

# Undergraduate Special Education Handbook

Southern Illinois University Edwardsville



Revised Spring 2007

*Although every attempt has been made to ensure the accuracy of this document,  
check with Program Director or Advisor for the latest information.*

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**I.**

**CONCEPTUAL FRAMEWORK**

**GUIDING**

**TEACHER PREPARATION**

**IN**

**THE DEPARTMENT**

**OF**

**SPECIAL EDUCATION**

## **I. The Department of Special Education**

### Introduction

The Special Education Program is the academic unit within the School of Education responsible for preparing teachers to work in special education grades K-12. Through this program, students qualify for the Bachelor of Science Degree in Education and for state teacher certification in special education.

The program is committed to open and wide-ranging inquiry of the phenomena that surround schooling, teaching, learning, and living. This spirit of inquiry embraces differing interpretations of the meaning of these complex phenomena. Educational practitioners can disagree about issues. We believe it is essential that the conflicts to which open inquiry inevitably lead take place in an environment that stresses professionalism.

Professionalism gives inquiry a sense of direction. Questioning and only questioning is not enough. Reflection is not enough. Educators at some point must act on the best available evidence at the time. Action may in turn lead to further inquiry, which may then result in a modification of action the next time around. Action and inquiry are ongoing processes.

Teacher candidates will be presented with points of views that sometimes conflict. This is to be expected in a society as diverse and complex as ours. Ultimately, the teacher candidate must resolve these conflicts to become an effective practitioner. What should remain constant, and what should help in the resolution of these conflicts, is the commitment to inquiry and professionalism. Our faculty maintains this commitment, and we expect our teacher candidates to do the same.

The model on the following page reinforces this commitment. Using knowledge gained over the years, the effective teacher must plan, manage, implement, and evaluate instruction. As this occurs, the spirit of inquiry and professionalism can flourish.

The program offered by the Special Education Program has been approved by the Illinois State Board of Education (ISBE) and by the National Council for the Accreditation of Teacher Education (NCATE). By completing certain additional requirements, students may qualify for certification in Missouri as well as in Illinois.

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

## SCHOOL OF EDUCATION

### TEACHER AS AN INQUIRER-PROFESSIONAL CONCEPTUAL FRAMEWORK

The conceptual framework of the Teacher Education Unit of the School of Education focuses on developing inquirer-professionals. The six tenets of the inquirer-professional include:

#### **Knowledge Application and Development**

- Enhances teaching by integrating theory, research, and practice.

#### **Instructional Process**

- Uses appropriate resources, provides classroom environments, and aligns national, state, and local standards in order to plan, implement, and evaluate effective instruction for all learners.

#### **Context and Foundations of Education**

- Uses historical/philosophical perspectives of education to understand current educational issues, school climates, and global, multicultural perspectives.
- Builds learning communities among teachers, students, administrators parents, and members of the wider community in order to identify barriers to and opportunities for improvements, progress, and equity.

#### **Learners and Learning**

- Applies knowledge of cognitive, affective, and psychomotor development in student-centered educational settings and provides for the uniqueness and diversity of all learners through instructional practice, assessment, and curricular development.

#### **Interpersonal Relations Skills**

- Demonstrates positive and collaborative interpersonal relationships with students, parents, and administrators, regardless of their culture, religion, gender, sexual orientation, or abilities.

## **Professional Relationships**

- Participates in professional growth activities and is engaged in the local and national community of educators.

## **INTRODUCTION TO NCATE EXPLANATION FOR THE OVERALL QUALITY OF THE "PROFESSIONAL EDUCATIONAL UNIT OF THE TEACHER EDUCATION PROGRAMS."**

The professional educational unit refers to the "school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel. The School of Education is responsible for ensuring that individual teacher education programs "are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated" (NCATE, 1995). The unit ensures that "courses in general content, professional and pedagogical, and integrative studies complement one another".

The School of Education is composed of initial teacher education programs in early childhood education, elementary education, secondary education and special education, and advanced level programs in special education, elementary, ed. administration, instructional technology, kinesiology, secondary education, and literacy.

The overall theme for professional education programs at SIUE is the **TEACHER AS AN INQUIRER-PROFESSIONAL**. We are committed to the idea that teachers must perform as professionals, and as professionals, they must base their decisions on continued inquiry into best practice.

The teacher as an inquirer-professional model is the foundation upon which the School of Education programs are based. The application of the model provides a common bond among programs and offers students at the initial and advanced levels a clear picture of the program foci and anticipated learner outcomes. Each department and program within a department clarifies and extends the common professional core (initial and advanced levels) of the knowledge base in the delivery of their programs.

### **TENETS of the TEACHER AS AN INQUIRER-PROFESSIONAL**

The major goal of the teacher education program at SIUE is to enable our students to function as an **INQUIRER-PROFESSIONAL** in performing their roles. We believe that a teacher who functions as an **INQUIRER-PROFESSIONAL** must be:

1. **KNOWLEDGE APPLICATION AND DEVELOPMENT**  
One who accesses, uses and/or generates knowledge.
2. **INSTRUCTIONAL PROCESS**  
One who plans, implements, and models best practice.

3. **CONTEXT AND FOUNDATIONS OF EDUCATION**  
One who values diversity and makes decisions based on school context and historical and contemporary contexts.
4. **LEARNERS AND LEARNING**  
One who is knowledgeable about diverse learners and learning.
5. **INTERPERSONAL RELATION SKILLS**  
One who is able to interact with students, parents, and colleagues.
6. **PROFESSIONAL RELATIONSHIPS**  
One who is a developing professional and a life-long learner.

## **PROGRAM OUTCOMES**

The primary organizing framework for our **TEACHER AS AN INQUIRER-PROFESSIONAL** program flows logically from the School of Education Philosophy and Goal Statements. Six tenets embedded in the philosophy serve as the framework that undergirds our programs and are therefore designated as knowledge domains. Thirty initial program outcomes are categorized within the six domains and another twenty-six outcomes are categorized for all advanced programs with the exception of the educational administrative program, which has twenty-four outcomes. These outcomes, influenced by research and practice, constitute the purposes and objectives of the unit's programs.

The outcomes, categorized by the following domains, describe the knowledge, skills, and dispositions, which the **INQUIRER-PROFESSIONAL** is to demonstrate upon completion of the professional education initial level program:

## **KNOWLEDGE BASE DOMAINS**

The **TEACHER AS AN INQUIRER-PROFESSIONAL** theme encompasses six knowledge base domains. These knowledge base domains are derived directly from the six tenets, which are embedded in our teacher education philosophy. Each of these knowledge domains has been identified and conceptualized from research. The knowledge base domains serve as the framework for our programs.

### **Knowledge Application and Development**

A greater knowledge base provides an increased opportunity for student inquiry and investigation. Our program knowledge base has to be applicable to concrete situations and yet provide students opportunities for reflective thinking about school practices.

## **Instructional Process**

The knowledge base in this domain addresses the organizational planning, implementation, assessment and evaluation of curriculum and instruction. Teachers we prepare must be able to plan instructional strategies and policies which address knowledge of human conditions, the world, and the subject matter they profess to teach, and to contribute toward the attainment of program goals and objectives. Such plans must reflect an understanding of diverse educational and societal issues and address ways to facilitate growth and change using a dynamic perspective as a backdrop.

Our new teachers must be able to implement the plans which they formulate. This implementation must acknowledge the importance of the structure of the teaching models they use as they strive for both their own excellence as well as that of their students.

An important aspect of the instructional process is being able to manage it. This includes knowing how to organize activities for large groups or several small groups at one time. It includes everything from cooperative learning to independent group assignments. It takes into account setting rules and establishing norms for classroom behavior. Knowing how to manage a classroom also means knowing something about the social system of a classroom; that is, understanding the characteristics of a human group. Finally, one must be able to both assess and evaluate the degree of success of the tasks students perform. Assessing is the process of determining appropriate measures by which information may be obtained to determine whether or not learning has taken place.

## **Learner and Learning**

Teachers also need to recognize that their learners' earlier experiences will play an important role in the acquisition of new knowledge. In a multicultural society, learners from diverse social, economic, ethnic and exceptionalities will enter school classrooms. Our students must be able to acknowledge these diverse student populations and recognize diversity in people as differences rather than deficits.

## **Interpersonal Relationships**

Teachers find that a collaborative approach is enhanced when they use effective communication skills. Collaboration skills are needed by teachers to effectively and sensitively relate to the social backgrounds of learners and families. These same collaboration skills are also valuable to teachers when interacting with colleagues.

## **Professional Relationships**

This domain focuses on the professionalization of educators. Professionalism is talking about teaching to one's peers to either learn alternative ways of teaching or to reinforce particular methods of teaching. Professionalism is having a positive attitude about teaching and students. Professionalism is having a clear perspective on the direction, goals, and objectives of the profession. Professionalism is having a vision about what teaching is and what it can be in preparing students for now and in the future. It is being concerned about the direction of teaching and/or about the education of its prospective members. We want our students to realize learning is life-long and that we never know all we can or should know.

SPECIAL EDUCATION PROGRAM  
FOUNDERS HALL, ROOM 1101, 650-5423

*For more information, see the School of Education website:  
<http://www.siue.edu/EDUCATION/>*

<b><u>NAME</u></b>	<b><u>OFFICE</u></b>
Dr. Melissa Bergstrom.....	FH 3312
Dr. Susan Claflin .....	FH 1108
Dr. Anthony Denkyirah.....	FH 1104
Ms. Sara Eckert (practicum supervisor).....	FH 1342
Dr. Allison Fahsl .....	FH 1327
Dr. Linda Forbringer .....	FH 1106
Ms. Judy Gover (practicum supervisor).....	FH 1342
Dr. Corrine Harmon .....	FH 1107
Dr. Jean Harrison (chair) .....	FH 1102
Dr. Craig Miner .....	FH 1105
Dr. Victoria Scott (program director).....	FH 1103
Ms. Sharon Flaughter (secretary) .....	FH 1101
Ms. Elaine Farrar (advisor) .....	FH 1110

In addition, the department receives support from many local school districts. This relationship has been formalized into a partnership agreement with approximately 30 districts.

## **II.**

# **DEPARTMENT OF SPECIAL EDUCATION AND COMMUNICATION DISORDERS MISSION STATEMENT**

***Mission Statement for the Department of  
Special Education and Communication Disorders***

The mission of the Department of Special Education and Communication Disorders is to prepare undergraduate and graduate students to assume professional roles in special education and speech-language pathology and audiology, contribute to research in each discipline, and provide opportunities for continuing education and ongoing services to the surrounding community. The department fosters inquiry and critical thinking that exceeds guidelines of accreditation bodies, licensure requirements, and certification standards. The intent of the mission is multi-faceted:

- To have a positive impact on services for persons with disabilities within educational systems, healthcare facilities, and the community;
- To foster respect and support for diversity;
- To advocate for the rights of individuals; and
- To ensure students enter the field as confident and successful professionals.

**III.**  
**ADVISEMENT**

## II. ADVISEMENT

Students should contact the Office of Clinical Experiences and Advisement (OCECA) to establish a file and submit unofficial copies from each post high school institution to the OCECA office, Founders Hall, Room 1110. Once a file has been established in OCECA, a departmental advisor is available, by appointment, to assist students in planning programs. Early planning is especially important because teacher education programs require specific courses in general education beyond the University minimums. The advisor will help each student complete a program sheet, which every admitted student must have on file in the OCECA office. Students must continue to meet with their special education advisor early each semester to complete a Course Request Form (CRF) in order to register for the next semester.

### **Office of Clinical Experiences, Certification and Advisement**

Founders Hall, Suite 1110

Phone: 618-650-3940

Ms. Gretchen Fricke, Director.....gfricke@siue.edu

Ms. Elaine Farrar, Advisor ..... efarrar@siue.edu  
Special Education Advisor

University administrators, faculty, and advisors are committed to planning and executing a smooth transition into the teaching profession. Up-to-date information will be available through the advisors.

**IV.**  
**ADMISSION**  
**AND**  
**GENERAL**  
**REQUIREMENTS**

### III. ADMISSION AND GENERAL REQUIREMENTS

#### Grade Point Average

- I. At the minimum, students who wish to be considered for admission to the special education program must demonstrate strong intellectual capabilities and academic accomplishments. These qualities must be evidenced by solid performance in the general education curriculum. Students must complete forty-two semester hours in general education with a cumulative GPA of 2.5/4.0 (including all work from past institutions) to declare a major in special education.

#### Specific Prerequisite Course Standards

In order to apply for admission into the Special Education program, prospective students must receive grades of C or better in five of the following general education skills courses.

- |    |          |  |
|----|----------|--|
| 1. | ENG 101  | English Composition I                                  |
| 2. | ENG 102  | English Composition II                                 |
| 3. | MATH 106 | Deductive Reasoning (or PHIL 106 )                     |
| 4. | SPC 103  | Interpersonal Communication Skills (or SPC 104 or 105) |
| 5. | CMIS 108 | Applied Computer Concepts (or STAT 107)                |

Departmental advisors may accept grades of C or better in equivalent courses (for example, in the case of transfer students). Students should consult a special education advisor to determine which skills courses fit best for the program. In addition to the five skills courses, applicants to Special Education Cohort Program should have the majority of their general education requirements completed prior to beginning the program. Consult your OCECA advisor.

Once you are admitted to the Special Education Program, you should plan on beginning the sequence of cohort classes the following semester (see semester one classes listed on page 21).

### Passing ICTS Basic Skills Test

In addition to the GPA (grade point requirement), students seeking admission to or declaring a special education major must present passing scores from the ICTS Basic Skills Test. Students may obtain registration information for the current tests from the Office of Clinical Experiences, Certification and Advisement, Founders Hall, Room 1110 or the testing website: <http://www.icts.nesinc.com> .

### SPE 200 Introduction to People with Disabilities in Society and School (SPE 200)

All students planning to teach special education must take and pass the course SPE 200 - Introduction to People with Disabilities in Society and School, with a grade of B or higher. Students are allowed to take SPE 200 Introduction to People with Disabilities in Society and School after they have completed 30 credit hours, however they must have a cumulative GPA of 2.5/4.0 (including all work from past institutions).

**V.**

**THE**

**SPECIAL EDUCATION**

**COHORT PROGRAM**

## IV. THE SPECIAL EDUCATION LEARNING BEHAVIOR SPECIALIST I COHORT PROGRAM

### Admissions Procedure

General advisors at SIUE or other institutions may not be familiar with the particular requirements and procedures for the SPE Cohort Program admission. All students are strongly urged to seek advice in the Office of Clinical Experience, Certification and Advisement (618-650-3940) as soon as they know they have an interest in teacher certification. Students who transfer from other institutions should contact a special education advisor as soon as possible to plan a program of courses. Early planning is essential.

Declaring a major, and being admitted to the special education program are separate but necessary steps in pursuing a teaching certificate at SIUE.

1. Students should declare a major in Special Education when they have met all of the following minimum declaration criteria:
  - Minimum cumulative GPA of 2.5 or higher (from all secondary institutions attended)
  - Good standing at SIUE (if applicable)
  - Pass SPE 200 (B or higher)
  - Pass ICTS Basic Skills test
  - Pass five skills courses (C or higher)
  - Complete at least 42 semester hours
2. After declaring a major, students should seek admission to the SPE Program. Applications for the Special Education program are available in OCECA, and due to OCECA the first Monday of March for the fall semester or the first Monday in October for the spring semester. It is important to remember the Special Education Program is two years in length, with the last semester being an all day/every day commitment.

All admission decisions are made by the Special Education Admissions Committee. Admission to the Special Education Program is competitive. It is important to remember that meeting the minimum requirements does not guarantee admission to the program. When there are more applicants meeting minimum standards than available spaces, the Special Education Admissions Committee will rank order the applications. Highest-ranking applications will be accepted first. Rankings are based on over-all GPA (including all post-high school transcripts), ICTS Basic Skills Test Score, and a writing sample evaluation. The Special Education Admissions Committee may also interview candidates as part of the admission decision. Those

candidates who are not selected may choose to re-apply for the program the following semester.

Minimum Application Requirements for Special Education Major:

- Application to the Special Education Program
  - Completion of SPE 200 with B or higher
    - SPE 400 may be substituted for SPE 200 with program approval
  - Completion of all skills courses with C or higher
  - Completion of 42 earned semester hours
  - Cumulative GPA of 2.5 or higher (for all undergraduate courses including transfer hours)
  - Passing Score on the ICTS Basic Skills Test
  - Controlled writing sample
  - Possible interview with faculty
3. Applicants are notified of admission decisions by late March and late October prior to the program beginning in the Fall or Spring. Those students who are not selected may choose to re-apply for the program another semester. Their applications will be evaluated equally with the next pool of applicants.
  4. Accepted teacher candidates should continue to meet with their OCECA advisor each semester throughout their program to ensure they are on track for graduation.
  5. Students who have been convicted of a felony should recognize that obtaining certification under such circumstances can be difficult. There are certain enumerated offenses related to sex, narcotics, and/or controlled substances, which can bar a person from Illinois State Teacher Certification. All convictions are reviewed on an individual basis by the State of Illinois. **STUDENTS WILL NOT BE PERMITTED TO PARTICIPATE IN CLINICAL EXPERIENCES UNTIL A CLEAN CRIMINAL BACKGROUND CHECK IS ON FILE WITH THE OCECA OFFICE (FH 1110).** If students cannot provide a clean background check, they will be dropped from the program.

### Program of Study

The Special Education Program has designed a “cohort” type model of undergraduate special education. In this model candidates take a set of special education classes together in a “block like” design. Candidates accepted into a cohort will take ten pre-selected course hours in semester one, eleven pre-selected hours in semester two (leaving room for FLEX classes of choice), fifteen set classes in semesters three, and fifteen set classes in semester four.

## PROFESSIONAL SEQUENCE FOR SPECIAL EDUCATION PROGRAM

Students have the option of taking FLEX courses during semesters 1, 2, or the summer BEFORE semester 3. SPE 415 and SPPA 490 can also be taken before semester one classes after acceptance into the program. EPFR classes can be taken after the student has declared a major and before formal acceptance into the program. All course work must be completed before semester three and semester four.

### **FLEX Courses:**

Professional Education FLEX Courses:

EPFR 315 Educational Psychology

- Prerequisite declared major

EPFR 320 Multicultural Foundations

- Prerequisite declared major

Major FLEX Courses: (may be taken in semester one, two, or during the summer.

Courses are offered fall, spring, and summer)

SPE 415 Instructional and Assistive Technology

- Prerequisite admission to the program.

SPPA 490 Language Development

- Prerequisite admission to the program.

SPE 470 Transition Planning

- Prerequisite SPE 405 or concurrent enrollment

Order for Professional Education Classes:

SPE 200 Exceptional Child : Prerequisite to all SPE classes and admission to the program

**Semester One** (Must be taken concurrently)

SPE 405 Foundations of Special Education

SPE 450 Instructional Planning and Professional Collaboration in Special Education

SPE 471 School and Family Partnerships in Special Education

SPE 401 Field Practicum One in Special Education

**Semester Two** (Must be taken concurrently)

SPE 412 Assessment for Instructional Decision Making in Special Education

SPE 416 Functional Curriculum Methods

SPE 430 Classroom Management and Behavior Support in Special Education

SPE 402 Field Practicum Two in Special Education

**Semester Three** Must be taken concurrently the semester prior to student teaching. All general education and professional education classes (except SPE 481 and SPE 499) are prerequisites

SPE 417 Reading and Language Arts Methods in Special Education

SPE 418 Practicum Three in Special Education

SPE 421 Math and Content Area Methods in Special Education

SPE 422 Science and Social Science Methods in Special Education

**Semester Four** (Must be taken concurrently. All the classes above are prerequisites)

SPE 481 Senior Seminar

### Retention Policy

Students must maintain at least a 3.0 GPA and obtain at least a C in all professional education courses to remain in the program. If a student fails to get a C or above in a professional education course or his/her professional GPA drops below 3.0, the student must reapply to the program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

### Candidate Disposition Issues

**Dispositions** are goals that describe students' desired behaviors and attitudes as an outcome of their education. These goals address student development as a whole and relate to real-world functioning. According to the National Council for the Accreditation of Teacher Education (NCATE), teacher candidates should be able to work with students, families, and communities to reflect the dispositions of educators as delineated in professional standards. Several key dispositions include a respect for diversity, caring attitude, sensitivity to student differences, democratic values, commitment to teaching, ability to work well with others, and professional responsibility.

**Disposition Support**– The teacher candidate, supervisor, cooperating teacher, and or a faculty member may use the Disposition Support Form to aid and support a candidate by identifying an area that is of concern in their vocation of teaching. This form is to be used as an aid to correct, adapt and/or develop the candidate's teaching, academic, or professional performance. Faculty, university supervisor, and/or cooperating teacher should speak directly to the teacher candidate concerning the issue. (See Disposition Support Form in Appendix) The approach should be to support and/or advise the candidate so that the disposition/situation improves. Problem-solving suitable to the situation should take place between the appropriate individuals (usually the program director, faculty member, university supervisor and/or the cooperating teacher) and the candidate in a formal meeting. Appropriate responses may include, but are not limited to: visiting campus support services (writing center, counseling services, etc.), changing behavior, writing and/or reflecting on the incident, etc. The procedures for completing the Support Form are as follows:

1. Share the completed form with the teacher candidate and obtain the candidate's signature indicating he or she has seen the form.
2. Retain the original and give a copy to the candidate, to the program director, and to the candidate's university supervisor (if applicable).

If a teacher candidate receives **TWO** Disposition Support Forms or the response to the first form is unsuitable, a meeting may be scheduled with the

appropriate individuals and the candidate to further discuss the situation. This meeting may generate a **Dispositions Alert Form** (see Disposition Alert Form in Appendix).

**Dispositions Alert Form** – If a teacher candidate’s disposition causes immediate and serious concern so that the faculty member believes that repeated behavior of this type may result in the teacher candidate failure to successfully completing the program and/or the teacher candidate may be unsuited for the teaching profession, a Dispositions Alert Form will be completed immediately by a faculty member. The Disposition Alert Form is to alert and advise candidates of areas of extreme weakness or persistent concerns which may jeopardize their ability to complete the program. This form usually accompanies a meeting with the supervisor, cooperating teacher, faculty member, program director, and/or chair. Severity of the issue documented on the Alert Form may result in immediate removal from the program. The person who completes the form and the program director (or designee) must discuss the area(s) of concern with the candidate, suggesting methods for improvement and/or other courses of action. Notes on this discussion will be added to the form and signed by the candidate. The completed Alert Form will be given to the appropriate program director and a copy provided to the Associate Dean and OCECA Director. Further discussions with the candidate will take place if deemed warranted by the program director and faculty. The Alert Form will be placed in the candidate’s file. Upon completion of a Dispositions Alert Form, the teacher candidate may request a hearing with the Chair of the Department. If the candidate feels the assessment is inaccurate or was unfairly administered the candidate may appeal to the Associate Dean. After a meeting with the Associate Dean the candidate has the right to file a grievance. Grievance Procedures are located at <http://www.siu.edu/POLICIES/3c3.html>.

### Removal from the Program

Continuation in the program each semester requires a minimum cumulative GPA of 2.5 and a GPA of 3.0 in professional courses, with all professional courses receiving a minimum grade of C. If a student fails to get a C or above in a professional education course or his/her professional GPA drops below 3.0, the student must reapply to the cohort program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

### Testing Required by Illinois State Board of Education for Learning Behavior Specialist I (LBS I)

- **Basic Skills Test** (test code 096) → must be passed before admission to program
- **Learning Behavior Specialist I Content Area Test** (test code 155) → must be passed before student teaching
- **Special Education General Curriculum Test** (test code 163) → must be passed before graduation
- **Assessment of Professional Teaching Test** (test code 104) → must be passed before graduation

Because SIUE teacher candidates complete much of their professional experiences in schools, it is essential for students to understand and comply with the expectations that will be held for them by University faculty, teachers, and school administrators. While participating in partner schools, SIUE students are considered as professionals-in-training, with responsibilities very similar to their mentors, the public school teachers. As co-instructors, mentor teachers have the responsibility in conjunction with University faculty to supervise and evaluate the performance of teacher candidates assigned to them.

Regular attendance and punctuality are absolutely imperative. It is the student's professional responsibility to attend every day and to be there on time, which means, at the same time, or before, teachers report to the building. Absences are to be avoided; if there is a sufficiently serious reason to be absent, the student must inform both the cooperating teacher and University faculty involved. Unexcused absences are not acceptable during the two-year program. The Admission and Review Committee will review the record of a teacher candidate who has a pattern of tardiness and/or unexcused absences for possible dismissal from the program.

Teacher candidates are expected to observe standard professional ethics throughout all program experiences, such as confidentiality of information about students and appropriate conduct with students, colleagues, and mentors. It is the student's responsibility to follow the mentor's policies and practices for maintaining order and discipline. Candidates must also comply with the school norms pertaining to dress and behavior.

In addition to completing assignments in connection with courses, the student is responsible for carrying out both instructional and non-instructional tasks assigned by the mentor whenever possible. Instructional assignments can include individual tutoring, small group teaching, team teaching with the mentor teacher, or leading a special project. Non-instructional tasks include, but are not limited to, assisting in playground and cafeteria supervision, grading and filing papers, and supervision of a planned recess activity. It is important to keep in mind that teacher candidates are part of the classroom team and should participate fully in the activities of the partner classroom and school.

Faculty members and school personnel expect every teacher candidate to be committed to the instruction of children in their classrooms and to their own on-going professional development. It is the teacher candidate's responsibility to reduce other commitments to a minimum, including employment. Successful performance in this program demands long hours of preparation, for both coursework and teaching experiences. Teacher candidates who are unwilling or unable to invest the amount of time and effort that is demanded are encouraged to consider pursuing programs other than teacher education.

Teacher candidates are discouraged from taking more than 17 hours in the fall and spring semester or more than 6 hours in the summer semester. However, under unusual circumstances an overload may be attempted, but only with prior written approval of the Program Director.

Students who are removed from a practicum placement by the cooperating teacher, school, university supervisor, or university faculty due to concerns, may not be “re-placed” in another setting that semester. Students who are not “re-placed” must reapply to the cohort program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

### **General Professionalism Statement**

Attendance, tardiness, and dispositions will be monitored throughout the program and failure to maintain professional standards in these areas could result in a reduction to the relevant final course grades and/or removal from the program.

### **SPE 499 - SPECIAL EDUCATION STUDENT TEACHING (Year Two, Semester 4)**

Student teaching is a culminating experience, during which time the student teacher is expected to demonstrate an ability to synthesize and apply what has been emphasized during other SIUE courses.

### **Student Teaching Assignment And Prerequisites**

Teacher candidates who are majoring in Special Education must student teach for a full semester (12 semester hours) in a public school (grades K-12). One placement (8 weeks) is at the elementary level and one placement (8 weeks) at the secondary level. Teacher candidates must have successfully completed all professional education and methods courses, have an overall grade point average of 2.5 or above, have a professional grade point average of 3.0, and have passed LBS 1 Content Test before enrolling in student teaching.

## Guidelines for the Special Education Student Teachers

Student teachers should follow these guidelines as fully as possible. Failure to do so may result in removal of the teacher candidate from the assigned site or designated course and/or program.

1. Avoid outside employment during full-time student teaching, if possible. Student teaching is a demanding responsibility and should be considered your main priority.
2. Be prompt and regular in attendance. Follow district regulations regarding school arrival and departure time and allow extra time for conferencing and preparing with the classroom teacher and university supervisor. If an absence is necessary, you **must** notify the university supervisor and school as early as possible. Please call your university supervisor if a visit is scheduled for that day. If a candidate has more than two absences per semester, their ability to complete student teaching may be in jeopardy. All absences must be made up. No absences can be made up after the end of the normal semester.
3. Attend the Senior Seminar Class: SPE 481, and make arrangements to meet requirements associated with the Senior Seminar Class, such as Senior Assignment/Portfolio Poster Presentations, and Professional Development Workshops held at SIUE.
4. Plan, with your cooperating teacher, for an intensive teaching period of one to two weeks for each placement –elementary and secondary. During this time the student teacher should have major classroom responsibility for planning, teaching, and evaluating.
5. Keep a daily journal reflecting on teaching experiences.
6. As a junior colleague in the classroom, the student teacher should cooperate fully with the cooperating teacher and building administration.
7. Meet the school personnel, study the school regulations, learn the types of school records that are kept, and become fully informed on the many complex tasks that make up the professional life of a beginning teacher.
8. Make the most of every kind of professional opportunity. Student teachers should participate in extra-curricular activities, attend faculty meetings, attend IEP meetings, attend P.T.A. and other functions, if required of the cooperating teacher and/or the school.
9. Strive to develop good rapport with the classroom teacher. If any serious conflicts do arise, the student teacher should contact the university supervisor as soon as possible for assistance.
10. Follow the dress code prescribed by the school and be aware of the professional appearance and conduct of the teachers.
11. Prepare lesson plans. Keep a notebook of all your lesson plans. The university supervisor will evaluate these lesson plans.
12. Plan, teach, and evaluate instruction.

13. Evaluations will be made periodically throughout the semester by the cooperating teacher and the university supervisor to let you know in which areas improvement should be made. You will be formally observed while teaching a lesson at each placement site.
14. Express individuality as a professional. New methods, management techniques, and teaching devices should be experimented with after consulting with and receiving the approval of the cooperating teacher and university supervisor.
15. Participation in any form of corporal punishment of students or acting as a witness to corporal punishment is unacceptable.
16. Transportation of the students to or from the school district in any vehicle is not permitted.
17. A "substituting" position in the classroom, if the cooperating teacher is absent, should not be accepted. A student teacher cannot be used by the school as a substitute. You can be responsible for teaching but cannot assume the official role as substitute teacher.
18. In the event of a work stoppage, assume the role of a neutral person, maintain an uninvolved status and report immediately to the University Supervisor.

**Teacher candidates may begin their student teaching placement ONLY if all parts of the Student Teaching Application are on file in the OCECA office. NO TEACHER CANDIDATE WILL BE PERMITTED TO BEGIN STUDENT TEACHING UNTIL THE TB TEST REPORT IS ON FILE WITH THE OCECA OFFICE (FH 1110).**

## Other Important Student Teaching Reminders

1. *Applying for Graduation* – Fulfill any requirements listed on your graduation check. (Received upon applying for graduation in the Service Center.) The deadline is the first Friday of the semester you plan to graduate. Please apply when you have 90 hours. Do not wait until your final semester.
2. *Testing* – Take the required Illinois state tests:
  - Learning Behavior Specialist I Content Area Test (*test code 155*)  
→ *must be passed before student teaching*
  - Special Education General Curriculum Test (*test code 163*) → *must be passed before graduation*
  - Assessment of Professional Teaching Test (*test code 104*) → *must be passed before graduation*

Registration bulletins and study guides are available in OCECA (Founders Hall, room 1110) and online at <http://www.icts.nesinc.com> (APT information is only available on line). **Passing scores on all tests must be on file with the State prior to certification.** Passing scores on the subject matter test (LBS I) will be required prior to student teaching. It is recommended that the APT be passed at that time. APT and Special Education General Curriculum Test will be required for certification and graduation.

3. *Mandatory Meeting* – You will be required to attend a mandatory meeting during the student teaching semester regarding the certification process. If you have not received information by the end of week 6 of the semester, you should contact your advisor or Beth Weeks in the Dean's Office at 650-3350.
4. *Helpful Websites* –

<http://www.isbe.net/teachers/documents/tocminreq.htm>

<http://www.isbe.net>

**VI.**  
**CERTIFICATION**  
**REGULATIONS**  
**AND**  
**PROCEDURES**

## VII. CERTIFICATION REGULATIONS AND PROCEDURES

### Procedure for Obtaining a Teaching Certificate

Teacher education students who complete the following programs and pass the required state tests may apply for an Illinois teaching certificate by entitlement. Information on the testing program follows this section. The entitlement process avoids the necessity of individual transcript evaluation by the State, and is therefore usually an advantage to the student. Students should check with their advisers on the differences between the Special K-12 certificates and other certificate programs.

### Special Education K-12

To obtain the appropriate certificate, it is necessary to follow this procedure:

1. Two semesters prior to student teaching, obtain from the Office of Clinical Experiences, Certification and Advisement (Founders Hall, Room 1110) a student teaching application packet.
2. Complete the forms in the packet, and return them to the Office of Clinical Experiences, Certification and Advisement. Forms must be turned in by the announced deadline, prior to the student teaching semester.
3. After the student has completed all appropriate program and degree requirements, he or she will receive their appropriate teaching certificate by mail from the State Board of Education. The student must register the certificate at the Regional Office of Education (ROE) in the county where they will be teaching.
4. Students who do not successfully complete an education program at the end of the student teaching semester will be placed in a holding status. After that time, it will be necessary for the student to recontact the Office of Clinical Experiences, Certification and Advisement to provide proof of completion of deficiencies.
5. It is always the student's responsibility to notify the Office of Clinical Experiences, Certification and Advisement, as well as the Office of Admissions and Records, of any name change or change of address.

### Illinois Certification Testing Program

The Education Reform Act requires that all persons seeking early childhood, elementary, special, high school, school service personnel, or administrative certificates in Illinois must pass both a test of basic skills and a test of subject-

matter knowledge. Those persons covered include new graduates from teacher preparation programs, educators moving to Illinois from other states, and Illinois educators applying for additional certificates.

Persons holding elementary and high school certificates who wish to add a different certificate may need to take additional courses, state tests, and complete further clinical experiences.

**VII.**  
**STUDENT**  
**APPEALS**  
**PROCEDURES**

## **VIII. STUDENT APPEAL PROCEDURES**

The Special Education Admissions and Review Committee was formed to assist students who request exceptions to policies and who may need special help and consideration. The Committee meets for the purpose of evaluating and making recommendations concerning students enrolled in the current Special Education Program. Students who wish to appeal decisions should contact the Department Chair about the appeals process.

**VIII.**  
**RESOURCES**  
**AND**  
**SERVICES**

## **IX. RESOURCES AND SERVICES**

The University offers a wide range of academic resources and services to students. Students should refer to the University Undergraduate Catalog to be sure that they are aware of those resources and of the procedures for using them. A few resources of special interest to future teachers are mentioned in the following paragraphs.

### Office of Instructional Services

The Office of Instructional Services was established to provide more effective academic support to all students enrolled in the university. It has been used mostly by education students to review fundamental reading, mathematics, and written expression skills that are needed to successfully pass tests in basic skills. The office is now located in the Peck Hall, Room 1404 and the telephone number is 650-3717.

### College Level Examination Program (CLEP) and Proficiency Examinations

Students who wish to gain college credit without actual class attendance may do so through CLEP or Proficiency in many general educational areas. Up to a maximum of 48 hours may be earned in this manner. CLEP examinations are given periodically and there are costs involved. Proficiencies are usually at no cost. For further information on either of these resources contact the Office of Instructional Services, Peck Hall, Room 1404.

### Counseling and Testing Center

A variety of professional services are offered to students, free of charge, by the Counseling and Testing Center. Psychological counseling is available for persons who have personal, interpersonal, or developmental concerns. Educational counseling is provided for students entering or returning to the university, selecting or changing courses of study, or having academic difficulties. Career, marital, and crises counseling are also available. The Counseling Center is located in the Peck Hall, Room 1306. The Testing Center is located in Peck Hall, Room 1404B.

### The Elijah P. Lovejoy Library

The library is centrally located on campus and contains over a million volumes, documents, maps, records, and special research collections. The Education Library is located on the second floor and has extensive holdings of interest to potential teachers. Also located in the library is a media center which offers films, tapes, audio visual aids, and other materials.

### Student Work and Financial Assistance

The financial aid program is designed to assist students who may need additional finances to meet the expenses of attending college. Aid may be awarded in the form of grants, scholarships, and loans. Student employment is also available. Applications for financial assistance should be filed as early as possible for the academic year in which aid is requested. The office is located in the Rendleman Hall, Room 2308.

### University Placement Services

A student who is seeking a teaching position should have credentials on file with the Career Development Center. Practically all school hiring procedures require an examination of the student's academic record, student teaching experience, letters of recommendation, and other data. These are kept on file and mailed out to prospective employers at no cost to the student. Other services include resume development, letters of inquiry advice, interview pointers, etc. Students should register at least three semesters before they expect to leave the university. The Career Development Center is in Founders Hall, Room 3126.

### Early Childhood Resource Center

Another of the special resources available to students is the Early Childhood Education Resource Center. This center is designed to provide students with easy access to essential books and materials within the field of Early Childhood Education. The Center is located in the Reading Center, Founders Hall, Room 1317.

**IX.**  
**APPENDIX**

**BACKGROUND CHECKS OF STUDENTS  
IN UNDERGRADUATE TEACHER EDUCATION PROGRAMS  
FOR CLINICAL EXPERIENCES**

SIUE School of Education  
Office of Clinical Experiences, Certification and Advisement  
Effective Fall 2005

I. Policy

The SIUE Undergraduate Teacher Education programs within the School of Education includes as a part of the curriculum student learning experiences at pre-kindergarten, elementary and secondary public schools in the areas surrounding the Edwardsville campus.

All students entering the undergraduate teacher education programs will be required to complete a criminal background history form and submit to a criminal background check. All incoming undergraduate students entering a teacher education program must complete the attached [Authorization for Criminal Background Check](#) form consenting to the background check. Only those students whose background check indicates that the student has not been convicted of one of the enumerated offenses set forth below, in compliance with this policy, will be allowed to begin the program. The criminal background check shall check for any criminal conviction in Illinois cities and counties. The criminal background check may include checks for offenses or other matters not specifically included in this policy.

Students should be aware that school districts in Illinois are required to perform a more thorough fingerprint –based criminal background check through the Federal Bureau of Investigations (FBI) for all certified and non-certified applicants for employment.

- II. The background check for the Undergraduate Teacher Education programs at SIUE will be conducted through the Illinois State Police. SIUE, as a non-criminal justice agency, is authorized to receive conviction information pursuant to state law. Conviction information typically includes arrests, state’s attorney disposition, court disposition and any custodial information pertaining to the student, provided the student was remanded to a custodial institution. Arrest transactions which result in a court finding of not guilty or an acquittal can not be disseminated to non-criminal justice agencies. Additionally, if a student has a criminal conviction record and was eligible for and followed all requirements to have that record expunged, the record should not be disseminated to non-criminal justice agencies. The Illinois State Police can perform two types of background checks; one involving a name search only and one involving a search based on fingerprints. The name search option will be the one utilized for all students. If the name search produces a positive finding of a criminal conviction, that student will be required to undergo the fingerprint search at his or her own expense.

In addition, applicant names will be checked against the Illinois sex offender website by a full time staff member in OCECA.

- III. Students admitted to one of the Teacher Education programs must complete the [Authorization for Criminal Background Check](#) form at least 45 days prior to beginning of the first semester in the program. This form will be included in either the application packet or placement packet, depending on the student's program.
- IV. Generally, one background check will be sufficient for the student's tenure in the program. However, if a school district requires an updated check, the affected student(s) shall be subject to the additional fingerprint check at the student's own expense before beginning the placement.
- V. When a student's name search background check is returned with an indication of a criminal conviction, further action must occur before the student will be allowed to continue in the program. That further action is outlined as follows:
  - A. A meeting will be arranged with the student, program director and OCECA director. The student will be informed that a "hit" has been returned based on a name search. If a student has been convicted of a crime, he or she will be required to provide in writing the details of the situation to determine if he or she may remain in the program.
  - B. The student will be required to undergo an Illinois State Police fingerprint-based background check at the student's own expense to verify the information. Students who report receiving a "hit" in error must also undergo a fingerprint background check to verify they have not committed a crime.
  - C. Once the results of the fingerprint background check are returned, the program director and the OCECA director will determine how to proceed.
    - 1) If the student was convicted of one of the enumerated offenses, the student will not be allowed to proceed in the program.
    - 2) If a student has been convicted of a misdemeanor, the student will be informed that his or her certificate application will not be *considered* by the state until a waiting period of one year after graduation/certificate application has expired. The state will issue certificates to students in this situation on a case by case basis and SIUE cannot guarantee an eventual certificate.
    - 3) Students who receive an initial hit in error and who receive a report of no criminal history based on the fingerprint background check will be allowed to continue in the program.
- VI. Criminal Convictions which will disqualify the student. This list constitutes the enumerated offenses prohibiting employment in a public school and the holding of an Illinois teaching certificate. Students who have been convicted of one or more of these enumerated offenses will be disqualified from participation in the program.
  - A. Committing attempted 1st degree murder

- B. Committing or attempting to commit 1st degree murder
- C. Committing or attempting to commit Class X felony
- D. State of Illinois Criminal Code of 1961 (720 ILCS 5)
  - 11-6. Indecent Solicitation of a Child
  - 11-9. Public Indecency
  - 11-14. Prostitution
  - 11-15. Soliciting for a Prostitute
  - 11-15.1. Soliciting for a Juvenile Prostitute
  - 11-16. Pandering
  - 11-17. Keeping a place of Prostitution
  - 11-18. Patronizing a Prostitute
  - 11-19. Pimping
  - 11-19.1. Juvenile Pimping
  - 11-19.2. Exploitation of a Child
  - 11-20. Obscenity
  - 11-20.1. Child Pornography
  - 11-21. Harmful Material
  - 12-13. Criminal Sexual Assault
  - 12-14. Aggravated Criminal Sexual Assault
  - 12-14.1. Predatory Criminal Sexual Assault of a Child
  - 12-15. Criminal Sexual Abuse
  - 12-16. Aggravated Criminal Sexual Abuse
- E. Those defined in the Cannabis Control act (720 ILCS 570/100 et seq.) except those defined in Sections 4(a), 4(b) and 5(a) of that Act (720 ILCS 550/4 and 720 ILCS 550/5)
- F. Those defined in the “Illinois Controlled Substances Act” (720 ILCS 570/100 et seq.)
- G. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses.
- H. Additionally, no school board shall knowingly employ a person who has been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

**Disposition Support Form**

Date\_\_\_\_\_

Teacher Candidate Name\_\_\_\_\_ Graduation Term \_\_\_\_\_

University Supervisor\_\_\_\_\_ Section\_\_\_\_\_

Name of Person Completing Form \_\_\_\_\_ Role/Job\_\_\_\_\_

1. Please state the area that the teacher candidate needs support in:
  
  
  
  
  
  
  
  
  
  
2. Please describe the evidence or incident(s) that indicated to you that the teacher candidate needs support. Provide dates where appropriate.
  
  
  
  
  
  
  
  
  
  
3. Please record any suggestion or plan for addressing the area in need of support. (*This may be completed later if further investigation is necessary.*)

<b><i>My signature indicates that I have read this form. It does not indicate that I agree.</i></b>	
Teacher Candidate signature _____	Date _____
Faculty/Staff member signature _____	Date _____

*A copy of this form will be forwarded to the Program Director and possibly the University Supervisor.  
This form may be shared with other faculty.*

**DISPOSITIONS ALERT FORM**

Initiator of form \_\_\_\_\_ Date \_\_\_\_\_

Position (circle one)      Faculty member      Supervisor      Cooperating teacher      Advisor

Teacher Candidate \_\_\_\_\_

Candidate's Certification Program \_\_\_\_\_

Course or Field Experience \_\_\_\_\_

*Disposition: Candidate values theory and research.*

Nature of Concern:
Recommendation:

*Disposition: Candidate believes all children can learn through the application of appropriate instructional processes.*

Nature of Concern:
Recommendation:

*Disposition: Candidate takes critical perspective of the context of schools.*

Nature of Concern:
Recommendation:

*Disposition: Candidate respects the diversity of all learners, colleagues, parents and members of the wider community.*

Nature of Concern:
Recommendation:

