candidate and the GCU Faculty Supervisor during the last week of each 8 week session to debrief on the success of that session.
 - Complete Formative Evaluations (Teacher Candidate Collaborative Evaluation Instrument #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate and provide copies of those evaluations to both the Teacher Candidate and the GCU Faculty Supervisor during the conference.
 - Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument #4) of the Teacher Candidate prior to the face-to-face meeting with the Teacher Candidate and the GCU Faculty Supervisor during the last week of the second 8 week session.
 - The 4 evaluations are formal collaborative observations conducted in conjunction with GCU Faculty Supervisor utilizing Grand Canyon University's Collaborative Evaluation Instrument.

TaskStream

The GCU Faculty Supervisor will utilize TaskStream, an external electronic portfolio provider, to submit the evaluations of the Teacher Candidate's performance. All Teacher Candidates have an account in TaskStream that has been customized to meet the requirements of a particular program.

Teacher Candidate TaskStream responsibilities during Clinical Practice include: Verify that your Taskstream subscription is active for Sessions A and B. If needed, extend the subscription by using the Renewal Key Code. Provide GCU Faculty Supervisor with access to TaskStream portfolio. Provide course instructor with invitation to view access to TaskStream portfolio.

Supervision, Evaluation, and Performance-based Assessment

You should be kept informed of progress through formal and informal evaluative feedback from your Cooperating Teacher and GCU Faculty Supervisor. The Cooperating Teacher is the primary source of continuous daily mentoring, supervision, and weekly substantive conferences.

For both teachers and students, assessment is the most appropriate way to comprehend what the learner actually knows. You are required to pass rigorous assessments to guarantee that you are prepared to teach in your own classrooms. The purpose of assessment during Clinical Practice is to ensure that all state and federal standards are met and you are ready for certification.

GCU Teacher Candidate Progress Form

The GCU Teacher Candidate Progress Form has been designed as an informal assessment tool for mentoring and coaching. Your Cooperating Teacher will utilize this on a weekly basis to identify areas of strength as well as opportunities for growth in lesson planning, instruction and assessment.

Formative Assessment

Formative assessments will include the Teacher Candidate Collaborative Evaluation Instrument # 1, #2, #3 and any other informal evaluations done by the Cooperating Teacher. Throughout the Clinical Practice experience, the Cooperating Teacher will conduct formal and informal supervisory conferences with you. The course instructor will also expect weekly contact via the classroom to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions. It will be important that you stay in close contact with the Cooperating Teacher to ensure successful progress. During meetings, your performance, progress, and goals will be reviewed, including recommendations for improvement. You will be formally evaluated midway through each Clinical Practice session and again at the end of each session, for a total of four evaluations. The GCU Faculty Supervisor and Cooperating Teacher will evaluate you collaboratively for the purpose of enhancing skills, offering constructive feedback, and developing future goals. It will be important that you freely express perceptions and feelings regarding the assessment so those perceptions can be validated.

Please note that the evaluation instruments for evaluations #1 and #4 are aligned to the GCU Professional Dispositions of Learners, including: 1) High Expectations, 2) Respect for the Diversity of Others, 3) Fairness, 4) Professional Conduct, 5) Reflection, 6) Curiosity, 7) Honesty, 8) Compassion, 9) Advocacy, and 10) Dedication. The appropriate dispositions are documented on the evaluation instrument, according to the numeric order listed above, subsequent to each item.

Summative Evaluation

As part of the closure activities, your GCU Faculty Supervisor and Cooperating Teacher will complete a summative evaluation with you using the Teacher Candidate Collaborative Evaluation Instrument #4. This final evaluation process will formally appraise your efforts and professional growth using measurable, objective, and observable data based on standards developed for your professional discipline. It will be important that you respond to the evaluation by asking questions and obtaining clarification of its contents. Ideally, GCU Faculty Supervisors will demonstrate strong advocacy for you as a professional, given the significant investment they have made in your development. You will also be invited to evaluate GCU Faculty Supervisors. An honest, frank assessment and interpretation of your experience will be most valuable to the continued success and development of the Clinical Practice course. You may ask GCU Faculty Supervisors to serve as professional references.

Summary Conference

Final conferences provide opportunities to review your experience, evaluate your progress and to discuss

future directions. Conference topics will include the following:

- Review and analysis of your evaluations
- Review and analysis of your documented work using Clinical Practice forms
- Review and analysis of videotaped activities (if appropriate)
- Review and analysis of the E-Portfolio
- Review and analysis of the Clinical Practice Time/Activity Log Summary
- Review and analysis of the résumé
- Discussion of strengths and areas of improvement
- Discussion of future plans for employment

Grading

In order to earn a final grade for Clinical Practice, you must ensure that all projects, forms, evaluations, and documents needed to fulfill course requirements have been accurately and professionally completed and returned in a timely manner. The course instructor will submit a course grade. The course instructor will use the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine your final grade.

Your final semester grade will be calculated by weighting the Teacher Candidate evaluation scores submitted to TaskStream as well as individual classroom assignments and the final Teacher Work Sample. You will receive a separate grade for Session A and Session B of your Clinical Practice course. If you receive a failing grade you may petition the College of Education to reapply for Clinical Practice or choose to complete a degree without certification or institutional recommendation.

Teacher Candidate Professional Growth Plan, Corrective Action Plan, and Unsuccessful Attempts

The teacher preparation program assists Teacher Candidates with the transition from coursework to clinical practice with the integration of field experience hours. However, even with some classroom experience, transitioning your professional practice from theory to practice in the field can be challenging. As such, the Cooperating Teacher and/or GCU Faculty Supervisor may choose to implement an in-class support process for a Teacher Candidate who needs additional support in one or several targeted areas aligned with InTASC standards. This support is documented with the Office of Clinical Practice, Field Experience Specialist, using the Professional Growth Plan template.

The College may take disciplinary action against a Teacher Candidate who demonstrates insufficient performance or dispositions, conduct unbecoming of a Teacher Candidate, or is terminated by the cooperating school. A remedial Corrective Action Plan (CAP) is implemented if the Teacher Candidate does not demonstrate sufficient progress with regard to performance or dispositions.

- The cooperating school may initiate the termination through the GCU Faculty Supervisor and the Field Experience Specialist. The Office of Clinical Practice works with the, cooperating school and GCU Faculty Supervisor to confirm that all options have been exhausted. Teacher Candidates have an opportunity to present their perspective in writing to the members of Corrective Action Plan Committee.
- The Office of Clinical Practice collects all school and Teacher Candidate documentation regarding the termination. The College of Education Corrective Action Committee reviews all documentation and makes a determination as to whether the alleged violation or deficiency has been substantiated and which College-level support and/or penalty may apply.
- If a Teacher Candidate is administratively withdrawn from the clinical practice course as part of a termination, they may need to retake the complete clinical practice time requirement in a new setting.
- If a Teacher Candidate is administratively withdrawn from the clinical practice course as part of a termination, they may need to retake the course at their own expense. Teacher Candidates are encouraged to discuss any financial or other concerns with a Student Services Adviser (SSA).
- Teacher Candidates may not complete more than one Corrective Action Plan. Teacher Candidates who do not successfully complete their Corrective Action Plan will not be able to graduate from a College of Education licensure program.
- To resume clinical practice (student teaching), Teacher Candidates must successfully complete the terms of their individual Corrective Action Plan within the allotted period. Teacher Candidates will not earn credits or clinical practice hours for completing a Corrective Action Plan.

Unsuccessful Clinical Practice Penalties

Please understand that at all times Teacher Candidates are guests of the school district and the school site in which they are placed. It is the prerogative of the district, principal, or Cooperating Teacher to request the placement be terminated at will. In this case, the Professional Growth Plan is not applicable. As such, it is necessary to demonstrate professionalism in word, deed, and action at all times.

The College of Education Corrective Action Plan Committee determines all college level penalties. In making their determination, the committee considers the severity of the offense as well as Teacher Candidate's academic history. A college level penalty may include but is not limited to:

- Removal from Clinical Practice course
- Awarding a failing grade for the Clinical Practice course(s)

- Awarding the grade earned in the Clinical Practice course (s)
- Awarding a (w) grade in the Clinical Practice course(s)
- Completion of an 8 week remediation plan
- Immediate replacement in new assignment
- Replaced in new assignment after the completion of an 8 week corrective action plan
- Possible referral to University Office of Academic Compliance

As stated in the Grand Canyon University Policy Handbook, Clinical Practice may only be repeated once.

Appendix

- [EEI Lesson Plan Template](#)
- [UBD Lesson Plan Template](#)
- [SIOP Lesson Plan Template](#)
- [Using Video Recording Permission Request](#)
- [Using Video Recording Permission Request \(Spanish Version\)](#)
- [IEP Observation Permission Request](#)
- [IEP Observation Permission Request \(Spanish Version\)](#)
- [Cooperating Teacher Formative Feedback Form](#)
- [Teacher Candidate Collaborative Evaluation Instrument Evaluation 1](#)
- [Teacher Candidate Collaborative Evaluation Instrument Evaluations 2/3](#)
- [Teacher Candidate Collaborative Evaluation Instrument Evaluation 4](#)
- [GCU Teacher Candidate Progress Form](#)
- [Clinical Practice Time/Activity Log](#)
- [Clinical Practice \(Student-Teaching\) Cancellation Form](#)



Northern Illinois
University

*College of Health and Human
Sciences*

Department of Communicative Disorders Part-Time Practicum in Speech-Language Pathology

Overview

Students may participate in an external school or medical part time practicum for a semester as a part of their graduate program. Graduates who have the consent of the department are eligible for this external practicum experience. Students are placed in a variety of geographical areas within programs which are considered to give a realistic picture of how speech-language services are integrated into the public school setting. All supervisors selected hold AHSA's Certificate of Clinical Competence and a state license. The primary goal of the external part time placement is to provide the student with the opportunity for practical application of their knowledge of theory and research.

The university school or medical practicum coordinator will set up the sites, notify the supervising clinician, complete all necessary administrative paperwork, and ensure that a current site agreement is on file with the Allied Health and Communication Disorders department. The student is responsible for fulfilling site specific paperwork requirements prior to the start of the practicum.

Expectations of the Student Clinician

Students are expected to develop a clear understanding of the roles and responsibilities of the speech-language pathologist with respect to the confines and demands of that position. Supervisors can expect of the students:

- Promptness related to the start of the work day, meetings, and other time-dependent activities.
- Professional appearance and behavior appropriate to this setting.
- Attitude – positive working relationship with supervisor, patients and other personnel.
- Confidence in relating to patients that reflects mutual respect and compassion.
- Evaluation and therapy activities designed to address the goals as indicated for each patient and/or group; appropriateness to age level, ability, interest, and specific disorder.
- Completion of all assigned projects/tasks in a reasonable time which should be decided upon jointly.
- Consistent attendance at work, meetings and outside observations. The student is expected to report regularly on the assigned day(s). The university external practicum coordinator should be advised in cases of excess absences.

Expectations of the External Supervisor

Students will expect their supervisor to provide modeling, guidance, feedback and evaluative information regarding their performance in the school practicum.

Supervisors should:

- Discuss goals and expectations for the student's experience at the start of the semester.
- Support the student's transition from observing therapy to planning and implementing therapy.
- Provide observation and feedback (verbal and/or written) of assessment, therapy planning, implementation and follow-up. Both positive comments as well as constructive criticism are important.
- Assist the student in developing and expanding his/her skills and abilities by providing opportunities to discuss questions and concerns as well as provide suggestions for improvement/expansion.
- Evaluate student performance both formally (midterm and final) and informally during the experience.
- Advise the university coordinator of any questions or concerns regarding student performance or expectations.

ASHA requires that the students are supervised a minimum of 25% for therapy and 50% of each diagnostic session. This is direct observation with feedback provided to the student.

Expectations of the University External Practicum Coordinator

It is the responsibility of the university external practicum coordinator to make all the arrangements and complete all the paperwork necessary for the experience. The university coordinator is available to answer questions and respond to any concerns raised by either the student or the supervisor during the practicum period.

Professional Liability

All Northern Illinois University graduate students from the Department of Communicative Disorders are required to provide proof of liability insurance before starting their practicum. This policy should be valid for the duration of the practicum and protects the student against claims while performing within the scope of duties as a graduate student.

Attendance

The student is expected to follow the supervisor's schedule. They are expected to follow adhere to the schedule in regards to arrival and departure times.

Supervisor Absence

If the supervisor is not on site due to illness or other commitments (professional or personal), the student should use this opportunity to observe other programs within the facility or other professionals. ASHA requires the supervisor to be on site when the student clinician is providing services to clients.

Clinical Clock Hours

Direct Patient Contact: Count all direct “hands on” time. This includes all therapy, diagnostics and screenings.

Lesson Plans and Progress Reports

The type of lesson plans and progress documentation required by the facility should be reviewed by the supervisor. These will vary greatly for every facility. Requirements for data collection to note progress and other paperwork should be discussed as they vary from site to site.

Diagnostics/Evaluations

While the students will have had a variety of diagnostic experiences, it is quite likely that they may not have administered all the tests that they will need to use during their practicum. During the first week of the practicum, the supervisor should provide the student with a list of tests that he/she should be able to administer. It is the student’s responsibility to review the measures before administering them. The student should check with the supervisor to see what additional informal information may be able to be obtained from administering specific standardized tests in addition to the percentile rank and standard score.

Student Evaluation

The supervisor will be required to evaluate the student’s performance at mid-term as well as at the conclusion of the practicum. This will vary based on the placement and what semester it occurs. Areas of strength and weakness can be identified at this time by both the supervisor and the student clinician. This will help serve to direct the focus of the remaining weeks.

The final evaluation will be filled out by the site supervisor at the conclusion of the practicum.

If the student has difficulty in meeting the expectations of the practicum site, the student, supervisor and university external practicum coordinator will work together to formulate goals to insure the student’s success. If, even after these modifications have been made, the student is unable to demonstrate the competencies required of an entry level professional, the university external practicum coordinator will consult with the Clinical and Area Coordinator regarding the student.

Practicum Completion

During the final week of the practicum, the caseload should be transitioned back to the supervising Speech-Language Pathologist. The student clinician should make sure that all progress notes and files are updated as well as all diagnostic reports completed. The student should input all hours into CALIPSO and the supervisor should sign off/approve all hours accrued. The supervisor will complete the final evaluation of the student.

Field Instruction Manual

Aurora University School of Social Work

Updated January 26th, 2016



Table Of Contents

- I. Introduction to Field Instruction
- II. General Curriculum Objectives
- III. Field Education Requirements
- IV. Distribution of Responsibility and Accountability
- V. Field Instruction Assignments
- VI. Field Site Selection Process
- VII. Grading Policy, Remediate and Disciplinary Outcomes
- VIII. Absences from Field Placement Policy
- IX. Social Media Policy

I. Introduction of Field Instruction

Aurora University's School of Social Work, an accredited social work education program, offers a BSW, MSW, Post MSW School Social Work endorsement (formerly the Type 73) and Post MSW Addictions training (preparation for the CADC certificate), and DSW program. This Field Manual will review field instruction policies and procedures for the BSW, MSW and Post MSW certificate programs.

Field Instruction, considered the signature pedagogy to social work education, is a curricular requirement for all students seeking degree or certification within the program. Field Instruction is meant to provide students with learning experiences in the community, with trained social work supervision and to result in attainment of the 10 Core Competencies as outlined by the Educational Policy and Accreditation Standards (abbreviated EPAS) from the Council on Social Work Education (abbreviated CSWE) in 2008.

Social work students, in close cooperation with the agency field instruction faculty, select and organize the learning experience on an individual basis. This is administered and organized by The Director of Field Instruction. A general pattern for field instruction is utilized, but adapted to individual student needs and the unique opportunities available in a given agency. Agency affiliation with the University includes a description of the agency and the learning opportunities offered by the agency for student inspection. Student interests and learning needs are also considered in the process of placement in an agency.

The purpose of field instruction is to provide students the opportunity to acquire the skills necessary to function in a practice setting while integrating and applying the theoretical classroom material to actual client contacts. This is incorporated in the EPAS 2008 10 Core Competencies. Key among these objectives is the development of skills common to generalist practice and the development of a professional identity with an appropriate degree of autonomy. The advanced placement builds on skills acquired in the foundation placement and allows students to further refine practice skills, specialization knowledge and role as a social worker.

II. GENERAL CURRICULUM OBJECTIVES

Graduates are prepared to successfully exceed skill building expectations in accordance with the **10 Core Competencies**, as outlined in EPAS 2008 (CSWE, 2010):

1. Professional Identity- Identify as a professional social worker and conduct oneself accordingly.
2. Ethical Practice- Apply social work ethical principles to guide professional practice. Practice in an ethical manner addressing complex moral dilemmas, testing implicit values in theories, practice models and policies within the context of NASW Code of Ethics.
3. Critical Thinking- Apply critical thinking to inform and communicate professional judgments.
4. Diversity in Practice- Engage diversity and difference in practice.
5. Human Rights & Justice- Advance human rights and social and economic justice.
6. Research Based Practice- Engage in research- informed practice and practice-informed research.
7. Human Behavior- Apply knowledge of human behavior and the social environment.
8. Policy Practice-Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Practice Contexts- Respond to contexts that shape practice by examining organizational and community experiences.
10. Engage, Assess, Intervene, Evaluate- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

III. Field Education Requirements

<p style="text-align: center;">BSW Field Instruction</p> <ul style="list-style-type: none"> • 450 total hours • 225 hours each semester • Required supervision by MSW • Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education • Student intern expected to have learning experiences in direct contact with clients <ul style="list-style-type: none"> ○ Assessments ○ Group facilitation ○ Individual case management ○ Community resource referrals ○ Professional documentation • Core Competencies of Social Work Practice should be addressed in placement 	<p style="text-align: center;">Addictions/CADC Field Instruction</p> <ul style="list-style-type: none"> • 500 total hours (BSW or beginning MSW) • 250 hours each semester • Required supervision by MSW and CADC • Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education • Student intern expected to have learning experiences in direct contact with clients <ul style="list-style-type: none"> ○ Assessments ○ Group facilitation ○ Individual case management ○ Community resource referrals ○ Professional documentation • Meeting Social Work Core Competencies along with CADC instruction are expected • Offered on the Aurora Campus only
<p style="text-align: center;">MSW Foundation or Beginning Field Instruction</p> <ul style="list-style-type: none"> • 450 total hours • 225 hours each semester • Required supervision by MSW • Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education • Student intern expected to have learning experiences in direct contact with clients <ul style="list-style-type: none"> ○ Assessments ○ Group facilitation ○ Individual case management ○ Community resource referrals ○ Professional documentation • Core Competencies of Social Work Practice should be addressed in placement 	<p style="text-align: center;">MSW Advanced Field Instruction</p> <ul style="list-style-type: none"> • 600 total hours • 300 hours each semester • Required supervision by MSW • Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education • Student intern expected to <ul style="list-style-type: none"> ○ Learn with independence ○ connect internship to Advanced Research course ○ Advanced application of theory and evidence based intervention • Advanced level skill building within specialization area (Gerontology, Child Welfare, School SW, Addictions, Leadership & Community Practice)

Post MSW: Illinois Educator's License with School Social Work Endorsement Internship <ul style="list-style-type: none"> • Must coordinate certification through School Social Work Program Coordinator • 600 total hours • MSW with Professional Educator License (PEL) School Social Work Endorsement required for supervision of intern • Enrollment in Post MSW School SW required courses • Offered on the Aurora Campus only 	Post Graduate: Addictions Training (CADC Certification preparation) Internship <ul style="list-style-type: none"> • Must coordinate certification through Addictions Program Coordinator • 350 to 500 total hours • MSW with CADC certificate required for supervision of intern • Completion of 4 addictions elective required • Offered on the Aurora Campus and Woodstock Campuses only
--	---

Training and Orientation Time

Students are permitted to count time spent in training or orientation at their field placement site prior to the start of their placement. It is recommended that students clarify this policy with their field instructor to ensure this policy aligns with the policy of the field agency in regard to time requirements and time keeping.

Training or Orientation time that takes place before the start of the semester in which the student is registered for a Field Instruction course may be counted toward the total number of field instruction hours.

Sequence of Field Courses

BSW Program: Students enrolled in the BSW program are required to complete one internship during Fall semester and Spring semester consecutively of the Senior year. Students will be concurrently enrolled in Social Work Practice courses, as well as Field Seminar. Students who have not completed all necessary minimum field hours are not permitted to graduate. Extension (X grade) grades are issued to students needing additional time after the conclusion of the semester to complete their field hours.

The BSW students enrolled in field instruction must complete their field instruction program within one academic year. Part time BSW field students take a reduced course load during their field internship. The BSW internship is to begin in late August and continue until late April of the following semester. BSW students are not permitted to begin field work during the summer term.

MSW Program: The following sequences for field instruction are possible at Aurora University School of Social Work:

1. **Traditional sequence-** MSW students begin field work in Fall semester and complete all required hours by the end of Spring semester.
2. **Summer Block-** MSW students who have taken SWK 6370 SW Practice I may take Field Courses during summer term and complete all of the required field hours during summer term. This requires approval from the Director of Field Instruction (Aurora Campus) or the Field Program Coordinator (George Williams Campus). Registration for field courses must be in place for Summer term.
3. **Summer Start-** MSW students interested in easing their weekly schedule during their academic schedule may begin Field Instruction during the summer months and extend into the Fall and Spring semesters. This is a popular choice for the Advanced Level MSW internship. Registration in the coordinating field instruction course is required for summer term. This internship arrangement is subject to approval by the Director of Field Instruction (Aurora Campus) or the Field Program Coordinator (George Williams Campus).
4. **Spring Start-** MSW students may arrange to begin field instruction work in the Spring semester and extend the internship hours through the consecutive Summer term. Registration in the coordinating field instruction course is required for the Spring semester and the Summer semester. This internship arrangement is subject to approval by Director of Field Instruction (Aurora Campus) or the Field Program Coordinator (George Williams Campus).

CADC Program:

Students seeking a Certified Alcohol & Drug Counselor certificate while enrolled in the BSW, MSW or Post Graduate certificate program must have two (Survey of Substance Abuse Treatment and Psychopharmacology) of the four required Addictions electives completed before beginning the Addictions Training (CADC preparation) internship. Students may take the Addictions I course prior to the field experience. Students must also be enrolled in the final course Addictions Counseling II while concurrently enrolled in field instruction and actively completing internship hours.

MSW PEL: School Social Work Program (abbreviated PEL: SSW):

Disclaimer: Please note that all information regarding school specialization placements is subject to change at any time by the Illinois State Board of Education (ISBE). The field manual reflects the parameters for these placements when at the time the manual was updated. Seek information from the Coordinator for School Social Work and associated resources for up-to-date information regarding this specialization.

Students wanting to qualify for the PEL: School Social Work Endorsement must meet University requirements as well as additional requirements imposed by the Illinois State Board

of Education. The University recommends that students in the School Social Work Specialization pass the TAP or achieve a passing score on the ACT prior to beginning the field placement. According to the Illinois Board of Education, students must pass the Illinois State Board of Education's TAP (Test of Academic Proficiency) test or have a passing grade on the Illinois Basic Skills exam prior to the completion of the 1st semester of the field experience, and the School Social Work content exam prior to the end of the 2nd semester. Evidence of passing the TAP test must be presented to the School Social Work. The TAP or equivalent ACT must be completed before the end of the 1st semester of their advanced placement i.e. their school specialization placement, and failure to do so will result in the termination of that field placement. Students must also pass the School Social Work content exam prior to the end of the 2nd semester of the advanced placement i.e. their school specialization placement. Furthermore, the MSW student must pass the Survey of the Exceptional Child course (SWK 5610) and SWK 6410 School Social Work Policy and Practice I and SWK 6420 School Social Work Policy and Practice II. The Post Graduate PEL: School Social Work Certificate student must take SWK 5610 and the SWK 6430 School Social Work Certification course. Other requirements include the submission of the following:

1. The School Specialization Disposition process as applied to school specific MSW coursework and field placements will qualify or prevent MSW PEL: SSW applicants from entering into Advanced Placements.
2. "Notification of School Service Personnel Intern Eligibility Status," ISBE Form 73-44, if they shall receive a stipend. This form must have the Aurora University seal and Aurora University School Director of Field Instruction's signature. This can be done at the start of the school year or during Spring or Summer term prior to Fall semester.
3. Internship site shall designate responsibility for sending the ISBE 73-42 and/or ISBE 73-44 forms to the Illinois State Board of Education to designee within the school district.
4. The School Specialization Disposition process will continue during advanced field placements and will result in maintenance or removal of a student from that placement.
5. Students must pass Test of Academic Proficiency (TAP) by the end of their 1st semester of the school specialization placement, and they must complete the ISBE School Social Work content exam by the end of the 2nd semester of the school specialization placement. Evidence of passing the ISBE content exam must be presented to the Aurora University School of Social Work.

IV. DISTRIBUTION OF RESPONSIBILITY AND ACCOUNTABILITY

Responsibilities of the School of Social Work

The School of Social Work, hereinafter referred to as the School, is the degree-conferring institution responsible for the design and delivery of the accredited curriculum, approved by the Council on Social Work Education.

The School of Social Work will:

- Maintain a field instruction program which meets the accrediting requirements of the Council on Social Work Education and its Educational Policy and Accreditation Standards (EPAS 2008).
- Cultivate the connection between the theoretical and conceptual contributions of the classroom and the practice setting by ensuring the integration of learning in both environments.
- Provide materials and measurement tools to assist the Student and Field Instructor in implementing the 10 Core Competencies and 42 Practice Behaviors as outlined by EPAS 2008.
- Provide each Student with field experience in an agency with professional and ethical practices based upon the National Association of Social Work Code of Ethics.
- Ensure field placements and agencies provide the Student with opportunities to work with diverse and vulnerable populations.
- Evaluate the ability and capacity of field agencies to meet the educational needs of the Student and program. The School will also add or remove agencies from the educational partnership with the School based on the outcomes of these evaluations.
- Provide adequate school personnel to assist in facilitating and overseeing the field experience for each Student.

- Provide field instruction training to Field Instructors, Task Supervisors and Field Liaisons.
- Provide field agency personnel the opportunities to participate in the development of field and curriculum policies and to participate in the accreditation reviews of the School of Social Work.
- Provide linkage to MSW supervision to students with field placements which do not provide MSW supervision, but are identified as field placement with a clear social work role for the student to enact.

Responsibilities of the Field Agency

The Field Agency, hereinafter referred to as the Agency, exposes students to the broad field of social work, as well as to a wide range of learning experiences. The Agency experience is directly related to classroom learning and serves to synthesize theory and practice in the field, while providing the opportunity for the Student to develop their professional identity.

The Agency will:

- Complete and submit affiliation forms to the School of Social Work, describing the environment and learning objectives offered by the agency setting.
- Create a climate conducive to learning and engaging in experiences that enable the Student to achieve the core competencies as demonstrated by the practice behaviors exhibited in their practice.
- Relate to and communicate with the field Student and the School with collegial respect.
- Follow nondiscriminatory and ethical practices with the Student and agency clients in terms of their race, class, age, gender, religion, and sexual orientation.
- Provide a qualified MSW Field Instructor for each Student. A qualified Field Instructor is identified as an individual who holds a master's degree in social work from a CSWE accredited program, is two years post-graduation, and demonstrates the ability to practice competent and ethical behaviors in the field setting.
- Supports the Field Instructor in providing the Student with adequate and appropriate work tasks and assignments based on the Student's skill set and learning needs.

- Provide Students with adequate and private physical facilities (office space, furniture, telephone) for client contacts.
- Provide sufficient clerical services to support the Student's field work responsibilities.
- Provide the opportunity for the Student's orientation to the Agency, its services, personal safety, policy and procedures of the Agency and the local community and resources available.
- Provide and encourage ongoing evaluation feedback from appropriate agency personnel to enhance the learning experiences.
- Inform the Field Liaison of any problems which arise with the Student or the field learning situation.
- Maintain communication with the School throughout the placement experience for each Student.

Responsibilities of the Director of Field Instruction

The Director of Field Instruction, hereinafter referred to as the Coordinator, has the primary role of overseeing the field education department and facilitating collaboration between all parties (the School, the Agency, the Field Instructor, the Task Supervisor, the Field Liaison and the Student) to facilitate a successful field experience.

The Coordinator will:

- Administer the field work program for all Students enrolled in the School of Social Work, within the compliance of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards.
- Secure field instruction sites for all social work Students including negotiating and maintaining field affiliation agreements.
- Administer the field selection and placement process for all Students.
- Maintain current information on affiliated field agencies.
- Interpret the School of Social Work's educational standards and policies to both field Agencies and Students.

- Orient Field Agencies regarding the field instruction component of the curriculum and its relationship to the overall academic program.
- Work with Field Agencies to enhance their understanding of the core competencies and the practice behaviors. This is done primarily through e-mail and continuing education with the Field Instructors to familiarize them with the core competencies as stated in the Learning Contract and the Evaluation.
- Monitor and evaluate Agencies and Field Instructors in respect to their capacity to facilitate Student learning.
- Assign a faculty Field Liaison for each Student and Agency in the field.
- Assign MSW supervisors to students whose internships do not provide this supervision.
- Develop and conduct annual Field Liaison training sessions to enhance their understanding of the core competencies and the practice behaviors.
- Negotiate with Students and field Agencies conflicts which are not resolved at the Student/Field Liaison level. When necessary, the Director of Field Instruction represents the Field Education Department in regard to student academic and judicial review in matters related to student infractions in the field placement setting.
- Approves and submits all grades or Incomplete grades for Field Education, to the School.
- Delivers an annual report on field education to faculty and staff delineating the activities, developments, and accomplishments of the field education department, the relationship between class and field and how the field learning reflects the core competencies.
- Assists student in registration process as it pertains to Field Instruction courses to maintain integrity of the Baccalaureate and Master of Social Work programs.

Responsibilities of the Field Instructor

The Field Instructor has the primary role of reinforcing the Student's learning of the purpose, values and ethics of the profession of social work; to foster the integration of research supported practice and to promote the development of competent social work practice. The Field Instructor is responsible for the completion of all documentation for the School, and

providing a minimum of one hour per week of supervision to the student. In most cases, this person is also responsible for assignment of tasks to the intern. In situations where these duties are shared with a Task Supervisor, the Field Instructor is responsible for assisting the student to connect the tasks to the larger social work profession.

The Field Instructor will:

- Have earned a Master of Social Work degree from a CSWE accredited program with a minimum of two years, post graduate experience working in the field. (CSWE AS 2.1.6). *** See “Task Supervisor” Role Responsibilities if the Field Instructor at the Agency does not hold a MSW.***
- Participate in the pre-placement interviews of Students and inform the School of their decision regarding acceptance of a Student.
- Communicate the Agency's mission, procedures and policies to the Student and oversee and evaluate the Student's performance of administrative tasks.
- Provide the Student with the opportunity to work directly with client systems of various sizes (individuals, families, groups, and communities).
- Plan a diversified learning experience for the Student with specific attention to providing learning opportunities with diverse and vulnerable populations.
- Negotiate and actively participate in the creation of an individualized learning agreement for the Student, early in the placement.
- Provides a minimum of one hour of scheduled supervisory time weekly to confer about and reflect on field assignments.
- Ensure the Student has an adequate number of weekly client contacts and assigned tasks to meet their learning needs and goals.
- Teach content in core competency areas of the curriculum as practiced in the Agency and assist the Student in integrating classroom theory with social work practice.
- Assist and guide the Student in managing the demands and stresses of the Agency's organizational atmosphere and structure.

- Hold the Student accountable for providing services to agency clients which meet the agency's standards and is compatible with the Agency mission, best practices and the NASW Code of Ethics.
- Maintain a record of the Student's field hours and assigned duties, in conjunction with the Student.
- Provide ongoing feedback to Students on their performance and, in addition, prepare and discuss fully with the Student the formal term evaluation as requested by the School at the end of each term with required forms posted on the AU website and on the instructor's Moodle page.
- Consult with the assigned faculty Field Liaison regarding the Student's learning plan, assignment, progress and any problems arising with the Student or the field learning situation at least once a semester.
- Attend and participate in school meetings and seminars offered for Field Instructors to enhance their competence as instructors and to keep abreast of curricular developments.

Responsibilities of the Task Supervisor

A Task Supervisor is appointed by the Coordinator when a Field Instructor is not available at a Field Agency. The Task Supervisor works collaboratively with the Field Instructor, and has the primary responsibility of overseeing the Student as they complete day-to-day assigned tasks, projects or experience within the Field Agency. The Task Supervisor is an employee of the Field Agency and remains in consultation with the Field Instructor on the students' progress.

The Task Supervisor will:

- Qualified candidate who presents social work skills, values and ethics to the student and demonstrates this in their practice.
- Orient the student to the Agency's services, personal safety, policy and procedures of the Agency and the local community and resources available.
- Assign and oversees the Student in the day-to-day tasks of the agency
- Provide input for the Student's learning plan, objectives and goals.

- Provide input for the Student's evaluations at the conclusion of each semester.
- Consult with the MSW supervisor, as needed or requested regarding the Student's progress in the field and to complete applicable paperwork/forms like the Learning Agreement and Evaluations (MSW and CADC).
- Be available for meetings and consultation with the Field Liaison at least during each semester.

Responsibilities of the Faculty Field Liaison

The Faculty Field Liaison, hereinafter referred to as the Field Liaison, will be assigned to a Student and Field Instructor (in conjunction with a Task Supervisor when deemed necessary), to facilitate communication and direction throughout the duration of the placement between the School, the Field Instructor, the Task Supervisor (as needed) and the Student. Field Liaison assignments are made jointly by The Director of Field Instruction and the Director of the School of Social Work.

The Field Liaison will:

- At the beginning of the placement, make an introductory visit with the Field Instructor and the Student. Maintain close communication with the Field Instructor on the progress of the Student with a minimum of at least one telephone contact each semester and at least one face-to-face interaction with the student during the course of the placement.
- Interpret and explain the School's objectives, policies, and curriculum to Field Supervisors, Task Supervisors and other appropriate agency staff.
- Confer with the Student regarding their progress and/or any problems in relation to field instruction
- Consult with the Field Instructor to maximize the learning experience for the Student.
- Receive and review learning agreement for Student. Student will submit learning agreement to the Liaison first for review prior to submitting to the Director of Field Instruction.
- Evaluate the Student's progress and performances as reflected in the Student's

semester evaluations.

- Evaluate the Student's ability to work within the framework of the agency.
- Review all formal term evaluations submitted to the Field Instructor to the School.
- Keep the Director of Field Instruction informed of any problems which arise in the field experience.
- Keep The Director of Field Instruction apprised of Student's progress and the quality of field instruction.

Responsibilities of the Field Student

The Field Student, hereinafter referred to as the Student, is enrolled in the field instruction program, and is prepared to meet and fulfill the demands of professional social work practice in the field.

The Student will:

- Assertively and energetically become responsible for creating the highest possible quality of learning experience. This is done through frequently communicating feedback to the Field Instructor, Field Liaison, and the Director of Field Instruction. The Student should not passively wait for his/her learning needs to be met, he/she should express them and work towards achieving conditions for growth.
- Meet with or contact The Director of Field Instruction to discuss the general type of field placement they wish to pursue and possible field sites.
- Complete a background check with an affiliated background check provider upon admission to the School of Social Work. Students may be asked by a field agency to repeat a background check, drug test, or provide proof of those assessments done within the past 12 months.
- Maintain updated vaccination records as required by Aurora University.
- Create and update a resume reflecting participation in the School of Social Work, as well as relevant volunteer or employment experience.
- Attend Field Fair in January, prepared to meet and discuss internship opportunities with

field agency personnel.

- Complete all required forms pertaining to the field placement process and assure that they have been confirmed in their placement and registered for the appropriate Field Seminar course, in a timely fashion.
- Maintain consistent supervision schedule with Field Instructor, consisting of a minimum of one hour each week of individual time to discuss learning progress.
- Become cognizant of and follow all pertinent agency policies and procedures and expectations, reflecting the 10 Core Competencies and 42 Practice Behaviors as outlined by EPAS 2008.
- Maintain a record of his/her field hours and assigned duties, in conjunction with the Field Instructor. Student is responsible for communicating requirements for hours in the field to the Field Instructor.
- Carry out all tasks assigned by their Field Instructor, in a manner consistent with the Agency policy and procedures, as well as the NASW Code of Ethics.
- Discuss their learning experiences and any problems or concerns **first** with their Field Supervisor. Inform the Field Liaison of problems or concerns in the field placement next.
- Participate in discussions with their Field Instructor regarding term evaluations of their progress and performance.
- Utilize the AU website or Moodle for forms used in creating a learning agreement and semester evaluation.
- Act in a professional manner and communicate responsibly and respectfully when representing the field Agency and School with clients, community contacts, and Agency personnel of School personnel.
- Students are expected to respect and adhere to the field placements' dress code, which can range from formal business attire to business casual attire, while completing field work. The School of Social Work expects students to wear modest and professional attire while working at the Field Agency and representing the field of social work to clients.
- Promptly notify the Field Instructor in cases of unavoidable absences from field. Students falling ill with contagious disease or virus are asked to follow physician's recommendations and take time off from the internship site and make up the hours at a

later date.

- Use thoughtful judgment in all work, to ensure client and program safety. Seek out resources and practice effective self-care to enhance performance of all internship duties.
- Students will not provide information via FaceBook or other social media networking systems about field placement agencies, personnel or clients. Students must adhere to the NASW Code of Ethics and all agency specific policies regarding the use of networking sites and other means of technology. *** see Social Network Policy***
- Complete and submit to the School an evaluation of the field placement experience and of their assigned Field Liaison at the conclusion of the placement.
- Students are accountable as representatives of the field agency, the school, and the social work profession. Students are expected to abide by the NASW Code of Ethics, to uphold the rules and procedures of their placement agencies. The School of Social Work requires field placement Students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. Falsifying any records, such as hours completed at the placement or hours of supervision, is considered to be a violation of ethical standards. Failure to meet these ethical standards will result in a grade of “No Credit” in the field and/or further disciplinary action, up to and including expulsion from the program.
- Students placed within hospitals or other settings where vaccinations, background checks or other preliminary screenings are required, will be responsible for securing and managing the cost of these screenings if the hospital or agency does not furnish them. Aurora University does not provide background checks or medical vaccinations for Students.

V. Field Instruction Assignments

Required assignments for the Field Instruction Course(s) include the completion of the following documents to be reviewed by Director of Field Instruction (Aurora Campus) and Field Coordinator (George Williams Campus):

- Field Application Form- to inform Director of Field Instruction/Field Coordinator of the secured field placement.
- Learning Agreement- to plan learning objectives within the 10 Core Competencies, submitted within first 75 hours of placement to the field liaison.

- Field Evaluation (First Semester/mid-year) - to evaluate Student progress at mid-year or half way point in required hours and to plan for learning in remaining weeks of field placement.
- Field Evaluation (Final) - to conclude internship and state Student's overall competency in the 10 Core Competencies and 42 Practice Behaviors.
- CADC students are required to submit a completed CADC evaluation in addition to the standard Field Evaluation.

Required assignment forms for Learning Agreement and Semester Evaluation can be found on the AU website or on instructors' moodle page for the course in which the student is enrolled.

VI. FIELD SITE SELECTION PROCESS

When the potential field Student begins to consider possible field agencies as field placement sites, they use many resources available within the School of Social Work. These resources include the Student's advisor, The Director of Field Instruction, current Students, the affiliated agency list, field agency personnel representing their agencies at the annual Field Fair, and the internet which lists most social service agencies in the area.

Most Students begin by exploring field agencies which service a particular population with which they have an interest in working. The School recommends that they explore first field agencies which have already established an affiliation with the School of Social Work.

Securing a Field Placement Site

All **Students** follow the steps listed below in securing a field placement site:

1. Prepare a resume and cover letter to reflect their education and experience.
2. Students are required to complete a background check. The background check must be on file at the School of Social Work before the Student begins their field placement. Individuals with felony conviction(s) on their background check may be prohibited from beginning field placement.
3. Attend the Field Fair sponsored by the School of Social Work each January. Affiliated field agencies, which choose to participate, send agency personnel to talk about their agencies in an informal manner to Students who will be eligible

for field placements the next academic year. Incoming MSW Students who have not been accepted for admission into the social work program by this date, begin the field site selection process by contacting the Director of Field Instruction via phone or email.

4. Schedule a meeting with the Director of Field Instruction. The purpose of this meeting is to orient the Student to the field work program, discuss the Student's career interests and possible field placement site opportunities. For the beginning field work Student, the type of placement pursued should represent a relevant preparatory experience for entry level practice (BSW Students and first year MSW Students). For the advanced field work Student (second year MSW) the type of placement chosen should represent a relevant preparatory experience in the Student's chosen area of practice. As a result of this meeting a plan will be formulated for securing a placement and three to five field agencies will be selected for exploration. If the incoming Student is out of the area, this discussion can be done by phone or email.
5. Schedule interviews with the agencies selected for exploration. The interview should include information about learning tasks for the Student, hours when the Student may work, supervision expectation of the Student and the Supervisor and how orientation to the agency is facilitated. A Field Instructor will also be identified at the time of the interview. Field Instructors must have a Master of Social Work degree from a CSWE accredited social work school in order to qualify to serve as the Field Instructor. If a qualified Field Instructor is not available at the agency/school, other arrangements for field supervision may be made with assistance from the Director of Field Instruction in certain situations. (CSWE AS 2.1.6).
6. The Student will decide which agency best matches the learning goals and style of the Student as discussed with the Director of Field Instruction. When there is a mutual decision between the Student and Agency for a field placement, the Student will inform The Director of Field Instruction and any other agencies where interviews have taken place. If none of the suggested agencies are accepted, the Student will consult with The Director of Field Instruction for additional suggestions.
7. Once a student has decided upon an Advanced field placement, he/she will confirm that this placement meets the criteria for their specialization area (if they have selected one). This confirmation can be obtained through the Director of Field Instruction, the Coordinator of that specialization, or the informational resources maintained by those aforementioned staff members.
8. The Student completes the Field Application form once the Student accepts an

offer from a field agency/school and returns it to the Director of Field Instruction promptly, adhering to deadlines.

9. Await final approval from the Director of Field Instruction. Final approval is communicated to the student via AU email with a confirmation letter. This letter details the field placement site, supervisor, start and end dates as well as a tentative schedule for the internship.

*** Under no circumstances is a Student to begin a field placement until after the internship has been approved and confirmed via email. Unless this communication has been sent, the School does not consider the placement as confirmed. The unconfirmed field Student is not covered by malpractice/ liability insurance. Students who begin working in field agencies prior to confirmation may not be permitted to use those hours to complete their field work requirements.

- **Delayed Field Selection Process**

Students are expected to pursue a field placement in a timely fashion. Students who delay the search process, or who begin but do not follow through with the selection process, may find that their preferred field site is not available. A delayed search may jeopardize the completion of the field course for the current school year. Any delay in securing a field placement may result in delay of graduation from the degree or certificate program.

1. BSW Students are required to secure their field placement before the end of their Junior year.
2. MSW Advanced year placements (600 hour requirement) must be secured before the end of the previous academic year (May).
3. Newly enrolled MSW, Advanced Standing MSW and Post MSW PEL: School Social Work Endorsement and Post MSW- CADC Students are expected to contact the Field Office upon registration for Field course in order to expedite the placement selection process.

- **Negotiating a Field Placement with an Unaffiliated Agency**

Unaffiliated social service agencies, or new agencies with no previous experience sponsoring Aurora University School of Social Work students will need to meet the

School's criteria for affiliation before being considered a field site. Ordinarily, this option is only available to Students completing advanced placements. Students enrolling in beginning placements must receive permission from the Director of Field Instruction to pursue unaffiliated agencies.

Students considering such unaffiliated agencies should familiarize themselves with the affiliation criteria listed in this manual and should discuss the agency with the Director of Field Instruction prior to interviewing with the agency. This affiliation needs to be completed the semester prior to the commencement of the field work itself.

Before an unaffiliated field site can be confirmed, the agency must be screened by the Director of Field Instruction to ensure that the agency meets the School's criteria as a field placement site. Affiliation forms are completed and submitted by the Agency and Field Instructor to the Director of Field Instruction. The affiliation must be approved prior to a confirmation letter being sent to the Student and Field Instructor.

*****NOTE: Any agency/hospital/school that requires a signed contract will take at least an additional 60 days for completion of the contract process. Students with interest in a non-affiliated agency/hospital or school setting are advised to begin the affiliation process in a timely manner.**

- **Employment Site used for Field Placement**

The School of Social Work allows students to use a current or recent social service employment sites as field placements with caveats. The approval for such an arrangement is granted for the intern if the employment site meets all field agency criteria and follows all field policies and procedures as is done in traditional field placements. Students desiring to use their employment sites as field placements must consult with The Director of Field Instruction to propose a plan to use their place of employment as a field placement site.

Following the consultation with the Director of Field Instruction, students must complete the "Application to Use Employment as Field Placement" form and return it to The Director of Field Instruction. The student is expected to take full responsibility for the completion of all forms and submit them to the Director of Field Instruction. Final approval will be granted only if the agency:

- Meets the School of Social Work's requirements for a field placement

site.

- Can provide the student with a different and well supervised field work plan of learning experiences to assist the student with learning goals in the 10 Core Competencies. Field work is designed to offer student new learning experiences and social work knowledge/skills than those utilized in the employment role.
- Can provide a field instructor who is not also serving as the student's employment supervisor.
- Clearly separates work role and student role.
- Maintains that the Student will conduct internship learning during hours separate from employment hours and the Student will only be paid for employment hours.
- Each relationship, the field placement and the employment, is not contingent on one another, and the student is not a risk to lose one based on the status of the other.

- **Field Placements without MSW supervision**

CSWE mandates that field placements for social work students are supervised by MSW credentialed social workers. A social service agency may be identified as a field instruction site able to assist students in developing skills within the 10 Core Competencies, but does not employ a master level social worker (MSW).

Aurora University will only supply MSW supervision for organizations that meet two criteria: (1) the organization is non-for-profit and (2) the organization demonstrates a financial hardship that it cannot hire an MSW or contract in MSW supervision for the intern(s) in question. All documents pertaining to the application for this assistance must be submitted to the Director of Field Instruction, and the field office of Aurora University will make the final determination as to the acceptance or rejection of this application for assistance.

For circumstances where a social service agency that meets the above requirements has an internship opportunity for a social work student, but cannot provide weekly supervision from a MSW, a proposal (see below) for Aurora University to supply said supervision must be written and submitted by the student to the Director of Field Instruction eight (8) weeks prior to the start of the internship. This proposal is subject to approval or disapproval by the Director of Field Instruction.

A proposal should include: Description of the field agency, description of the social

work learning that will occur at the agency, name, credential and contact information of the task supervisor at the agency. This proposal should accompany a field application form.

It is the responsibility of the Director of Field Instruction to link a student to a MSW supervisor from the full time or adjunct faculty for weekly supervision at the University campus(es).

A formal agreement must be on file with the School of Social Work, including signatures from the student, agency task supervisor, University MSW supervisor and Director of Field Instruction/Field Coordinator. (Please use form supplied by Field Office for this agreement.)

- **Use of Single Field Agency for Two Field Placements**

The use of the same field agency for two field placements by the same student is not permitted. Circumstances where field agencies invite a student to remain at the placement for a second year are not considered beneficial for a student's academic or professional growth. Students are expected to diversify their field experiences by completing internships in different agencies, locations and with different populations and supervisors.

- **Private Practice or For Profit Agencies**

Private practice settings are not considered appropriate field placement sites by the School of Social Work and cannot be used for any level of field instruction. The School prefers to place Students in nonprofit agencies. Exceptions will be considered on a case by case basis. Students interested in a "For Profit Agency" field placement must request approval for a written proposal at least one semester prior to the beginning of the internship. The Director of Field Instruction and Director of the School of Social Work must approve such a request/proposal and reserve the right to interview the Field Instructor prior to approval or denial of the placement request.

- **Field Practice with Diverse Populations**

The School of Social Work supports the social work profession's historical mission of working with diverse and vulnerable populations. It is also committed to diverse and multi-cultural education and service within the field instruction program. In keeping with this commitment it is the policy of the School that all field placement experiences offer the Student the opportunity to work with at least one diverse population. To meet this qualification the field agency must provide Students with

an experience that serves populations at risk which include those distinguished by age, class, culture, ethnicity, gender, mental or physical ability, national origin, race, religion and sexual orientation.

- **Background Checks, Vaccinations and Other Screenings required by Field Placement Site**

Field Placement Sites may require background checks, vaccination records and/or additional medical screenings (drug screen, TB test) before a student may begin field placement hours. It is the responsibility of the student to inform the Director of Field Instruction of this requirement set by the field agency. Aurora University can assist students in organizing a background check, at the cost of the student, but cannot provide medical screenings. Students will be directed to seek testing from private physicians or public health departments.

VII. Grading Policy, Remediation & Disciplinary Outcomes

- **Grading for Field Instruction Courses**

Social Work students enroll in field instruction courses (Field I-Field IV) to earn course credit for field learning. To earn a Credit grade for each field course, the student is required to complete the minimum required hours at the placement, accomplish a moderate to high level of competency as outlined in the EPAS 2008 10 Core Competencies and submit required field documents. Upon review of the field evaluation, the Director of Field (Aurora Campus) or the Field Coordinator (George Williams Campus) will provide a Credit or No Credit grade for the student to the Registrar. A Credit grade denotes satisfactory completion of the field instruction experience, with recommendation of earning credit by the Field Instructor. A "No Credit" grade may result in low or poor field work performance, unethical behavior in the field or unsatisfactory early termination of the field experience.

- **Remediation Plans for Identified Field Instruction Issues**

Students or Field Instructors may identify issues or concerns about the field placement. These issues may be related to student performance, expectation of the field instructor or agency on the student's performance, available training and supervision or specific acts or behaviors deemed as unprofessional or unethical by the student or field instructor.

Behavioral Issues that impact the client population served the agency must be addressed as quickly as possible. The following steps are recommended when issues arise:

1. Notification of concerns must be made to the field liaison first.
2. The field liaison is responsible for communicating concerns to the Director of Field Instruction.
3. Director of Field Instruction will investigate the matter with all available parties and recommend meeting to plan resolution which may include remediate, disciplinary measures or termination from the internship.
4. Remediation plans are recommended when the identified issues are deemed not in violation of the NASW Code of Ethics, University or Agency Policy and are initiated by the student and field instructor seeking to resolve issues and maintain internship agreement.
5. Remediation plans are to be documented by the field liaison and should specify measurable plans of action to improve the field placement experience. The plan should also clearly state time frames for which improvement is expected and by which party should show improvement.
6. Follow up with the remediation plan is the responsibility of the field liaison, field instruction student and field instructor. If improvement is not recognized within time frame allotted in plan, recommendation for early termination of field placement may be made.

- **Early Termination of Field Placement (student initiated)**

Students are given opportunity to choose a placement that best fits their learning plan. It is the expectation of the School of Social Work that students act in a careful, deliberate manner when securing a field placement.

The School of Social Work discourages any unnecessary reassignments of field placement. Changing a student's field placement is considered a last resort in solving a conflict with placement agency or instructor. In the event a conflict occurs, the student and/or agency should have a sound and valid reason for their decision to request an alternate placement. The following steps must be followed by the student who is seeking approval for changing their field site:

1. After the field placement has begun, the student may initiate the process to request a change in field placement through the appropriate field liaison ONLY. Students seeking assistance from the Director of Field Instruction directly will be instructed to seek assistance from the field liaison first.
2. Students interested in changing placements will be expected to request a conference with their field instructor to explore in depth their reasons for change before any action is initiated by student or school. The faculty field liaison may or may not attend this first conference depending on the wishes of all three parties. However, no further action will be taken until the faculty liaison; student and field instructor meet jointly to evaluate the request for change.
3. If after this joint conference the student believes that change of field placement is the only recourse, the student is advised to complete the Request for Changing Field Placement Form which is to be reviewed and signed by the faculty liaison. This form will be circulated to The Director of Field Instruction for approval or disapproval. One copy will be filed in the student's record file, one will be forwarded to the student, and one copy is for the Field Liaison's records.
4. Students are responsible for appropriate termination with clients and agency as recommended by the field instructor.
5. It is the expected that the student to continue completing hours and duties at field placement unless otherwise directed by supervisor to cease field activities. Such a directive must be given in writing by the field instructor. The student is required to make up any elapsed time missed from field instruction during these negotiations and/or placement change.

Students will be required to begin a new placement and complete a minimum of one semester of field hours, dependent on the timeframe of the internship termination. An Extension (X) grade will present in the student's transcript until the completion of the hours required for that internship level. X grades will be maintained for one calendar. If the student has not complete the required hours to receive the credit for that field class, the X grade will be changed to No Credit.

- **Early Termination of Field Placement (agency initiated) & Disciplinary Outcomes**

Field placement agencies have the right to terminate field instruction students without notice if there is evidence the students is harming the placement's clients or

programming. In situations where the field agency is recommending the termination of the field placement due to the student's lack of progress toward goals and/or unprofessional or unethical behavior, the field liaison is required to participate in communication between the student and the field agency or field instructor. A field review meeting (with School of Social Work Program Director, Faculty and Director of Field Instruction) will be held to discuss the circumstances surrounding the termination of the field placement. Recommendations for repeating field instruction, suspension or dismissal from the program may be made in situations where the student is found to have acted in an unethical manner within the role of social work intern.

VIII. Absences from Field Placement Policy

Time spent at a field agency not only assists students in meeting requirement for hours and credit in the Field Instruction course(s). Time spent at a field agency is key to allowing students to learn the role of the social worker within that setting. A consistent schedule is vital in allowing students professional access to clients, supervision and time to process their learning. Absences from the field placement are expected to be few in number and managed according to the field manual.

- **Vacations and Breaks designated by Aurora University**

Field Instruction students are expected to begin their placements at the start of the semester in which they are enrolled in Field Instruction (Fall, Spring, Summer). Students are expected to attend field placement hours each week of the semester. The schedule throughout the semester should be consistent, with the student and agency aware of the student's schedule. Students are expected to discuss Finals Week and a need to adapt the field placement schedule to the academic schedule of final exam periods.

Students are not permitted to schedule vacation time from their field placements during the academic semester. Any vacation time shall be taken during designated Winter Break or Spring Break time periods, and will not exceed one week. Students are permitted and expected to fulfill field placement hours during Winter Break, as this break is 3-4 weeks in duration.

- **Medical Emergency, Illness or Death in the Family**

Students experiencing **medical emergencies** that require time away from the field placement are encouraged to communicate this need to the Director of Field Instruction and the field instructor at the field agency as soon as possible. Students may be expected to submit physician verification that time away from field placement or school is required. Students may also require physician verification stating the student is safe to return to field placement duties before being allowed to return to their scheduled field placement hours. All missed time must be made up with cooperation with the field instructor with scheduling.

Students experiencing temporary illness (described as viral or bacterial infections/diseases) are expected to refrain from attending field placement hours, especially if there is risk of spreading contagious disease to field agency clients or personnel. Physician verification of diagnosis may be requested. Field hours missed due to illness must be made up.

- **Leave of Absence from Field Instruction**

Student requiring a leave of absence from Field Instruction, due to medical or personal need may request this in writing to the Director of Field Instruction and Field Instructor at the field agency.

- **Unauthorized Absences from Field Instruction**

Students are required to maintain a consistent schedule, present at the agency during business hours, with cooperation from the field instructor. Students who miss time at field placement without authorization from the field instructor risk disciplinary measures or early termination from their field placement. Students are not permitted to miss field hours due to academic commitments (writing assignments or exam preparation).

IX. Social Media Policy

Students participating in Field Instruction are expected to practice in an ethical manner, in accordance with the NASW Code of Ethics, while working with clients or programs within their placement. Students using social media sites are expected to use the highest privacy settings on their social media profiles to ensure private information and photographs cannot be accessed by field agency personnel or clients. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency or school. In the event that a

student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student will be subject to a student review.

The Field Instruction Manual is to be reviewed by each social work student and field instructor participating in the field instruction experience. All students enrolled in field instruction are subjected to policies outlined in this manual.