Rockford Public Schools Student Teaching Experience

Purpose: To provide Cooperating teachers with a basic framework in supporting Student Teachers as a model, guide, and instructor while providing Student Teachers with sufficient support throughout the year.

Cooperating Teacher Checklist:

☐ Prepare a place for the student teacher
☐ Help the student teacher get familiar with the school environment
☐ Introduce the student teacher to the staff
☐ Share information about students with the student teacher including confidentiality
☐ Make expectations clear regarding planning, disciplining, and responsibilities
☐ Assist the student teacher in selecting and planning the daily lessons
☐ Observe the student teacher on a regular basis and provide ongoing feedback
☐ Read the University Handbook provided to you so that you are clear on ALL expectations of the experience
☐ Assist the student teacher with signing up for Professional Development workshops
☐ Expect results of the Exit Survey provided to Student Teachers at the end of their experiences

- August
  - Incoming student teachers will receive a welcome letter from the district highlighting their placements.

- September
  - The Mentoring Department will host a Meet-and-Greet to introduce the Board members and District Administrators to the incoming new teachers and student teachers.

- October-April
  - There will be four (4) Professional Development opportunities which will include integrating technology, classroom management, and classroom instruction.

- May
  - The Mentoring Department will host a "Congratulatory" reception for the student teachers. At this time, teachers will complete an exit interview survey, be informed of employment opportunities within the district as well as additional resources the district provides.
This is to confirm that ____________________________ meets the minimum requirements for cooperating teachers, effective beginning the 2015-2016 school year, as set forth by Illinois Administrative Code Section 25.620(d).

Please complete and verify the following information:

☐ I currently hold a PEL (Professional Educator License) with the following endorsement(s): ________________________________________________

☐ I have been employed as a teacher in the ____________________________ School District for _________ years and have been teaching in my current position at ____________________________ School for _________ years.

☐ I have received an overall summative rating of proficient or above on my most recent teacher evaluation Formal Observation Summary.

Name: ____________________________________________________________
   (Please PRINT)

Signature: _________________________________________________________

Principal Signature: ________________________________________________

Date: __________________________________________________________________

If you have any questions regarding eligibility requirements for cooperating teachers, please contact Professor Kim Wagner, Education Unit Head, kwagner@rockford.edu or 815-226-4178.

Please Send To: Maitreyi Lagunas, Director of Licensure Programs, Rockford University Lang 109 5050 E. State St. Rockford, IL 61108 leaston@rockford.edu 815-226-4096 Fax 815-394-5249
Good Morning,

I have attached the Student Teacher agreement we need to have on record. Could you or whom ever has the authority for the school district please sign it and send a copy back to me for our record.

Thank you,
Jeff

Jeffrey B. Biessman, PhD
Chair of Education Division
Associate Professor of Education
MacMurray College
Jacksonville Illinois, 62650

P: 217-479-7165
MacMurray College  
Department of Education  
Clinical Practice/Field Experience Agreement

The parties to this agreement are MacMurray College and Rockford Public School District #205. This contract is in effect for the 2016-2017 Academic year.

The PARTIES HERETO AGREE AS FOLLOWS:

MacMurray College agrees that the student will:
1. Be fully qualified for the position of Student Teacher.
2. Comply with all the rules and regulations of the school or school district.
3. Follow all orders, instructions or directions given by the cooperating teachers and the administrators.

Rockford Public School District #205 agrees to:
1. Assign the student to fully qualified cooperating teacher who will supervise the student.
2. Permit the student to have a variety of experiences and to be responsible for planning and executing reasonable classroom experiences.
3. Evaluate the Student Teacher.
4. Define for the student the extent of his/her responsibility and authority in relation to the total school situation.

MacMurray College agrees further to provide regular and ongoing supervision of the student and communication with the cooperating teacher.

Rockford Public School District #205 reserves the right, in consultation with MacMurray College, to assign the student to specific classrooms and responsibilities and to dismiss them for just cause.

The Clinical Practice Handbook details additional duties and responsibilities, which are covered by the agreement.

IN WITNESS WHEREOF, the parties hereunto have affixed their respective signatures.

SCHOOL/SCHOOL DISTRICT

(Name)

(Title)

Please sign and return to: Education Division  
MacMurray College  
447 E. College Ave.  
Jacksonville, IL 62650

COLLEGE REPRESENTATIVE

(Clair of Education Division)

(Date)
Memorandum of Understanding

between

Eisenhower Middle School

(referred to as "facility")

and

Grand Canyon Education, Inc., (d/b/a Grand Canyon University)

(referred to as "GCU")

The purpose of this Memorandum of Understanding is to confirm the arrangement for Grand Canyon University College of Nursing and Health Care Professions student, Mary Ann Tony, (referred to as "student") and qualified representative of facility, Deb Trio, (referred to as "preceptor/mentor") to work collaboratively to fulfill the clinical/practicum/practice immersion experience (referred to as "field experience").

The time periods will be mutually arranged and agreed upon by the preceptor/mentor and the student within the dates of the field experience course(s).

GCU assures that the student is:
1) Expected to respect and perform within facility policies;
2) Licensed in the state in which they are doing the field experience (if applicable)

Facility, preceptor/mentor and GCU agree to mutually:
1) Arrange schedules for learning activities;
2) Select appropriate learning activities consistent with field experience objectives and experiences the facility can provide.
3) Determine student progress and benefit from learning experiences.

While student is at facility, GCU:
1) Expects student to be regarded as volunteers who are not eligible for compensation, fringe benefits, and workman's compensation for this experience.
2) Regards the student as being accountable for their actions.
3) Expects facility to consider the student as part of the covered work force for Protected Health Information (PHI) under the Health Insurance Portability Accountability Act (HIPAA). The student has also signed a form indicating their compliance with the Health Insurance Portability Accountability Act (HIPAA).
4) Assumes that the facility maintains ultimate accountability and responsibility for the student/client and the service(s) being delivered to him/her.

(Memorandum of Understanding continues on following page.)
The Parties agree to protect the participants’ educational records in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g and any applicable policy of the Parties. To the extent permitted by law, the Parties may share information from participants’ educational records with each other so that each can perform its respective responsibilities under this Agreement but shall not disclose or share education records with any third party.

Nothing in this agreement shall be construed as an indemnification by one party of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this agreement. Any liabilities or claims for property loss or death or personal injury by a party or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

This Memorandum of Understanding serves as a statement of the current arrangement. Should GCU students continue to utilize the facility, both parties should consider a more formal agreement.

**FACILITY:**

<table>
<thead>
<tr>
<th>Address</th>
<th>Eisenhower Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50th Seventh Street</td>
</tr>
<tr>
<td></td>
<td>Rockford, IL 61104</td>
</tr>
<tr>
<td>Name</td>
<td>Denise Niner</td>
</tr>
<tr>
<td>Phone</td>
<td>815-966-5254</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Ninerd@rps205.com">Ninerd@rps205.com</a></td>
</tr>
</tbody>
</table>

**GCU:**

<table>
<thead>
<tr>
<th>GRAND CANYON UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3300 W. Camelback Road</td>
</tr>
<tr>
<td>Phoenix, AZ 85017</td>
</tr>
<tr>
<td>ATTN: CONHC - OEF</td>
</tr>
<tr>
<td>602-639-8401</td>
</tr>
</tbody>
</table>

The undersigned parties have caused this Memorandum of Understanding to become effective on the date when executed by both parties and will terminate upon completion of the field experience course(s).

**FACILITY:**

| By:                       |
| Title:                    |
| Date:                     |

**GCU:**

| By:                       |
| Title: Dr. Lisa Smith, Dean CONHC |
| Date:                     |
Good morning,

I hope this email finds you well.
I apologize for the randomness of this email but was looking for a bit of information. I am one of the Secondary Education Student Teacher Placement Coordinators in the College of Education at Illinois State University, who works with our core content area departments in secondary education. I am looking for information in hopes of working with the Rockford School District #205, and specifically with the high schools, with regard to student teacher placements. For the past few years, I have been unsuccessful in my attempts to contact the correct person in the Rockford #205 School District when looking for potential school partners for Illinois State University student teacher placements. I was close to working with one of the high school’s English Department a few semesters ago, but a partnership was never established. I was hoping you could possibly point me in the direction of the correct individual who I should be in contact with to begin a dialog in hopes of working with Illinois State University.
I have had several of our content areas inquire to my office on the potential availability to work with the high schools in the Rockford #205 district. I am now attempting reaching out to the building administration in hopes of establishing a line of communication which would be mutually beneficial for our students from the far northwest, in hopes of gaining the training and mentorship needed to continue their education. My hope is these young teachers would look to apply to the Rockford District as young teachers in the field upon graduation, having worked and student taught in your school environment/community.

If I have contacted you incorrectly, I am sorry for this misstep. I would appreciate any information or being pointed in the correct direction to who I would need to contact either at the building or district level for conversations regarding student teaching, teacher recruitment, and partnering with Illinois State University.
Thank you for your time and have a wonderful day,

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) 438-2862
Fax: (309) 438-8684
Email

From: Sarah Clay
To: Charo Chaney
CC: Matthew Zediker ; Mercedes Brain
Subject: RE: Dr. Matthew Zediker Request for Student Teaching Placement, Spring 2018

NOTICE: This message originated outside of RPS. Please do not provide personal information unless you know the sender.

Hi Charo,

I was hoping to follow up my below request for a placement for our student teacher candidate. I want to ensure I am available for any questions or concerns that come up with our request. If you are able to accommodate the placement, I will just need the below information to contact the Cooperating Teacher. We always want to reach out to them to welcome them to the role, and answer any questions they have; we also want to share the information with the student teacher, so they are able to reach out and provide a warm introduction to the teacher. If you have any questions or need additional details, please don’t hesitate to contact me, and I will be more than happy to help.

Cooperating Teacher
Name:
Email:
Phone:
Subject/Grade of classroom student will be placed in:
School Name:

Have a wonderful, blessed day.

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, IV

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

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From: Sarah Clay  
Sent: Wednesday, September 27, 2017 3:44 PM  
To: 'Human Resources' <hr@rps205.com>  
Cc: Matthew Zediker <zedikem@rps205.com>; Mercedes Brain <mercedes.brain@rps205.com>  
Subject: RE: Dr. Matthew Zediker- Request for Student Teaching Placement, Spring 2018

LaNesha,

Thank you for your time in reaching out to me today, and for your assistance in working on the placement request. I look forward to hearing from you. If you have any questions or need additional details, please don’t hesitate to contact me, and I will be more than happy to help. Have a wonderful, blessed day.

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, IV

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.

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From: Human Resources [mailto:hr@rps205.com]  
Sent: Wednesday, September 27, 2017 8:36 AM  
To: Sarah Clay <Sarah.Clay@gcu.edu>; Human Resources <hr@rps205.com>  
Cc: Matthew Zediker <zedikem@rps205.com>; Mercedes Brain <mercedes.brain@rps205.com>  
Subject: RE: Dr. Matthew Zediker- Request for Student Teaching Placement, Spring 2018

Hello Sarah,
I have received your information regarding Student Teaching. Also I have included Matt Zediker and Mercedes Brain to help you with your placement.

Thanks

LaNesha

From: Sarah Clay [mailto:Sarah.Clay@gcu.edu]
Sent: Wednesday, September 27, 2017 9:51 AM
To: Human Resources
Subject: Dr. Matthew Zediker- Request for Student Teaching Placement, Spring 2018

NOTICE: This message originated outside of RPS. Please do not provide personal information unless you know the sender.

Dr. Zediker,

The purpose of this letter is to request a **SPRING 2018** 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.

<table>
<thead>
<tr>
<th>Contracted Teacher Candidate</th>
<th>Program of Study</th>
<th>District</th>
<th>School Preference</th>
<th>Mentor Teacher Preference</th>
<th>Grade Level</th>
<th>Student Teaching Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Master of Education in Elementary Education</td>
<td>Rockford Public School District 205</td>
<td>Spring Creek, Riverdahl, RESA</td>
<td>Any</td>
<td>1st-6th Grade</td>
<td>January 2018 16 Week Placement</td>
</tr>
</tbody>
</table>

If able to accommodate our teacher candidate for SPRING 2018 student teaching, we will need the below information to confirm the setting, and to welcome the Cooperating Teachers to their role.

**Cooperating Teacher**
Name:
Email:
Phone:
Subject/Grade of classroom student will be placed in:
School Name:

**Elementary Education Requirements:**
The Elementary Education Program of Study requires a sixteen (16) week student teaching capstone as a fulltime placement in grades 1-6 with a qualified Cooperating Teacher.

**Cooperating Teacher Qualifications:**
- A valid professional license with proper endorsement for the teaching assignment
Master’s degree preferred or Bachelor’s with exceptional 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 $500 stipend. 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 Counselor, IV

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

http://rpsarchive.rps205.net/PrintMessage.aspx?CheckSums=8e968117-5f79-e6fa-fbd4-a... 10/30/2017
Hello,

We are in the process of arranging placements for our senior and graduate level teacher candidates, who will be student teaching in our Early Childhood Education program for the spring 2018 semester. We have included our Request Form and have also attached our candidate’s resume.

I sincerely appreciate your support in the professional development of our NIU teacher candidates, and am hopeful that you will be able to accommodate some of our students. We have teacher candidates in need of an 8-week Primary (1st-3rd grade) placement and an 8-week Pre-primary (Early Childhood Center or kindergarten) placement.

Cooperating teachers earn tuition waivers from NIU for their time, as well as, CPDU credits. We feel the most important qualification of a cooperating teacher is a strong desire to work with a teacher candidate and the ability to provide a good learning experience for them. We would appreciate your prompt reply to this request for placement(s). If you are unable to provide a placement, please check “no” and return the form as soon as possible, so that we can request a placement for our candidate elsewhere. If you are able to accommodate our request, please fill out the attached Request Form and return it to us. We will then have the teacher candidate contact the cooperating teacher and schedule a meeting with the teacher and possibly the building principal. Assignments are not considered confirmed until the teacher candidate has visited with the principal and cooperating teacher, and both have indicated their desire to have the student teacher in their school.

On behalf of the faculty and staff at NIU, thank you for your support and cooperation in helping us prepare our future teachers in the field of Early Childhood Education. You may either send or fax (815) 753-1172 your placements to me vsawyer@niu.edu or Peggy Williams (pwilliams2@niu.edu).

Sincerely,

Valerie Sawyer
Clinical Coordinator of Special Ed
Northern Illinois University
Office: (815)753-8356
Fax: (815)753-1172
Peggy Williams
Northern Illinois University
SEED Advising and Clinical Office
815-753-9034
Good morning,

I hope this email finds you well. I apologize for the randomness of this email but was looking for a bit of information. I am one of the Secondary Education Student Teacher Placement Coordinators in the College of Education at Illinois State University, who works with our core content area departments in secondary education. I am looking for information in hopes of working with the Rockford School District #205, and specifically with the high schools, with regard to student teacher placements. For the past few years, I have been unsuccessful in my attempts to contact the correct person in the Rockford #205 School District when looking for potential school partners for Illinois State University student teacher placements. I was close to working with one of the high school’s English Department a few semesters ago, but a partnership was never established. I was hoping you could possibly point me in the direction of the correct individual who I should be in contact with to begin a dialog in hopes of working with Illinois State University.

I have had several of our content areas inquire to my office on the potential availability to work with the high schools in the Rockford #205 district. I am now attempting reaching out to the building administration in hopes of establishing a line of communication which would be mutually beneficial for our students from the far northwest, in hopes of gaining the training and mentorship needed to continue their education. My hope is these young teachers would look to apply to the Rockford District as young teachers in the field upon graduation, having worked and student taught in your school environment/community.

If I have contacted you incorrectly, I am sorry for this misstep. I would appreciate any information or being pointed in the correct direction to who I would need to contact either at the building or district level for conversations regarding student teaching, teacher recruitment, and partnering with Illinois State University.

Thank you for your time and have a wonderful day,
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) 438-2862  
Fax: (309) 438-8684
Good Morning,

I hope your spring semester is going well and your school and district is gearing up for all the excitement that the year brings (after state testing and student registration of course).

I am writing this email to follow up on a recent student teaching placement request that was made earlier this semester (January/February time frame) regarding the potential student teaching placement for our Earth & Space Sciences student teaching candidate.

At this time, I am contacting you to see if you need any additional information to assist in making this student teaching placement decision. I have attached another copy of the placement request, and I can provide you with copies of the candidates' resumes and writing samples. As always, we appreciate the communication and willingness to grow the partnership with your district and Illinois State University.

Thank you and have a great day!
Gary Higham
Good Afternoon,

I hope this email finds you well!

I wanted to reach out to your office and school on behalf of the Illinois State University Teacher Education Center working with your schools/district for a potential student teacher placement (we do not have many students who teach in the Rockford area, and hope we may work on creating a partnership with the Rockford School District #).

At this time, the Teacher Education Center at Illinois State University is beginning to work on placing our second year majors in their student teaching placement sites for the Fall 2016 semester. Attached you will find a Fall 2016 high school teaching placement request for Illinois State University *Earth/Space Science (Physical Sciences)* 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 grow the partnership between your district and our university. We hope you are able to assist in placing this student.

Coordinating Teacher information can be found at the *Cecilia J. Lauby Teacher Education Website*. This information includes 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 the *edTPA* portfolio with a videotaping component during the student teaching experience as of September 1, 2016. The 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 relationship 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
From: Rene Mandujano  
Sent: Tuesday, September 1, 2015 4:08 PM  
To: Nelson Staff  
Subject: FW: Seeking Cooperating Teachers for RU Clinical Students

If you are interested let me know

From: Lagunas, Maitreyi [mailto:mlagunas@rockford.edu]  
Sent: Tuesday, September 01, 2015 4:06 PM  
To: Rene Mandujano  
Subject: Seeking Cooperating Teachers for RU Clinical Students

Hello,
Every semester, Rockford University seeks teachers who are interested in mentoring our students who are aspiring to become teachers themselves. It is that time again!

As the new Director of Licensure Programs at Rockford University, I am writing to ask whether you might be willing to ask the teachers in your school if they would be interested in having a field experience/clinical student in their classroom. Clinical/field experience students will have varied assignments from their college instructors. The nature of these assignments and the number of hours in the classroom will differ. At the end of the clinical experience, the cooperating teacher can make a copy of the Clinical Hours Form that the RU student will bring with them and the cooperating teacher can earn CPDU’s from the school district.

Since programs move from building to building, I will let you know the types of classrooms/teachers we are seeking. This year at the elementary level, we are seeking:

Regular Education Classrooms
Regular Education Classrooms with one or more ESL/TPI/ELL students
Regular Education Classrooms with one or more students with an IEP
Bilingual/ESL Classrooms
Self-contained Special education Classrooms
Resource teachers who would mentor an RU student
PE teachers

I think that having a clinical student can be a real win-win situation for everyone. The teachers and students in your school benefit from having the RU student in their classroom, and the RU student gains from the cooperating teacher’s mentorship.

Attached you will find a sign-up sheet for your teachers. My hope is that you will share the above information with your staff and encourage them to sign up for this wonderful opportunity. Our students are eager to begin, so I hope you might be able to send me a list of your teacher volunteers by Sept. 14. Whatever method
you wish to use to forward the list to me is fine (scan and email, fax, mail). If you are able to send me a list prior to Sept. 14, I would be most appreciative, but I know how busy the start of the school year can be. If you have any questions or concerns, please feel free to call my cell at (815) 505-0358.

Maitreyi
Mrs. Maitreyi (Meh-Tray-ee) Lagunas
Director of Licensure Programs

Rockford University
5050 East State Street
Rockford, IL 61108
Office: (815) 226-4096
Cell: (815) 505-0358
Fax: (815) 394-5249
MLagunas@rockford.edu
Matt Zediker
Interim CHRO
Rockford Public Schools
815-966-3221
zedikem@rps205.com

“I am not a product of my circumstances. I am a product of my decisions.” – Stephen Covey

From: Dew, Debra [mailto:DDew@Rockford.edu]
Sent: Friday, September 22, 2017 9:24 AM
To: Matthew Zediker <zedikem@rps205.com>
Subject: Information about Placement Requests

NOTICE: This message originated outside of RPS. Please do not provide personal information unless you know the sender,

Matt,

I do not think I have Mercedes email address, so here is the update for placement requests that I mentioned to you yesterday. Two are placements that I made before the current arrangements were finalized, and the other is a specific teacher request (if possible) – no worries if that does not work out.

Thank you for presenting to our student teachers yesterday. Go Cubs!

Deb

Ask a question, share a comment or make a suggestion on Let's Talk!
Matt,

I wanted you to know that before you received the placement sheet from RU, I had made a few placements that are not reflected on the sheet. I have included these below:

- (Physical Education) East High School
- (English) Jefferson High School

In addition, I have one placement request of a specific person (if available) at Guilford:

would like to work with at Guilford if possible. If not, that is certainly OK. She needs a biology placement.
Good Afternoon!

I am writing to request your assistance in providing an opportunity for one of our senior-level Early Childhood Education teacher candidates, to complete her Primary Clinical Practice experience January 16, 2018 to March 16, 2018 at Spring Creek Elementary School (the dates can be flexible to meet your needs). The new eTTPA requirements will be completed during this term. The candidate will be required to collect evidence of learning through work samples and videotaping.

More information can be found at [http://www.edtpa.com/](http://www.edtpa.com/) and the Kendall College School of Education website at [http://kendallsoe.weebly.com/](http://kendallsoe.weebly.com/) (Password for full access is ___________).

Primary clinical practice is a 9-week, full-day student teaching experience which must be completed in a Kindergarten, 1st, 2nd, or 3rd grade classroom under the guidance of an Illinois Licensed Early Childhood educator (Type 04 Certificate), an Illinois Licensed Elementary educator (Type 03 Certificate), or an out-of-state equivalent at the elementary education level. The teacher candidate will be assigned a Clinical Practice Supervisor who will visit the classroom several times to observe the teacher candidate’s performance, progress, and growth.

If you are willing to accept our teacher candidate for clinical practice, and are willing to work to meet the requirements of the eTTPA for student teaching, please reply at your earliest convenience and I will send the appropriate paperwork. Our School of Education Handbook is available at your request. If you have any questions, please do not hesitate to reach out to me via email.

Thank you and feel free to reach out if you have any questions.

Best,
Matt Zediker
Interim CHRO
Rockford Public Schools
815-966-3221
zedikem@rps205.com

“I am not a product of my circumstances. I am a product of my decisions.” – Stephen Covey

From: Peggy Williams [mailto:pwilliams2@niu.edu]
Sent: Thursday, October 5, 2017 2:28 PM
To: Matthew Zediker <zedikem@rps205.com>
Cc: mercees.brain@rps205.com
Subject: FW: NIU Student Teaching Request

NOTICE: This message originated outside of RPS. Please do not provide personal information unless you know the sender.

Matthew,

Attached is another request for one our special education students, . We are requesting a placement for the 4th quarter (March 12 – May 10, 2018). has requested a placement at the High School level in a Life Skills placement. Any help you can give us with this placement will be appreciated. Thank you for your continued support in our special education placement.

Peggy Williams
Secretary
Special Education Clinical Office

Ask a question, share a comment or make a suggestion on Let's Talk!
Hello,

We are in the process of arranging placements for our senior and graduate level teacher candidates, who will be student teaching in our Early Childhood Education program for the spring 2018 semester. We have included our Request Form and have also attached our candidate’s resume.

I sincerely appreciate your support in the professional development of our NIU teacher candidates, and am hopeful that you will be able to accommodate some of our students. We have teacher candidates in need of an 8-week Primary (1st-3rd grade) placement and an 8-week Pre-primary (Early Childhood Center or kindergarten) placement.

Cooperating teachers earn tuition waivers from NIU for their time, as well as, CPDU credits. We feel the most important qualification of a cooperating teacher is a strong desire to work with a teacher candidate and the ability to provide a good learning experience for them.

We would appreciate your prompt reply to this request for placement(s). If you are unable to provide a placement, please check “no” and return the form as soon as possible, so that we can request a placement for our candidate elsewhere. If you are able to accommodate our request, please
fill out the attached Request Form and return it to us. We will then have the teacher candidate contact the cooperating teacher and schedule a meeting with the teacher and possibly the building principal. Assignments are not considered confirmed until the teacher candidate has visited with the principal and cooperating teacher, and both have indicated their desire to have the student teacher in their school.

On behalf of the faculty and staff at NIU, thank you for your support and cooperation in helping us prepare our future teachers in the field of Early Childhood Education. You may either send or fax (815) 753-1172 your placements to me vsawyer@niu.edu or Peggy Williams (pwilliams2@niu.edu).

Sincerely,

Valerie Sawyer  
Clinical Coordinator of Special Ed  
Northern Illinois University  
Office: (815)753-8356  
Fax: (815)753-1172

Peggy Williams  
Northern Illinois University  
SEED Advising and Clinical Office  
815-753-9034

Ask a question, share a comment or make a suggestion on Let's Talk!
March 22, 2016

Administrator
Rockford School District 205
201 S. Madison Street
Rockford, IL 61104

Dear Administrator:

I hope this letter finds you well! I am writing regarding Illinois State University’s “Student Teaching Placement Agreement,” which is set to expire in the months ahead. As such, I am reaching out to ask your or your designee to review the attached agreement, as we greatly appreciate the opportunity to have our teacher candidates work with your agency, staff and most importantly, your students.

Standard II.c. (1) Of A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs requires that colleges and universities enter into formal agreements with authorities in charge of clinical sites.

After you or your designee has reviewed the agreement, please do not hesitate to contact me with any questions or comments you may have. If you do not have any questions or comments, please sign the original agreement and return it to me in the enclosed Business Reply envelope. Please make a copy of the agreement for your records.

Item 4 provides consent for the student teacher to video record, with all proper releases, segments of his/her student teaching for the ISBE required Teacher Performance Assessment (edTPA). This state mandated assessment for all student teachers went into effect September 1st, 2015.

Please note Item 11 of the agreement requests you identify to whom the stipend should be paid. Please write “Teacher”, “District”, or “Cooperative” in the blank to indicate your choice. Please do not write in the name of an individual; use only one of the generic terms listed on the agreement. The stipend payment is $65.00 per student teaching placement. Most districts request that the stipend check be sent directly to the classroom teacher.

A current copy of the Cooperating Teacher Handbook is available for your faculty at:

http://education.illinoisstate.edu/teacher_education/cooperating/

If you have any questions, please do not hesitate to contact our office. Our staff is also available to conduct a Workshop for Supervising Teachers on site if you and your faculty feel this would be helpful. The workshop agenda is organized to meet the needs of your faculty. Please write or call me at 309/438-5416 if you are interested in such a workshop.

An equal opportunity/affirmative action university encouraging diversity
Sincerely,

Deborah A. Garrahy, Ph.D.
Professor
Director, The Cecilia J. Lauby Teacher Education Center

DAG/src
Enclosures
The Board of Trustees of Illinois State University, Student Teaching Placement Agreement

THIS AGREEMENT made this _____ day of __________ MARCH 2015 by and between The Board of Trustees of Illinois State University, on behalf of its Celestia J. Lauby Teacher Education Center ("University") with its principal office at Normal, Illinois and the Board of Education of School District No. 362012345 Illinois ("District") for in the opinion of the original Agreement entered into between the parties effective JULY 2016.

IT IS MUTUALLY AGREED to in and between the parties as follows:

1. This Agreement shall become effective on MARCH 22, 2015 and continue for a period of 5 years until shall automatically renew from year to year thereafter unless terminated by either party for a total period not to exceed five (5) years.

2. On a schedule to be determined by the parties, University will submit requests to District to accept University's students for student teaching experiences in the District. The district retains the right to accept or reject such requests for placement made by University.

3. District will accept said students and will provide for participation in all student teachers according to their assignments.

4. District agrees to allow student teachers to video record, with properly executed parental consent(s), their teaching involving student teachers in order to complete the Teacher Performance Assessment (TPA) required for completing their teacher education program at University. Such video recordings will remain property of the University.

5. Should any situation arise which may threaten a student's successful completion of their student teaching, University and District will attempt to discuss and reach mutual agreement regarding options for completing, rescheduling, or canceling the placement.

6. University and District agree to comply with all applicable federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. Neither party will engage in unlawful discrimination or harassment against any person based on race, color, religion, sex, national origin, sexual orientation, gender identity and expression, or disability. The policies of the University and the District shall be as written in accordance with all applicable federal and state laws, regulations and policies.

7. University and District acknowledge that certain information about University's students is contained in records maintained by University and/or District. Information and records maintained by University or District contains records relating to the student teacher's participation in student teaching experiences that are maintained for research, statistical research, or other purposes.

8. It is mutually agreed and acknowledged that during the course of a student teaching experience, which is a University student teacher is assigned, all communication related to the student's performance and progress will be direct to and handled by the Director of Clinical Experiences and Certification Processes and the Superintendent of Student Teacher Candidates. The parties will mutually determine when or whether the experience will be terminated and the student released.

9. University will inform student teachers participating in this Agreement that they may be required to provide District with: (1) fingerprint record; criminal history background check; and (2) proof of freedom from tuberculosis based upon a test-administered within the twelve (12) months prior to the completion of the student teaching experience.

10. Illinois State University requires all student teachers to have passed the Illinois State Board of Education required assessment of basic skills (this may be a specific ILETS test or ACT/SAT) and major specific content test prior to being allowed to register and begin the student teaching experience.

11. University agrees to pay $10.00 per student teacher placement. This stipend will be deposited to: [District Account].

12. 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 to limit the liability of one party to the other or to any third party. Nor shall this Agreement be construed as limiting the liability of any party to the other or to any third party. Nor shall this Agreement be construed as limiting the liability of any party to the other or to any third party.

13. Either party may provide notice to the other party of its intent not to renew this Agreement ninety (90) days prior to the expiration of the current term. Either party may terminate this Agreement for breach.

14. Notices to the District shall be sent to: [Address].

15. This Agreement is to be governed and construed in accordance with the laws of the State of Illinois.

16. 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.

17. This Agreement constitutes the entire Agreement between the parties with respect to the subject matter herein and supplements all prior communications and writings with respect to the content of said Agreement, including the original agreement entered into between the parties effective JULY 2016.

18. This Agreement may not be modified by either party unless such modification is mutually acceptable to both parties, is reduced to writing, and signed by parties.

19. This Agreement shall not bind the District to any new Agreement, and shall be void 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 Illinois State University

[Signature]

District

[Signature]

Date

Provost

By

Signed

Irs.

Date