

College of Education

Student Manual 2018-19



CONCORDIA
UNIVERSITY
CHICAGO

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Section I : Introduction

A. Faculty and Staff Directory

University Switchboard	708-771-8300
Arfsten, Debra: Director of Christian Education Program, Chair Director of Synodical Placement	708-209-3604
Borchers, Kevin: Director of Christian Education Program, Assist. Chair Director of Colloquy	708-209-3593
Briseno, Kathleen: Special Education and Golden Apple Liaison	708-209-3025
Bryant, Nikita: MAT Academic Advisor and MAT Field Experience	708-488-4340
Carlson, Jenna, Science Education	708-209-3047
Gregor, Beth, Field Experience Facilitator	708-209-3071
Guttke, Marilyn: Administrative Assistant to the Dean	708-209-4073
Kumar, Sheetal: Licensure Officer	708-209-4081
Lavado, Kimberly: Lutheran Teacher Education - Secondary	708-209-3441
McGarry, Joan: MAT Program and edTPA Coordinator	708-209-3061
Mullaney, Joy: Field Experience Coordinator	708-209-3479
Nessling, Cathy: Pre-Entitlement Officer, Admin. Asst. Field Experience	708-209-3086
Smith, Melissa: Early Childhood Education Program Coordinator	708-209-3459
Snowden, Peggy: Special Education Program Coordinator	708-209-3457
Stiek, Jared: Lutheran Teacher Education – Elementary	708-209-3552
Stradtman, Amy, Middle Grades Program Coordinator	708-2093097
Stricker, Kristi: Interim Dean & Secondary Education Program Coordinator	708-209-3544
Thies, Anne, Elementary Education Program Coordinator	708-209-3455

B. Candidate

The terms “candidate” and “candidates” in this handbook refer to students at Concordia University Chicago who are enrolled in courses in the College of Education, have declared an Education program to be their major, have applied to or been admitted to the College of Education Teacher Candidacy, have applied to, been admitted to or are enrolled in Student Teaching Internship, and/or are seeking Illinois Professional Educator Licensure through Concordia University Chicago.

C. Purpose of Manual

The purpose of this *Manual* is to provide guidelines, standards, and procedures applicable to candidates who are enrolled in courses in the College of Education, have declared an Education program to be their major, have applied to or been admitted to the College of Education Teacher Candidacy, have applied to, been admitted to or are enrolled in Student Teaching Internship, and/or are seeking Illinois Professional Educator Licensure through Concordia University Chicago.

Each teacher education candidate should become familiar with these guidelines in addition to requirements set forth in the Concordia University Chicago Undergraduate Catalog, Graduate Catalog, 2015-16 Student Handbook, and/or The Guide for Graduate Students for the academic year in which he or she initially enrolled, and as modified going forward. To the extent any of the specific criteria, standards, or procedures set forth in this handbook conflict with (or are more specific than) general university guidelines regarding academic expectations, conduct expectations, or applicable procedures, the provisions of this Handbook and any updates to this Handbook shall govern over general University policies. Should any ambiguity or question arise as to whether a general university or a College of Education provision governs in a particular academic or conduct situation, the Senior Vice President for Academics, or designate, will resolve the ambiguity, determine which set of standards or procedures applies and inform the candidate and the involved College of Education representatives of this resolution.

The provisions of this handbook update and supersede any prior College of Education handbooks for candidates, effective August 24, 2015.

The College of Education offers hard-copy, printed versions of this handbook as a convenience to candidates and staff. From time to time, however, the COE will amend this handbook, and posted versions of this handbook will reflect the applicable, most updated version of the handbook. The authoritative version of this handbook is the one maintained online in CUConnect, Resources, Forms Repository.

D. Information, Announcements, Forms, etc.

It is also the responsibility of the candidate to continually use the Concordia Connect portal and Concordia email to remain informed regarding the College of Education and Professional Educator Licensure programs.

1. College Forms and University Calendars are available to all Teacher Education Candidates on the Concordia Connect Portal at:

<https://connect.cuchicago.edu>
Resources Tab

College of Education Student Manual 2017-18

Located in the column on the left of the screen will link you to the Forms Repository, you can either search by category or title, or you can scroll down to College of Education. Information and forms are also available on the CUConnect site.

E. Rights Reserved

The provisions of this handbook are not to be regarded as an irrevocable or unchangeable contract. Rather, the provisions of this handbook may, at the University's discretion, be updated, modified, or withdrawn going forward to best serve the needs of the College of Education and its candidates and to comply with changes in legal, regulatory, or accreditation requirements and mandates.

In addition, the College of Education and the Office of Field Experience reserve the right to supplement or modify the requirements of this handbook at any time, even in the absence of a formal revision to the handbook, in order to satisfy any additional mandates or requirements issued by the Illinois State Educator Preparation and Licensing Board (SEPLB) or accrediting agencies. Changes in law, regulations, or accrediting requirements take precedence over the handbook of record.

F. Concordia University's Mission, Vision, and Core Values:

Mission

As a distinctive, comprehensive university of The Lutheran Church-Missouri Synod, centered in the Gospel of Jesus Christ, and based in the liberal arts, Concordia University equips men and women to serve and lead with integrity, creativity, competence, and compassion in a diverse, interconnected, and increasingly urbanized church and world.

Vision

Rooted in its Christian heritage of engaging knowledge and faith, Concordia University Chicago aspires to be the destination university for all who seek to develop their full individual potential through a distinctive, innovative and dynamic environment of exploration, creativity and discovery for leading lives of servant-minded leadership.

Core Values

As a Christian university of The Lutheran Church–Missouri Synod, we, at Concordia University Chicago, value:

Christian Faith

The Christian faith is an integral part of our community.

The Individual

As a member of God's creation, each person is unique and is blessed with inherent worth.

Excellence

We strive for excellence in who we are and what we do.

Integrity

Our community demonstrates the accord between our beliefs and practices.

Service

Recognizing and addressing the needs of others is a response to God's love for us, and a reflection of God's love for them.

G. Teacher Education at Concordia University

The original mission of Concordia University, when founded in 1864, was to prepare educators for Lutheran elementary schools across the country. Over 150 years later, Concordia University Chicago is proud to build upon this rich heritage of educational excellence. Today, candidates in the College of Education come to Concordia to be prepared as teachers in the schools and parishes of the Lutheran Church Missouri Synod and to prepare for work in public, parochial or private schools and related agencies. Concordia University is looked upon as a leader in the field of education throughout the state and the nation. It is committed to excellence in higher education. Concordia University is accredited by the Council for Accreditation Educator Preparation (CAEP) and offers courses of study which lead to the Professional Educator Licensure by the Illinois State Board of Education.

The College of Education recognizes the importance of education in the church and society and is dedicated to the continual improvement of programs in education. Concordia University's teacher education requirements are intended to give the candidate the best possible preparation to enter the teaching ministry/profession and to conform to the requirements set by the Illinois State Educator Preparation and Licensing Board (SEPLB). Successful completion of one of Concordia's Education programs and successful performance on the appropriate state licensure examinations entitle the candidate to receive a Bachelor or Master Degree from Concordia University and appropriate licensure from the State of Illinois. Candidates may also qualify for the Lutheran Teacher diploma.

The faculty members of the College of Education teach courses which apply to the Education programs. Faculty also take responsibility for setting and implementing program requirements, approving candidates' applications and supervising candidates in the Student Teaching Internship. They also advise candidates in planning course schedules and in the interpretation of university graduation requirements. Faculty members are dedicated to excellence in higher education and committed to guiding candidates to become professionals who demonstrate integrity, competence, and leadership.

The Education programs at Concordia require a significant number of field experiences in a wide variety of school settings. The Office of Field Experience in the College of Education has established relationships with public, Lutheran, and other non-public schools in the greater Chicago area and throughout the state and nation where candidates meet their requirements for field experiences. The Office of Field Experience also monitors candidates' progress and the placement of candidates in schools for their field experiences and Student Teaching Internship.

Preparing excellent candidates is the goal of Concordia's teacher education programs. The College of Education strives to maintain consistently high standards for its teacher education candidates. All Education programs at Concordia are designed to support candidates as they develop into excellent professionals demonstrating high levels of integrity, competence and servant leadership.

H. College of Education Conceptual Framework

The education programs of Concordia University prepare candidates to demonstrate professional integrity, competence, and leadership to those they teach and serve.

1. **Integrity** is derived from Christian values and moral ethics and finds expression in respect for diversity and in professional ethics. Concordia educators:

- A. respect and support diversity in educational settings as related to learning styles, family structures, religion, beliefs, disabilities, gender, race, ethnicities, values, and socioeconomic status.
- B. demonstrate appropriate standards of conduct and ethical behavior congruent with the standards of their profession.
- 2. **Competence** is demonstrated in the areas of knowledge, skills, creativity, and dispositions. Concordia educators:
 - A. meet the standards of their profession.
 - B. have a commitment to continuous professional development.
 - C. impact all students' learning and development in a positive way.
 - D. use a variety of assessment techniques appropriately.
 - E. engage in reflective practice.
- 3. **Servant leadership** is the ability to focus a school's mission, personnel and resources to meet identified needs. Concordia educators are servant leaders who:
 - A. develop an inclusive vision for students' learning and development.
 - B. create a school culture and programs that focus resources to support all students' learning and development.
 - C. build collaborative relationships that aid and support all students' learning and development.

I. Education Programs

1. Concordia University offers the following programs in which candidates may earn the **Bachelor degree** and the initial Illinois Professional Educator License:

- Early Childhood Education – Birth to Grade 3 (Birth to Grade 2, beginning for those who graduate after September 1, 2019)
- Elementary Education – Grades K-9 (Grades 1-5 for those who graduate after September 1, 2017)
- Middle Grades Education – Grades 5-8 (Beginning for those who graduate after September 1, 2017)
 - Literacy
 - Mathematics
 - Science
 - Social Science
 - Music Education
 - Physical Education
 - Art
 - Social Science - Geography
- Secondary Education - Grades 9-12:
 - English
 - Mathematics
 - Physical Education
 - Science – Biology
 - Science – Chemistry
 - Social Science – History
 - Visual Arts
- K-12 Education:
 - Music
 - Foreign Language: Spanish

- Physical Education
- Visual Arts
- Special Education – Ages 3 – 21 years

2. Concordia University offers the following programs in which candidates may earn the **Master of Arts in Teaching degree** and the initial Illinois Professional Educator License:

- Elementary Education – Grades 1-5
- Secondary Education - Grades 9-12:
 - English
 - Mathematics
 - Physical Education
 - Science – Biology
 - Science – Chemistry
 - Social Science – History

It is the responsibility of each candidate to meet the requirements of his/her Education program(s).

Section II: College of Education Procedures and Expectations

A. Academic Honesty

Candidates in Professional Educator Licensure programs are expected to be honest in all coursework and in all dealing with Concordia University. Also, Concordia students have signed a pledge to follow the University's Honor Code:

“As a student of Concordia University Chicago and a member of the larger society, I pledge to uphold an academic honor code that supports serving and leading with strong personal integrity. Specifically this includes not cheating or using inappropriate or dishonest means in the completion of academic requirements. This also includes not giving unauthorized assistance to others. I understand that it is my responsibility to comply with this honor system.”

Academic integrity is an absolute expectation. Teaching and learning are only possible in the company of honesty. Academic dishonesty includes, but is not limited to the following:

- Any form of cheating
- Direct copying of any source in whole or in part without proper acknowledgment
- Copying of any source in whole or in part with only minor changes in wording or syntax
- Submitting as one's own work that which has been prepared by someone else
- Paraphrasing another's words or ideas without proper acknowledgment

Should a professor have any reason to believe that a candidate has violated the honor code, the consequences for such a violation can be as severe as a grade of 'F' for the course, and are at the discretion of the professor.

University policy demands that all incidents of academic dishonesty, regardless of degree of severity or intention, must be reported to the Director of the Honor Code system. Depending on the situation, the University may take action in addition to the professor's assessment of a lower or failing grade for the course. Details and procedures for implementing this Honor Code are located at:

www.chicago.edu/academics/honorcode/documents/honor_code.pdf

B. Accommodations

Concordia University and the faculty will make all reasonable efforts to accommodate any student with a documented learning, physical or mental disability in the teaching or evaluation of students. Students seeking accommodations should file documentation with Concordia University's Center of Accommodations and Resource for Excellence (CARE). Students with disabilities are encouraged to contact CARE, located on the lower level of the Klinck Memorial Library, for information concerning appropriate documentation and potential accommodations in the classroom. A diagnosis and documentation of testing by a licensed professional must be submitted to CARE to initiate a discussion of potential reasonable accommodations. CARE is on the lower level of the Klinck Library, KL 025.

Contact: <http://cuchicago.edu/academics/success/disability-services/> , ace@cuchicago.edu or by phone at 708.209.3042. Please also consult <https://www.cuchicago.edu/academics/success/> for more information on requests for accommodation, concerns, and information about the Section 504 Coordinator and internal appeal process.

C. Requests for Accommodations

The university is committed to complying with all applicable disability laws. If a candidate believes he or she needs reasonable accommodation of a disability for classroom or campus work, the candidate is responsible for initiating the process through use of university disability accommodation procedures. A candidate needing accommodations during field experience or student teaching internship should bring the issue to the attention of his or her supervisor at the student teaching site, as well as to the attention of the Office of Field Experience.

D. Appeal Process

Candidates have the right to appeal grades and other decisions regarding their progress in the College of Education to the Associate Dean of the College of Education.

As an optional first step in seeking resolution under this Section, candidates seeking to address an academic decision should discuss the concern or issue directly with the person(s) involved. This step is not required, however, inasmuch as it may be viewed by the candidate as futile or as presenting risk. When a concern or issue cannot be resolved through discussion with those involved, the following process must be followed for appeals:

1. The candidate must submit an appeal letter, in writing, to the Associate Dean. The letter must include the grounds for appeal. Except in extraordinary circumstances, this letter must be submitted within thirty (30) calendar days after the decision at issue or after the unsuccessful attempt to resolve the issue through direct discussion (as set forth above). Any appeal letter submitted beyond this timeline should address why the candidate considers the situation to constitute an “extraordinary circumstance.”

2. The Associate Dean will notify the candidate of the date, time, and location of the appeal hearing in writing within 10 business days after receiving the candidate’s appeal letter. The candidate will be provided at least 5 business days’ notice in advance of the hearing. The Associate Dean will strive to schedule the hearing as soon as possible after receipt of the appeal letter and notice to the candidate; the timing of the appeal will depend upon multiple factors, including availability of the candidate and University personnel.

3. The candidate may bring a Concordia University faculty or staff member to the appeal hearing as a support person. The support person may consult with the candidate privately during the hearing. The support person may only directly address the Associate Dean on behalf of the candidate by answering questions from the Associate Dean specifically directed toward the support person. The support person will not serve as an advocate during the hearing.

4. If the candidate will be bringing an advocate to the appeal hearing, the candidate must inform the Associate Dean in writing at least two business days prior to the hearing.

5. The Associate Dean may invite other Concordia faculty or staff to the hearing to serve as resource or provide information relevant to the appeal.

6. At the hearing, the candidate is responsible to present the rationale for the appeal to the Associate Dean.

7. The Associate Dean will review the candidate’s academic record and College of Education file, including any documentation from the Teacher Candidate Counseling and Review Board. The Associate Dean may also review any other information that the Associate Dean deems relevant.

8. The Associate Dean will not make any decision on the appeal or on the status of the candidate during or directly at the conclusion of this hearing.

9. The Associate Dean will notify the candidate, in writing, within 10 business days of the hearing of the Associate Dean's decision regarding the appeal.

Any ruling made by the Associate Dean of the College of Education may be appealed in writing to the Dean of the College of Education. The process of appeal to the Dean of the College of Education is the same as that for the Associate Dean (above). The decision of the Dean is final.

E. Professional Standards for Behavior

Candidates in the Education programs at Concordia are expected to adhere to the highest standards of ethical and professional behavior. Candidates are expected to cooperate with one another and with the instructor. Honesty and integrity are expected for candidate contributions to discussions, projects, lessons, and personal interaction. It is also essential that aspiring educators in Concordia's Education programs conduct themselves in a manner which reflects positively on the candidate and on Concordia University Chicago whether in class or during any school observations or visits. If you have any questions about the propriety of an action, please do not hesitate to discuss it with your instructor, the Program Coordinator, the Associate Dean, or the Dean of the College of Education.

When a candidate experiences conflict with a peer, course instructor, or program coordinator, such candidate is ethically bound to speak to the person with whom the conflict exists. One example of this may be a candidate disagreeing with a course instructor's comments about a lesson plan or teaching in the field experience. When a candidate refuses to speak to the person(s) with whom the conflict exists, such candidate will be referred to the Teacher Candidate Counseling Board for intervention.

A candidate may not collect data (information) in this course and use it to inform a paper/presentation or share syllabi or materials outside the course without completing the process of Institutional Review Board and gaining permission of all persons involved, including the program coordinator. Collecting such data about persons and their work without their knowledge and permission is unethical and illegal. Any candidate who chooses to collect and use data in this manner will be referred to the Teacher Candidate Counseling Board for intervention and may fail the course and, in addition, be subject to discipline up to and including dismissal from the College of Education.

All candidates are held to the Illinois Code of Ethics for Educators found at http://www.isbe.state.il.us/prep-eval/pdf/meetings/emag/pdf/educator_COE_0311.pdf

F. C Rule

The State of Illinois and Concordia College of Education require all candidates to earn a grade of "C-" or better in every course within their program and content area(s) for endorsement. This requirement supersedes any GPA policies set forth in the University's general policies or handbooks.

G. Theology Transfer Course Approval Process

In an effort to best serve Lutheran Teacher Education candidates who request approval of transfer courses to satisfy theology requirements, the Theology Department Chair

and COE Associate Dean have developed the following process for approving transfer courses that lead to the Lutheran Teacher Diploma:

1. Academic Advising office sends the course approval request to both Theology Chair and COE Associate Dean to request transfer course approval on behalf of the candidate.
2. COE Associate Dean will investigate the requested transfer course, investigate the candidate situation, and provide background information to Theology Chair. Such background information may include the specific candidate circumstances causing the request, academic year of the candidate, major, etc.
3. COE Associate Dean will provide Theology Chair with background information, as well as the COE perspective on the transfer course approval.
4. Theology Chair will then make the final decision about the transfer course approval, since the Theology courses are under his authority. He will contact Academic Advising with the decision.
5. The Dean of College of Education may fulfill the role of the Associate Dean in this process.

H. Field Experience Prior to Student Teaching Internship

The College of Education requires that all Education candidates complete the number of clock hours of field experience required by program in schools prior to the Student Teaching Internship Semester. 20 of these field experience hours must be completed in schools with diverse settings (see definition of a diverse setting in the back of this manual). Candidates may not have more than 40 clock hours in the same location as defined by the Illinois State Board of Education. Field experience is required in specific education coursework. The coursework requirements fulfill a wide range of specific expectations and settings.

1. Representing Concordia University Chicago

The College of Education expects all candidates to represent the university and the college positively. The schools that cooperate with Concordia University in providing field experiences do so on a voluntary basis and as a professional courtesy. Negative experiences with a Concordia candidate who fails to follow through on commitments; professionalism and common courtesy may jeopardize or even close that particular field experience opportunity to other Concordia candidates. Classroom teachers and/or the appropriate administrator must contact the Office of Field Experience immediately should problems arise related to field experience performance and/or assignments. If it is determined that the presence of a Concordia candidate is disruptive to a positive teaching-learning situation, the Concordia candidate involved may be removed from that field experience immediately and may be subject to discipline, up to and including dismissal.

2. Reporting Field Experience Hours

Candidates should verify their hours by completing the Record of Pre-Professional Experience form available in Concordia Connect, Resources Tab (search for College of Education). This form should be left with the classroom teacher on the second-to-last visit so that the teacher has ample time to evaluate field experience performance. **Candidates are responsible for picking up the completed forms on the last visit. Teachers should not be asked to mail it into the Office**

of Field Experience. Each candidate should make sure that his or her signature and the signature of the teacher are on the form. Forms received by the Office of Field Experience are documented and placed into each candidate's file. **It is the candidate's responsibility to make copies of all Pre-Professional Experiences for his or her own records.**

3. Field Experience Limitations

At no time may Concordia candidates who do not hold an Illinois Professional Educator License act as substitute personnel in any capacity in any school. State policy prohibits any candidate from receiving compensation for field experiences.

4. School/Classroom Rules and Procedures

All candidates are guests in the schools where they complete field experience and are required to demonstrate respect for the host school and teacher. Therefore, all candidates must follow the rules and procedures of the school and classrooms. **A candidate may be removed from the field experience by the school, the course instructor, or the Office of Field Experience if such candidate does not follow the rules and procedures of the school or classroom.** Such candidate may be referred to the Teacher Candidate Counseling and Review Board and may be subject to remediation or discipline, up to and including dismissal.

5. Limited Hours

No more than a maximum of 40 hours in a single setting (defined as one school building) is permitted.

6. Student Initiated Site Location

Candidates may initiate an observation at a site location, we do not hold a partnership agreement with. The must complete preapproval form submit the form to the Field Experience Facilitator, who will then verify credentials of location and teacher and make arrangements for the candidate to complete their observation at the requested site.

7. School/Classroom Rules and Procedures

All candidates are guests in the schools where they do field experience and are required to demonstrate respect for the host school and teacher. Therefore, all candidates must follow the rules and procedures of the school and classrooms. **A candidate may be removed from the field experience by the school, the course instructor, or the Office of Field Experience if such candidate does not follow the rules and procedures of the school or classroom.** Such candidate may be referred to the Teacher Candidate Counseling and Review Board and may be subject to remediation or discipline, up to and including dismissal.

8. School Cancellation

Should a situation arise at a particular site where the site's administration has directed candidates not to attend, (such as a snow day), Concordia candidates should not report to the school. The hours for that day may need to be rescheduled.

9. Work Stoppages in Schools

It is possible that work stoppages in a school or district may occur due to strike or other labor disagreements. If teachers strike, Concordia candidates must not report for any field experience hours in that school or district until the situation is resolved. Concordia candidates request a different field experience school in order to complete the required hours. **Concordia candidates**

should in no way advocate any position in regard to a job action on the part of teachers, administrators, parents, etc., in a particular school or act as substitute personnel in any capacity.

10. Field Experience Procedures

- a. Candidates must have a Fingerprint Background Check on file in the College of Education office before beginning field experience. Some schools may also require proof of negative TB test result.
- b. Candidates should learn of the specific course requirements before making arrangements to attend field experience.
- c. Field Office staff will visit classrooms to assist Candidates to choose the schools and classrooms available in which to fulfill the specific course requirements.
- d. Candidates must record the name and address of the school, name and contact information of teacher, grade/subject, day and time of the field experience.
- e. Candidates must contact the classroom teacher through Concordia email **prior** to the first visit to confirm their starting date and time.
- f. Candidates are responsible for their own transportation to and from clinical experience sites. Candidates should plan ahead in order to avoid transportation issues and be on time for the field experience.
- g. Candidates must wear the name badge provided by the College of Education when inside schools.
- h. Candidates must dress professionally and modestly. No shorts, short skirts, jeans OR athletic clothing (unless field experience is in a P.E. class). Cleavage, midriff, back, etc. must be covered.
- i. In case of a candidate's absence from field experience, such candidate should call the school and/or teacher ahead of time and leave a message clearly stating that you will be absent so that the teacher may use alternative plans.
- j. Candidates should clearly communicate the course requirements to the classroom teacher and work with the classroom teacher to fulfill these requirements. Such requirements include the length and frequency of the field experience. Candidates should inform teachers well in advance of their last day in that classroom.
- k. Candidates should offer assistance and be willing to take on tasks assigned by the teacher.
- l. Candidates should leave the Record of Pre-Professional Experience form with the classroom teacher on the second-to-last visit so that the teacher has time to evaluate the candidate's performance. Candidates are responsible for picking up the completed form from the teacher on the last visit.
- m. Candidates should make a copy of all field experience forms for his/her own records.
- n. Candidates should submit form to the Office of Field Experience where they will be documented and placed into each candidate's file.

I. Fingerprint Criminal Background Check

Candidates are required to have a Fingerprint Criminal Background Check on file in the College of Education prior to attending field experience in any school and to be admitted to the College of Education Teacher Candidacy. The Fingerprint Criminal Background Check must comply with the

current State of Illinois requirements for educators. Candidates must contact the Office of Field Experience for current information on where and how to obtain the background check.

J. Audio and/or Video-Recording in Schools

Audio and/or video-recording of candidates and/or students in schools is only permitted for the Education Teacher Performance Assessment (edTPA) during Student Teaching Internship and when assigned in coursework prior to student teaching. Any such recording must comply with all requirements of Student Teaching and the field site, if applicable. In addition, Concordia University requires that the following steps must be taken to protect the privacy of students in schools:

1. Candidates, Office of Field Experience, edTPA Coordinator, or course instructor must notify the school administrator of the purpose for the audio and/or video-recording.
2. Candidates must obtain parent/guardian permission to audio and/or video-record their child(ren) using the appropriate *Student Release Form* found in the Appendix of this handbook. Note that specific student release forms are available for Student Teaching Internship and for field experiences prior to student teaching in both English and Spanish.
3. The original signed *Student Release Form* must be submitted to the Office of Field Experience Coordinator where it will be kept on file.
4. Candidates OR course instructor must keep a copy of the *Student Release Forms*.
5. Under no circumstances should a candidate photograph, audio and/or video-record in a school unless the parents/guardians have signed the *Student Release Form*.
6. The requirements may be supplemented or revised at any time to comply with changes in law or best practices. Before a candidate utilizes audio and/or video-recording, the candidate should therefore confer with the Office of Field Experience to determine whether additional or different requirements apply.

K. Human Target Games

Due to the inappropriateness and legal liability tied to human targeting activities and games (dodge-ball and other related activities) all Concordia Education candidates who are participating in a field experience or Student Teaching Internship are to be excused from participating in any lessons that contain this form of activity. As an alternative, candidates may assist another teacher, work in the PE office or on another project outside of the gym or venue where the activity is being held in lieu of being involved in the activity.

See SHAPE America position statement:

<http://www.shapeamerica.org/advocacy/positionstatements/pe/loader.cfm?csModule=security/getfile&pageid=4703>

L. Professional Program Courses

Candidates must be admitted to College of Education Teacher Candidacy before enrolling in Professional Program (methods) courses. Candidates must earn a grade of C or better in their Professional Program courses before they are admitted to the Student Teaching Internship. The Professional Program Courses vary for each specific candidate's program plan. These courses are listed in Degree Works for each candidate.

M. Degree Works

Candidates must print and submit their current *DegreeWorks* for admission to the College of Education Teacher Candidacy and to the Student Teaching Internship. Candidates should consult with Academic Advising in the Kreft Center for Student Success to maintain a current *DegreeWorks* program progress record.

N. Dispositional Assessment of CUC Conceptual Framework

Course instructors will be completing a *Dispositional Assessment of CUC Conceptual Framework* for the candidate in selected Education courses. Instructors may complete the Dispositional Assessment when a candidate demonstrates a dispositional issue or concern. Such candidate may be referred to the Teacher Candidate Counseling and Review Board and may be subject to remediation or discipline, up to and including dismissal.

Additionally, candidates must complete one Dispositional Assessment for the application to College of Education Teacher Candidacy, Application to the Internship, and at the Completion of Student Teaching Internship.

O. College of Education Admission Essay

Candidates write an Admission Essay. The Admission Qualifying Exam is completed for undergraduates in EDUC 1050 Introduction to American Education or EDUC 1060 Introduction to American Education for Public and Lutheran Settings as part of the course requirements. MAT candidates complete the Admission Qualifying Exam in the first semester of enrollment. Candidates who transfer to Concordia and do not take either of those courses here must contact the Office of Field Experience to schedule an appointment to write the Admission Essay. When writing the essay, the candidate will respond to specific questions about the Conceptual Framework: Integrity, Competence, and Servant Leadership. Essays will be read and evaluated by faculty members in the College of Education. Candidates are expected to demonstrate professional behavior and dress at the essay appointment. Results will be reported to the Teacher Education Admissions Committee and used to determine admission to College of Education Teacher Candidacy.

P. College of Education Admission Interview

All candidates who are applying for admission to College of Education Teacher Candidacy must meet with faculty for an Admission Interview. Interviews will be scheduled by the Office of Field Experience. During the interview, the candidate will respond to specific questions about his/her purpose for becoming a teacher, personal strengths, and growth opportunities. Candidates are expected to demonstrate professional behavior and dress at the interview. Results of the interview will be reported to the Teacher Education Admissions Committee and used to determine admission to Teacher Candidacy.

Q. Lutheran Teacher Education Interviews

All Lutheran Teacher Education (LTE) candidates must complete interviews with the LTE Coordinator for admission to College of Education Teacher Candidacy and for Student Teaching Internship. LTE interviews will be scheduled directly with the LTE Coordinators. Candidates are expected to demonstrate professional behavior and dress at the interview. Results of the interview will be reported to the Teacher Education Admissions Committee and used to determine admission to Teacher Candidacy.

R. Bachelor of Music Education Piano Proficiency Exams

All Bachelor of Music Education (BME) candidates are required to pass Piano Proficiency Exams for admission to College of Education Teacher Candidacy and for Student Teaching Internship. Piano Proficiency Exams will be scheduled directly with the Music Department. Candidates are expected to demonstrate professional behavior and dress at the Exams. Results of the Exams will be reported to the Teacher Education Admissions Committee and used to determine admission to Teacher Candidacy.

S. Assessments Required by the State of Illinois and the College of Education

The State of Illinois teacher licensure requires candidates to pass three tests: (1) An Illinois approved basic skills test; currently one of the following: Test of Academic Proficiency, SAT, or ACT; (2) the required Content Test(s) for the approved program; and (3) the edTPA. (The Special Education licensure area requires an additional test and Foreign Language Education programs require an oral examination in the foreign language.) **These tests must be taken, passed and posted to the Educator Licensure Information System (ELIS) Account before the degree will be awarded by the Registrar's office, entitlement approved, and the Illinois Professional Educator License can be issued.** Information, including testing sites, schedules and study materials for these tests is available at <http://www.il.nesinc.com/>

1. Basic Skills Test Requirement (Test of Academic Proficiency (TAP), ACT, SAT)

Candidates **must have passed an approved Basic Skills Test before** they are admitted to College of Education Teacher Candidacy (Transition Point One). Registration and test information are available at <http://www.il.nesinc.com/> Candidates must request that scores are sent to Concordia University Chicago and provide the score report of all passing scores.

The College of Education and the State of Illinois allow candidates to use ACT plus writing or SAT scores as substitute for (in lieu of) the TAP.*

- a) To use an ACT score in lieu of the TAP, the following must be met:
 - 1) An ACT **plus writing** must have been taken within the last 10 years;
 - 2) ACT composite score must be at least 22;
 - 3) ACT combined English/Writing score must be at least 19, if the ACT is taken before September 1, 2015;
 - 4) ACT Writing score must be at least 16, if the ACT is taken after September 1, 2015;
 - 5) ACT Writing score must be at least at 6, if the ACT is taken after September 10, 2016
 - 5) The official ACT score is valid indefinitely.

- b) To use an SAT score in lieu of the TAP, the following must be met:
 - 1) An SAT must have been taken within the last 10 years;
 - 2) SAT taken before March 5, 2016 must have a composite score of at least 1030 and a minimum score for writing of 450.

- 3) SAT taken on or after March 5, 2016 must have a composite score of 1110 or higher and a minimum score of 26 on Writing and Language.
- 4) The official SAT score is valid indefinitely.
- 5) Super scoring of test scores from the same testing body is allowed in order to achieve the required score.

c) How to Submit Scores to ISBE

Prospective candidates who wish to use their ACT/SAT score in lieu of the TAP must complete the following steps in the order presented below:

- 1) Create an ELIS (Educator Licensure Information System) account, if you don't already have one. To create an account go to <https://sec3.isbe.net/IWASNET/login.aspx> and click on the 'Sign Up Now' link on the left side menu.
- 2) Request ACT/SAT send an official score report to the Illinois State Board of Education, Division of Teacher and Leader Effectiveness, 100 North First Street, S-306, Springfield, IL 62777. **If sending ACT scores, you must use college code 3001 to have the reports sent directly to ISBE. The State does not have a school code for SAT; therefore you must send the report to the aforementioned address.***

***IMPORTANT: ISBE will only hold your scores for 30 days; therefore, it is imperative that you create an ELIS account prior to requesting your scores from ACT/SAT. Before you can be fully admitted to a licensure program the Council on Teacher Education must be able to verify, in the ELIS system, that you have either passed the Test of Academic Proficiency or that the ISBE has accepted your ACT/SAT in lieu of the TAP.**

*Please note that ISBE may change or cancel these rules at any time.

2. Content Area Tests

Candidates must pass the appropriate Content Area Test(s) for their particular program(s) for licensure before they are admitted to the Student Teaching Internship. When registering for this test, candidates must identify Concordia University as the institution they attend.

3. Education Teacher Performance Assessment (edTPA)

Candidates must pass the Education Teacher Performance Assessment for their specific major or area of licensure. Education programs prepare candidates for the edTPA in coursework prior to Student Teaching Internship. Candidates must complete the edTPA during the Student Teaching Internship. A series of seminars are scheduled each semester to provide support for candidates' completion of the edTPA. (See Section IV. F. *Requirements for Completing the edTPA* in this handbook.)

T. Test of Academic Proficiency Support

The Academic Center for Excellence and the College of Education at Concordia University Chicago work together to provide peer tutoring support for College of Education candidates who need assistance in preparing for the Illinois Test of Academic Proficiency (TAP). This support is voluntary and intended to assist candidates in preparing for the TAP. It does not guarantee that

the candidate will earn a passing score on the TAP or will be able to meet other requirements, such as licensure or certification requirements, upon graduation. The following process has been established to provide support for candidates:

1. Candidates are referred to ACE by the candidates' Faculty Advisor or Education Program Coordinator for TAP support. Candidates who believe they might need ACE assistance in preparing for TAP should consult with their Faculty Advisors or with the Education Program Coordinator about obtaining a referral.
2. The candidate will then schedule a meeting with the Academic Support Coordinator in ACE to discuss test-taking experience, goals, and challenges. The ACE Coordinator will determine a plan for which subarea(s) will be addressed first by the peer tutoring support.
3. Prior to receiving peer tutoring support, the candidate will independently complete the diagnostic assessment provided by ACE. In the case that the candidate has previously taken the TAP, the TAP scores will be used for diagnosis of needs and plan for support. The candidate is required to provide the TAP score report to ACE.
4. ACE will provide peer tutoring support in the TAP subarea(s) of the candidate's need. The peer tutor will review the diagnostic assessment with the candidates during the peer tutoring sessions. The peer tutor will work with the candidate toward improvement of specific skill areas that will best support the candidate.
5. Each candidate is eligible to receive up to eight hours of peer tutoring support from ACE. These eight-hours may be used to prepare for multiple TAP attempts.
6. For each peer tutoring support hour, the candidate is expected to spend a minimum of two hours of independent study time outside of the tutoring sessions. Specific candidates may be expected to spend more than the minimum of two hours of independent study time per hour of peer tutoring support.
7. The TAP Study Guide will be made available to candidates in print form. This study guide includes only a small number of practice test items.
8. To maximize potential for success on the TAP, ACE strongly recommends that the candidate purchase the TAP Full-Length Practice Test(s) appropriate for the individual candidates' need at:
https://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL400_PrepMaterials.html
9. Additional preparation information and materials are available at:
https://www.il.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html
10. If a candidate receives TAP support from ACE but does not pass the TAP, the candidate is required to meet with his/her faculty advisor to discuss whether continuing as an education candidate is a realistic plan for the student. The faculty advisor may advise the candidate to continue working toward passing the TAP, take the ACT, or to change his/her major.
11. All candidates who receive peer tutoring support from ACE are required to provide their TAP score report to ACE.

TAP Policy and Agreement, Referral, and Peer Tutor Recommendation forms are found in the Appendix. Candidates who choose to seek TAP support are required to sign the agreement.

U. Teacher Education Admission Committee (TEAC)

The Teacher Education Admission Committee includes the Office of Field Experience Coordinator, selected College of Education faculty, and MAT Advisors. The Committee reviews candidates' applications for admission to College of Education Teacher Candidacy and the Student Teaching Internship. The Office of Field Experience disseminates names of applicants for Teacher Candidacy and the Student Teaching Internship to the TEAC members and COE faculty. Candidates' applications may be approved, denied, or referred to the Teacher Candidate Counseling and Review Board.

Members of the Teachers Education Admissions Committees are appointed by the Dean of the College of Education. It implements the policies established by the Education Policies Committee and the Graduate Policies Committee.

Professional Program (methods) courses may not be taken without TEAC approval of a candidates' application to the College of Education Teacher Candidacy. Similarly, candidates may not begin Student Teaching Internship without approval of TEAC. Candidates may appeal the decision of the committee in writing to the Associate Dean of the College of Education. (See Appeal above.)

V. Guest Students

Occasionally, students who are guests at Concordia may request to enroll in Professional Program (methods) courses or the Teacher Performance Assessment (edTPA). At the discretion of the Associate Dean, such students may be permitted to enroll in these courses, having met specific requirements. These requirements include, but are not limited to: Fingerprint criminal background check, Dispositional Assessment of CUC Conceptual Framework or Letter of Recommendation from a supervisor, transcript(s) from other institutions(s). These guest students must meet all course requirements.

Section III: Education Programs: From Application to Completion

A. Admission to College of Education Teacher Candidacy Admission (Transition Point One)

Admission to College of Education Teacher Candidacy Admission (Transition Point One)

Candidates must be admitted to the College of Education as a prerequisite for Professional Program (methods) Courses in each Education program. Completed Application requirement deadlines for review by the Teacher Education Admission Council are November 1 for Spring Semester admission and May 1 for Fall Semester admission. (See Appendix) The admission requirements that make up a complete application include:

UNDERGRADUATES:

- Cumulative GPA of 2.75 or higher for course work completed at Concordia
- Required prerequisite courses completed with a grade of C or better:
 - ENG 1100 English Composition
 - CTH 1100 Speech Communication
 - MAT1412 Mathematics for Early Childhood Teachers: Geometry, Statistics, Functions (or a higher level math course)
 - EDUC 1050 Introduction to American Education or EDUC 1060 Introduction to American Education for Public and Lutheran Settings
 - EDUC 1070 Media and Technology in the Classroom
 - EDUC 2020 Human and Cognitive Development
- Proof of passing the Piano Proficiency Test I (BME Candidates Only)
- Achieve a minimum Major GPA of 2.75 or higher (BME Candidates Only)
- LTE Candidates pass interview 1

GRADUATES

- Cumulative GPA of 3.0 or higher at Concordia
- Required prerequisite courses completed with a grade of C- or better

<i>Elementary/Secondary before 2016</i>	EDU 6045	EDU 6435	
<i>Elementary after 2016</i>	EDUC 6150	EDUC 6250	EDUC 6350
<i>Secondary after 2016</i>	EDU 6045	EDU 6435	

GRADUATES and UNDERGRADUATES

- Official passing score report(s) from the Illinois TAP, ACT, or SAT. The ACT or SAT score report must also document the required passing subarea scores (See Appendix for current required scores)
- Fingerprint Criminal Background Check Results on file with the Office of Field Experience
- Minimum of 20 Pre-Professional Hours on file in the Office of Field Experience
- Completed Dispositional Assessment of CUC Conceptual Framework completed by candidate. Form will be sent to you electronically after you submit an Application form.
- Successful completion of the Qualifying Examination.
- Successful completion of the Admission Interview.

Following each deadline, a candidate's **Completed** Application for Admission form with all admission requirements and documents is submitted to the Teacher Education Admission Committee (TEAC) for review. A Candidate's Application is reviewed by the Teacher Education Admission Committee for admission into the College. A letter is sent to the candidates informing him/her of "ADMITTED" or "Denied" status.

B. Application for Placement in Student Teaching Internship

Candidates must submit Applications for Placement in Student Teaching Internship by November 15 before the academic year in which they plan to student teach. Informational meetings about Placement for Student Teaching Internship will be led by the Office of Field Experience Coordinator and publicized in emails and on Facebook. The placement application is found in the Appendix of this handbook and will be distributed at the Placement meetings.

Occasionally, a public education candidate may be placed in a Lutheran or other private school. In such cases, an additional interview with the Coordinator of the Office of Field Experience must be completed by the candidate and a memo of understanding regarding the candidate's respect for and compliance with the school's values must be signed by the candidate.

C. Admission to the Student Teaching Internship (Transition Point Two)

Candidates must be admitted to the Student Teaching Internship in order to begin student teaching. Each candidate must meet submit an application (see Appendix) and meet the additional requirements in order to be admitted. Applications will be accepted throughout the year.

The status of a candidate who has completed the application to Student Teaching Internship, but has not yet met all requirements will be "IN PROCESS." The candidate will receive an email from the College of Education stating that his/her application is "IN PROCESS". When all requirements are met, the candidate's status will be changed to "ADMITTED." Such candidate will receive a letter from the College of Education informing him/her of "ADMITTED" status.

Applications to the Student Teaching Internship and all required documents must submitted by the dates specified below before the candidate enters Student Teaching internship courses.

- Fall semester student teaching: Application and proof of all requirements (test scores, first aid, etc.) is due May 1 prior the fall assignment.
- Spring semester student teaching: Application and proof of all requirements (test scores, first aid, etc.) is due November 1 prior to the spring assignment.

Undergraduate and Graduate Requirements to be Met:

- Admission to the College of Education
- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Undergraduate Cumulative GPA of 2.75 or higher at Concordia
- Graduate Cumulative GPA of 3.0 or higher at Concordia
- Earn a grade of C- or better in all coursework applied to Professional Program requirements
- Complete Professional Instructional (Methods) Course(s)
- 80 pre-professional hours on file (*100 hours must be completed and on file before the first day of Student Teaching Internship*)
- Official score report(s) for the Illinois TAP, ACT, or SAT with the passing subarea scores documented on the report.
- Official score report(s) documenting a passing score for the Illinois Content-Area Test(s) along with subarea scores listed.
- Proof of completed First Aid/CPR Certification
- Hardcopy of current DegreeWorks
- Graduate candidates in the Secondary program need to supply a copy of the Content Area Program Plan
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself. (*Form will*

*be sent to you electronically **after** you submit the Application.)*

- Pass Piano Proficiencies Test Part II (**BME Candidates only**)
- Successful completion of Interview #2 (**LTE Candidates only**)

D. Completion of the Student Teaching Internship (Transition Point Three)

To successfully complete the Internship, the candidate must:

- A current Passing score on the EdTPA (the State of Illinois may raise the passing score from year to year)
- A passing score on the Tier 3 Assessment from the University Supervisor;
- A passing score on the Positive Impact Presentation;
- A passing score on the Dispositional Assessment of CUC Conceptual Framework from the University Supervisor;
- Complete the Tier 2 and Tier 3 Self Assessments;
- Complete the Self Dispositional Assessment of CUC Conceptual Framework and submit in Blackboard;
- Complete the ST 8 Form and submit electronically;
- Complete the “Weekly Activity Report” ST_1 and submit to the Office of Field Experience in hardcopy.
- Submit the edTPA Score Profile to Blackboard
- Submit the Personal Email Address at which the candidate may be contacted after program completion.

Details of all of these requirements are found in the Student Teaching Internship section of this handbook.

E. Completion of Program (Transition Point Four)

To successfully complete the Education program and be eligible for the Professional Educator License in the State of Illinois and graduation from Concordia, the candidate who has completed the internship must:

- Complete all program coursework with a grade of C- or better and maintain a 2.75 GPA for undergraduates and 3.0 for graduates.

When a candidate does not progress through the program at any transition point and/or is “IN PROCESS” for an extended length of time, such candidate will be referred to the respective Program Coordinator for an advising meeting. The Program Coordinator may advise the candidate to change his/her major program of study to one in the College of Arts and Sciences or to an Education Studies major that does not provide educator licensure or to. Such candidate may also be referred to the Teacher Candidate Counseling and Review Board and may be subject to remediation up to and including dismissal.

Section IV: Student Teaching Internship

A. Purpose

The purpose of The Student Teaching Internship is four-fold:

1. To provide the student teacher opportunities to observe and work closely with exemplary, professional educators.
2. To provide the student teacher with opportunities to teach under the supervision and guidance of exemplary teachers.
3. To provide the student teacher with opportunities to reflect and connect theory and coursework to actual teaching situations.
4. To prepare the student teacher to be an effective educator who demonstrates leadership, ethical standards, knowledge, and skills.

B. Overview of the Student Teaching Internship

All candidates are required to attend the Entrance Seminar which will occur early in the student teaching experience. All candidates will experience a minimum of sixteen (16) weeks of student teaching. Early Childhood Education and K-12 programs will have two eight week placements.

C. Illinois Requirements for Student Teaching Placement and Final Year of Program

The State of Illinois “recognizes and accepts student teaching only when it is earned during the candidate's final year of his or her educator preparation program and conducted in a public school or a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools).”

Illinois Administrative Code Title 23, Section 25.620 Student Teaching a). Retrieved at <https://www.isbe.net/Documents/25ark.pdf>

Student Teaching Internship must be completed in the State of Illinois at a recognized school.

Student Teaching Internship must be completed in the final year of the program. For DCE-LTE Elementary or Middle Grades dual majors, this is considered to be the final year of the Elementary or Middle Grades program coursework and may be before DCE Internship.

D. Student Teaching While Being Paid

State of Illinois and College of Education allow a candidate to receive credit for student teaching or pre-student teaching clinical experiences that are completed during the time for which the individual is paid as a teacher only when the individual meets one of the requirements in Illinois Title 23, Sections 25.620 Student Teaching f). Retrieved at <https://www.isbe.net/Documents/25ark.pdf>

E. Background Check Requirement

Illinois Public Act 99-021 (effective on January 1, 2016) states that “each student teacher (defined to include those completing required internships) is required, prior to starting a student teaching or required internship experience, to authorize and pay for the school or school district where the student teaching is to be completed to conduct a fingerprint-based criminal history records check of that individual. The school or school district must also complete checks of the Statewide Sex Offender Database and the

Statewide Murderer and Violent Offender Against Youth Database for each student teacher. The student teacher must be provided a copy of records obtained as a result of the fingerprint-based criminal history records check. This requirement applies to student teachers placed both in public school districts and in non-public recognized schools.”

ISBE (2016). *Senate Bill 706*. Preparation Points. 2:1. Retrieved at <https://www.isbe.net/Documents/PreparationPoints-jan.pdf>

Student teachers must pay for the fingerprint criminal background check and must be given a copy of the results.

F. Responsibilities

1. Responsibilities of the School Administrator

The school administrator is the liaison between the University and the cooperating personnel involved in the supervision of the student teacher intern. Generally, this person is a school principal, an assistant principal, or a district administrator. The school administrator is requested to:

- a. Nominate exemplary teachers to serve as cooperating teachers who are legally licensed, have at least three years of teaching experience, have received *Proficient* level in performance evaluations and are directly engaged in teaching subject matter or conducting learning activities in the subjects or grade levels in which student teacher(s) will work.
- b. Inform the cooperating teacher(s) of the agreement signed with Concordia University and return the agreement form to the Office of Field Experience as promptly as possible.
- c. Acquaint student teacher(s) with the school's program, school personnel, and the community.
- d. Inform student teacher(s) of school policies.
- e. Provide adequate teaching materials and manuals for use by student teacher(s).
- f. Provide a study or workspace in an appropriate location for each student teacher.
- g. Inform student teacher(s) of events that take place in the school.
- h. Inform the university supervisor(s) of calendar and schedule changes that have an effect upon the student teaching program.
- i. Know about the kind of relationships that exist between the student teacher(s) and cooperating teacher(s) as well as their relationships with students.
- j. Ensure that student teachers are **not** used as substitute teachers in the absence of regular faculty members.
- k. Be available for consultation with student teacher(s), cooperating teacher(s), and/or university supervisor(s), when necessary.
- l. In Lutheran Schools, the administrator is requested to foster and encourage the student teacher's participation in ministry.

2. Responsibilities of the Cooperating Teacher

The cooperating teacher's involvement is critical to the success of the candidate's experience. The cooperating teacher performs comprehensive evaluation of all student teaching intern activities. The services provided by the cooperating teacher may range

from general expectations to highly specific, unique opportunities for the student teacher. The cooperating teacher should introduce the candidates to the students as a “teacher.” Moreover, the cooperating teacher can assist the student teaching intern in the transition from being a college candidate to an effective professional educator by:

Orienting the student teacher to the:

- a. Organization and administration of the instructional setting.
- b. Instructional program and available teaching materials and aids.
- c. Needs of the students.
- d. Record keeping and grading policies of the school.
- e. Rules and procedures of the school.
- f. Use of school equipment and supplies.
- g. Grooming expectations, attendance policies, and special duties for staff members.
- h. Character and resources of the local community and/or parish.

Inducting the candidate into the role of teacher by:

- a. Demonstrating strategies of working with students and providing opportunities for the student teacher to try them out.
- b. Giving the student teacher increasing responsibility for instructional activities commensurate with demonstrated readiness.
- c. Providing daily guidance and counsel, as necessary.
- d. Balancing the schedule so that the student teacher will obtain a guided experience in as many instructional activities as possible.
- e. Involving the student teacher in the evaluation of his or her performance, growth and development whenever feasible.
- f. Providing opportunities for full-day teaching prior to the intensive four-week teaching experience.
- g. Easing the student teacher into the role, but being sure he/she gets at least 20 days of full-time teaching; Student teachers with two eight week placements should get at least 10 days of full-time teaching in each placement.
- h. Leaving the classroom occasionally when the student teacher is adequately able to assume his/her responsibilities*.
- i. Assisting the student teacher with scheduling observations of other teachers on the staff at appropriate times during the student teaching experience.

** According to The School Code of Illinois, chapter 122, section 10-22.34 the state does not "require constant supervision of a student teacher enrolled in a student teaching course at a college or University, provided such activity has the prior approval of the representative of higher education institution and teaching plans have previously been discussed with and approved by the supervising teacher and further provided that such teaching is within the guidelines established by the superintendent of public instruction in consultation with the State Teacher Licensure Board."*

Helping the student teacher in his/her preparations by:

- a. Encouraging active involvement and co-teaching early in the experience. (See appendix)
- b. Preparing a schedule of responsibilities several weeks in advance.

- c. Guiding the student teacher through each stage of the instructional experience: planning, preparing, teaching, and evaluating. Co-planning, co-teaching, and co-assessing with the student teacher.
- d. Collecting lesson plans the Thursday prior to the week of teaching. Give feedback on lessons the Friday prior to teaching.
- e. Observing the student teacher's work.
- f. Conferring with the student teacher on a regular basis.
- g. Working with candidate to determine the appropriate learning segment to be developed and taught for their state portfolio submission (edTPA) during the first six weeks of the semester.
- h. Working with the student teacher intern to determine the content of the unit plan.
- i. Assisting candidate in gaining permission for videotaping in the classroom and with the technical requirements of doing so during instruction.

Performing the role of *teacher coach* by:

- a. Assisting in decisions regarding instructional goals and planning.
- b. Facilitating the student teacher's continual reflective analysis of his or her professional and personal growth and development.
- c. Assessing the performance of the student teacher using the "Observation Report" (Tier I) evaluation instrument three to four times during the semester.
- d. Completing the "Student Teaching Evaluation Form" (Tier 2) prior to the mid-term and upon completion of student teaching and sharing it with the student teacher.
- e. Discussing any concerns with the student teacher and the University Supervisor.
- f. Meeting weekly with the student teacher for planning, classroom management and discipline and reflective practice discussions.**

Exemplifying a high level of professional interest and ability by:

- a. Regarding the student teacher as a professional colleague.
- b. Demonstrating an open, accepting and supportive attitude toward the student teacher.
- c. Sharing personal and professional skills and resources.
- d. Practicing proper ethical and professional behavior.

If a Cooperating Teacher believes that a passing grade is in jeopardy, the candidate and the Coordinator of the Office of Field Experience must be informed of the situation as soon as possible.

3. Responsibilities of the University Supervisor

The University Supervisor is responsible to the Office of Field Experience for the performance of his or her assignments, and serves as a University representative to the cooperating schools and the student teachers in the field. Specifically, the University Supervisor is responsible for:

- a. Attending Day 1 of the semester to meet the student teacher intern(s) assigned to you. Meeting will be at CUC.
- b. Becoming acquainted with the student teacher's information packet prior to the first visit.

- c. Becoming acquainted with specific personnel and programs of the cooperating schools to which they are assigned.
- d. Providing assistance to the student teacher and the cooperating teacher(s) by:
 - i. Visiting on site a minimum of six times
 - ii. Completing at least five Tier I evaluations of the candidate and entering information electronically
 - iii. Overseeing the completion of lesson plans and Unit Plans, using Concordia formats, representing all areas taught and providing constructive feedback to them.
 - iv. Submitting mid-term and final evaluation reports (Tier 2 & 3) to the Office of Field Experience as soon as possible after their completion.
 - v. Arranging joint meetings with the student teacher and the cooperating teacher when necessary.
 - vi. Suggesting resources for information or special needs.
- e. Delivering all required paperwork to the OFE at Midterm and end of semester.
- f. Maintaining positive, open, and above all, Christian relationships toward all personnel associated with the student teaching program.
- g. Electronically submitting each student teacher's grade following the procedures provided.
- h. Supporting the candidate during the edTPA process.
- i. If a University Supervisor and/or school administrator believe that a passing grade is in jeopardy, the candidate and the Coordinator of the Office of Field Experience must be informed of the situation as soon as possible. A candidate's failure to meet the acceptable criteria for passing should be brought to the attention of the Coordinator of Field Experience by mid-term (week 8) so that steps may be taken to remediate the situation.

4. Responsibilities of the Office of Field Experience

The Office of Field Experience consists of a Coordinator, a Field Experience Facilitator, and an Administrative Assistant who are responsible for:

- a. Facilitating partnerships between the University and schools.
- b. Collecting data on each candidate in order to make a satisfactory student teaching placement.
- c. Selecting sites that serve student teaching programs effectively and entering into an agreement with each cooperating school.
- d. Arranging with school personnel for all matters that may be necessary to insure the effective development of their students, the welfare of their school, and the professional growth of each student teacher.
- e. Conducting orientation workshops for all personnel involved with the teacher education program and being of specific assistance to cooperating personnel in the performance of their assignments.
- f. Orienting candidates to the Student Teaching Internship/Internship, and the specific requirements for successful completion of the Student Teaching Internship.
- g. Assigning university supervisors who will conduct a minimum of six supervisory and assessment visits per student teacher.
- h. Reassigning student teachers if any situation tends to work to the detriment of the students, classroom teacher, or the student teacher.

- i. Providing supplemental learning experiences and counseling for the student teacher who is weak in specific performance skills.
- j. Administering all necessary procedures required by the Illinois State Board of Education and the State Educator Preparation and Licensure Board (SEPLB) for securing the appropriate educator license or licenses.
- k. Compensating cooperating teacher(s) with an Educational Fee Grant Certificate and assigning professional development hours (PDH) as appropriate.
- l. Maintaining student teacher records and forwarding all pertinent information to the placement office.
- m. Coordinating support for all candidates with edTPA coordinator.

5. Responsibilities of the Student Teacher

Student teaching in and of itself is a full-time commitment. Student teachers should adhere to the schedule(s) of their cooperating teacher(s). During their full-time teaching responsibilities, student teachers need to plan for an increased commitment of time and energy devoted to professional tasks. Student Teachers should not take additional coursework without prior approval of his or her Program Coordinator.

The student teacher is a member of the instructional team of the school(s) in which he/she has been placed. Being a "team player" is essential for success. The student teacher is expected to follow through on the assigned tasks. The students in the assigned classroom(s) expect the student teacher to be prepared, professional, consistent and reliable. The student teacher is responsible for:

- a. Becoming familiar with the policies, standards, and practices of the assigned school(s) by asking for a copy of a student or parent handbook or other such guidelines.
- b. Observing the calendar of the school(s) in which they are serving in terms of holidays, vacations, in-service days, etc.
- c. Taking responsibility for housing arrangements. The principals of Lutheran schools may have contacts in the community or congregation that may provide housing at nominal cost to the student teacher. The cost for such accommodations is to be negotiated between the student teacher and the party providing housing.
- d. Taking responsibility for transportation to and from student teaching sites. Candidates may **not** use university vehicles for their student teaching.
- e. Participating as a full-time member of the school faculty. Student Teachers should attend parent conferences, IEP meetings, faculty in-service days, and faculty meetings (unless excused). In short, student teachers should participate in any activity that a faculty member would be expected to attend. This also includes worship opportunities for student teachers in Lutheran schools.
- f. Reporting an absence as soon as it is anticipated, to the following people in the order listed: **cooperating teacher, university supervisor, and the Office of Field Experience** (708-209-3086). Absences also are to be noted on the "Weekly Activity Report" (ST_1). Absences should occur only as a result of circumstances beyond the candidate's control. "Personal leave days," participation in university extracurricular activities, and so forth, are **not** considered valid reasons for absence from student teaching.

- g. Spending time observing the students and the cooperating teacher when not actually involved in teaching, and by assisting in as many activities as possible.
- h. Actively soliciting constructive feedback from the cooperating teacher and university supervisor.
- i. Setting aside regular times with the cooperating teacher to discuss and critique teaching and/or planning. **The student teacher will make their lesson plans available the Thursday prior to the teaching week.** This will allow the cooperating teacher to give feedback on the Friday prior to the teaching week. All materials such as handouts, etc. should be prepared by the Friday prior to the teaching week.
- j. Working to resolve any problem which may arise with the cooperating teacher, within the school, or with the university supervisor, as soon as possible. The student teacher is expected to take the initiative in this regard. There may be difficult situations between people in a professional career/ministry. Learning to successfully resolve challenging situations provides valuable growth and development.
- k. Attending all seminars. Non-attendance may result in a grade of incomplete or additional assignments.
- l. Participate on the Blackboard course support system.
- m. Complete and submit the edTPA portfolio to meet the performance assessments for the initial educator licensure.
- n. Completing required forms including Record of Attendance (ST_1), Program Evaluation (ST_8), mid-term and final evaluations (Tier 2,3). All forms must be signed by the cooperating teacher and submitted on time to the University Supervisor.
- o. Checking Concordia E-mail.
- p. Submit a Reflective Journal email to University Supervisor entry to the University Supervisor at least once or twice a week.
- q. Submit a Weekly Teaching Schedule to the University Supervisor electronically on Friday for the following week.
- r. Prior to Student Teaching**, all student teachers are expected to:
 - i. Make an appointment with the host school(s)
 - ii. Visit with the principal and cooperating teacher(s)
 - iii. Visit the classroom(s) in which they will be teaching. Attempt to determine series of 3-5 lessons you will design and teach to complete edTPA requirements.
 - iv. Obtain a copy of the school calendar(s).
 - v. Learn the layout of the school(s).
 - vi. Obtain a copy of the school's parent/student handbook(s).
 - vii. Obtain a copy of the school's policy handbook. Read the handbook carefully, noting the expected arrival time at the school, the school's dress code, and other relevant information.
 - viii. Obtain a three-ring notebook and index tabs that will be used as the student teaching binder. This binder should have dividers to designate the location of Weekly Activity Reports, Unit Plans and/or Functional Behavior Assessment & Intervention Plan and Evaluation (Special Education), Formal Lesson Plans, Daily Lesson Plans, Classroom Management Plan, Reflective Journal email to University Supervisor Entries, Observation Reports and Evaluations.

G. Suggested Guidelines and Required Assignments for the Student Teaching Internship

Orientation Phase

Cooperating teacher acclimates student teacher to the school environment.

	Required Assignment
<ul style="list-style-type: none"> ▪ ST attends edTPA orientation prior to student teaching ▪ Learn the school's policies and procedures. ▪ Meet other faculty members. ▪ Learn fire drill and other emergency procedures. ▪ Learn building classroom and procedures. ▪ Learn students' names or devise a method for learning names if multiple sections are taught. ▪ Handle non-instructional routines. ▪ Participate in co-teaching (see appendix). ▪ Plan and teach at least one informal lesson or period. ▪ Identify units/areas to be taught and when they will be taught. ▪ Observe and take notes on the management and discipline strategies used by the cooperating teacher(s). Also note incidents that illustrate the school's climate. Continue to take notes of these items throughout the teaching experience. ▪ Determine series of lessons (3-5) that will be developed and taught for the edTPA requirement ▪ Observe students and how disabilities impact student learning. 	<ul style="list-style-type: none"> ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor weekly ▪ Attend any edTPA meetings scheduled on campus. Students at a distance must participate through the media provided.

Initial Experiences

Student teacher assists Cooperating teacher with duties and begins classroom instruction. Cooperating teacher models best practices.

	Required Assignments
<ul style="list-style-type: none"> ▪ Assume gradual responsibility for teaching one curricular area. ▪ Teach a minimum of 3 - 5 complete lessons and videotape these lessons. ▪ Continue to participate in co-teaching. ▪ Confer daily with cooperating teacher on lessons taught. ▪ Continue writing in the Reflective Journal email to University Supervisor on school culture, management, and instructional strategies. ▪ Begin writing learning segment (unit). ▪ Become familiar with IEP goals or 504 plans, or service plans for students. 	<ul style="list-style-type: none"> ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor weekly ▪ Daily Lesson Plans ▪ Formal Lesson Plan as required ▪ Attend any edTPA meetings scheduled on campus or electronically
<ul style="list-style-type: none"> ▪ Assume responsibility for teaching two curricular areas or periods and/or increase teaching responsibility. ▪ Teach at least 2 - 3 complete half-days or at least 2 -3 periods for secondary student teachers. ▪ Teach, using at least one strategy modeled by the cooperating teacher. Use 1 – 2 different teaching strategies (e.g. inductive teaching, jigsaw, KWL, think/pair/share, inquiry, etc.). ▪ Finalize planning and writing of learning segment (unit). Teach 3-5 lessons and videotape per edTPA requirements. 	<ul style="list-style-type: none"> ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor ▪ Learning Segment Plans ▪ Daily Lesson Plans ▪ Formal Lesson Plan as required ▪ Attend any required edTPA meetings or electronically

Independent Teaching

Student teacher increases amount of independent teaching and continues to meet with cooperating teacher to plan lessons. Cooperating teacher continues to give feedback on planning and classroom performance.

	Required Assignments
<ul style="list-style-type: none"> ▪ Teach at least one full day. ▪ Teach a minimum of a half-day every day ▪ Continue writing about students' learning needs, school culture, management, and instructional strategies. 	<ul style="list-style-type: none"> ▪ Attend any required edTPA meetings ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor weekly ▪ Learning Segment Plans ▪ Daily Lesson Plans ▪ Formal Lesson Plan as required

Full-Time Independent Teaching

Student teacher serves as lead teacher and assumes full responsibility for minimum of three weeks.

	Required Assignments
<ul style="list-style-type: none"> ▪ Continue teaching half-days, assuming responsibility for three full days during this week. ▪ Use at least four different teaching strategies in planning and implementing lessons. 	<ul style="list-style-type: none"> ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor weekly ▪ Learning Segments Plans/ Implementation ▪ Midterm Evaluation (Tier 2) (Self) ▪ Daily Lesson Plans ▪ Formal Lesson Plan as required
<ul style="list-style-type: none"> ▪ Teach full, consecutive days. Vary the strategies that are used. ▪ Continue to collect documentation/artifacts for your portfolio. ▪ Conference with university supervisor on video reflection – optional. ▪ Continue to note students learning needs, school culture, management and instructional strategies 	<ul style="list-style-type: none"> ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor weekly ▪ Daily Lesson Plans ▪ Formal Lesson Plan as required

Phase-Out Period

Cooperating teacher and student teacher mutually agree on the time frame for gradually transferring responsibilities back to the cooperating teacher.

Time Guidelines	Required Assignments
<ul style="list-style-type: none"> ▪ Gradually decrease teaching responsibilities and return some of the responsibilities to the Cooperating Teacher. 	<ul style="list-style-type: none"> ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor weekly ▪ Daily Lesson Plans
<ul style="list-style-type: none"> ▪ Decrease your teaching responsibilities to one quarter. ▪ Visit 2 - 4 classrooms and observe other teachers, if applicable. 	<ul style="list-style-type: none"> ▪ Weekly Schedule to University Supervisor ▪ Record of Attendance (ST_1) ▪ Reflective Journal email to University Supervisor weekly ▪ Final Self-Evaluation (Tier 3) in Blackboard ▪ Daily Lesson Plans
<ul style="list-style-type: none"> ▪ Complete all required paperwork. ▪ Submit Record of Attendance (ST_1) to OFE ▪ Program Evaluation (ST_8), and Final Evaluations (Tier 3) in Blackboard ▪ Positive Impact Presentation 	<ul style="list-style-type: none"> ▪ Complete all required paperwork. ▪ Submit Record of Attendance (ST_1) to OFE ▪ Program Evaluation (ST_8), and Final Evaluations (Tier 3) in Blackboard ▪ Positive Impact Presentation

H. Student Teaching Documentation Requirements

1. Reflective Journal

Each student teacher must send a weekly Reflective Journal email to the University Supervisor that focuses on the concerns, insights, or questions that arise. These entries are not to be a diary or log listing the events and activities of the day. As a reflective observer and a full participant in the learning process, the student teacher must reflect on teaching practices, evaluate the effects of choices on students, and share understandings and insights through journal entries. The reflective process is part of IPTS Standard #9 as well as edTPA.

The weekly journal entry is between the student teacher and the University Supervisor. The Cooperating Teacher is not involved in the Reflective Journal process.

2. Record of Attendance (ST_1)

- a. Student teachers are to complete a Record of Attendance (ST_1) for each week or partial week of student teaching activity. The original copy is required for completion of student teaching and must be submitted to the Office of Field Experience at the end of the semester.
- b. This is the official documentation for credentialing purposes and should be treated seriously. The student teacher should be sure to number only those days in attendance.
- c. Both the student teacher and cooperating teacher(s) are to sign the ST_1 form to certify attendance and the joint planning indicated on the form.

3. Learning Segment (EdTPA only)

During the first eight weeks of student teaching, candidates will prepare and submit their EdTPA state required portfolio to Pearson. For this purpose only candidates will identify learning segment of **three to five lessons** connected to specific learning outcomes that they will design, teach, video-record, and analyze. This learning segment may be a part of a larger unit plan that will meet the requirements for the unit planning expected during student teaching internship.

4. Unit Planning

The student teacher is expected to plan and teach at least one unit during the course of the student teaching experience. The cooperating teacher must approve the unit before it is implemented. The university supervisor will review the unit and provide feedback to the intern. The university supervisor's evaluation of the unit plan will be reflected in Tier 1, 2, and 3 evaluations. Use the Unit Plan found on this link.

Unit Plan for unit planning template:

<http://www.cuchicago.edu/academics/colleges/college-of-education/publications-and-forms/>

5. Daily Lesson Planning

Student teachers will complete daily lesson plans for each lesson taught. Again, daily plans must be submitted to the Cooperating Teacher the Thursday prior to the week of teaching.

The Cooperating Teacher should not allow Student Teachers to teach if lesson plans are not turned in by the Thursday prior to the teaching week. The Cooperating Teacher shall inform the University Supervisor when inadequate planning occurs. Unprepared Candidates will be referred to the College of Education Teacher Candidate Counseling and Review Board (TCCB), which **may result in termination of the student teaching assignment**. Use the Daily Lesson Plan template for daily lesson plans.

Daily Lesson Plan template:

<http://www.cuchicago.edu/academics/colleges/college-of-education/publications-and-forms/>

7. Entrance Seminars

This orientation includes organizational tasks, as well as introductory activities that help to set the stage for the transition from university candidates to student teachers. At the beginning of the student teaching internship semester, student teachers must participate in this introductory seminar. Student Teachers whose teaching location prohibits their attendance in person should attend through the virtual meeting software Adobe Connect. Information will be provided to you as to how to participate as an attendee. The foci of the Entrance Seminar is to orient and support student teachers in the assessment EdTPA (Education Teacher Performance Assessment), to receive additional internship information, and to meet your University Supervisor.

8. Student Teaching Seminars

Student teaching includes participation in a series of on-campus seminars during the Student Teaching Internship. Attendance is mandatory and may only be excused by the Coordinator of the Office of Field Experience. A schedule of the seminar dates will be distributed at the Entrance Seminar. Virtual attendance and participation is made possible through **Blackboard Collaborate** for candidates completing internships at a distance from greater Chicago,

9. Additional Seminars

Course seminars, and a colloquium dedicated to completing the requirements for the edTPA will be held on campus during the student teaching experience. Dates and topics will be provided to student teachers at the Entrance Seminar. In addition, during the mid-point of the semester of Student Teaching Internship, candidates will meet on campus in a Colloquium to complete and submit edTPA assessments to Pearson for scoring. (Candidates will not student teach on these days.)

I. Requirements for completing the edTPA

All candidates must comply with the requirements for writing, video lesson capture (*Video-Recording in Schools* in Section II.H. of this Handbook) and edTPA Submission to meet the requirements of a degree in a licensure program and to meet Illinois Professional Educator

Licensure requirements. Each candidate is responsible to consult with the edTPA Coordinator to ensure that s/he is submitting the correct edTPA, based on grade level/subject area of Student Teaching Internship placement. For example, candidates who are placed in grade 6, 7, and/or 8 must submit a Middle Grades edTPA in one of the content areas. The College of Education requires candidates for licensure to register for the edTPA seminars and colloquium. Successful candidates participate, meet writing deadlines, and follow the recommendations and instruction of the faculty for meeting this requirement.

Failure to submit your edTPA portfolio to Pearson on the due date established by the College faculty may result in not receiving scores before the internship ends, postpone graduation and delay licensure. Failure to pass the edTPA will result in failing the student teaching internship.

edTPA Passing Scores

The passing scores for the edTPA are set by the Illinois State Board of Education. The score needed to pass varies by program and will continue to increase until 2019 when the final passing scores will be set.

Date	edTPA with 15 Rubrics	edTPA with 13 Rubrics	edTPA with 18 Rubrics
9/1/2015 - 8/31/2016	35	31	41
9/1/2016 - 8/31/2017	35	31	41
9/1/2017 - 8/31/2018	37	33	43
9/1/2018 - 8/31/2019	39	35	45
9/1/2019	41	37	47

Options for Candidates Who Do Not Pass

1. Undergo remediation with the edTPA Coordinator or Program coordinator and resubmit your edTPA. Remediation involves:
 - consultation with the faculty and edTPA Coordinator about resubmitting edTPA, referring to resubmission Guidelines
<http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf>
 and instructions
<http://www.edtpa.com/Content/Docs/edTPATaskRetakeInstructions.pdf>
 - an analysis of original submission;
 - reviewing sample edTPA documents;
 - determination of if a single task resubmission of entire assessment submission is needed:
 - retake a single task if it is possible to increase the score to the cut score level;
 - retake the entire assessment if scores are low on several tasks;
 - rewriting of original submission and resubmitting to Pearson;
 - additional/new placement in a school setting, if needed;
 - resubmission fee to Pearson, \$100.00 per task.
2. Pursue an alternative degree pathway (meet with your Program Coordinator and Academic Advisor)

J. Professional Expectations

- 1. Respect:** It is very important to remember that a student teacher is a guest in the school. Although a student teacher might disagree with policies or procedures in a building, he or she may not offer opinions. Understand your professional boundaries.
- 2. Confidentiality:** Student teachers often find themselves in situations where private information is shared. Maintaining confidentiality is critical to developing a professional role in the school.
- 3. Appearance:** A student teacher's dress and hygiene reflect his or her level of professionalism. A student teacher should always project a professional image.
- 4. Dealing with problems:** If a problem occurs, a student should remember:
 - Communicate constructively with other professionals in the building.
 - Contact the University Supervisor immediately.
 - Do not leave the school
- 5. Planning:** It is expected that planning ahead is a part of the student teaching experience. Lesson plans, unit plans, etc. must be turned in the Thursday prior to the week of teaching lessons.

K. Assessment of Student Teacher Interns

The assessments of candidates' performance in the Student Teaching Internship documents readiness to enter your own classroom. Pre-service teachers (student teacher interns) who complete Concordia University teacher education programs demonstrate professional integrity, competence, and leadership to those they teach and serve and are eligible for a Professional Educator License.

1. Grading of Student Teaching for Undergraduate and MAT:

Student Teacher Interns receive a grade of **Satisfactory (S)** or **Unsatisfactory (U)**. Other grade designations that may be utilized as the situation warrants are:

Withdrawal - a candidate may withdraw from student teaching due to change of program or due to extraordinary personal circumstances.

Incomplete - Lengthy excused absence (illness or extraordinary personal circumstances), unfinished written work or situations in which a brief additional period of student teaching is necessary to earn "Satisfactory" standing may warrant assignment of an incomplete. Completion of an incomplete is subject to the policies of the College of Education. A grade of Incomplete is offered to candidates on the recommendation of the Office of Field Experience and not at the candidate's request.

Failure – Scores that demonstrate the intern has not developed the competencies previously listed may warrant a failing grade.

2. Requirements for Satisfactory Grade, Program Completion, and Licensure

To earn a grade of Satisfactory (S) in the Student Internship, to complete the Education program, and be entitled to receive an Illinois Professional Educator License each candidate must meet **all of the following requirements**. (Rubrics are posted in Blackboard course sites.)

- a) Earn a passing edTPA score.
- b) Pass the Positive Impact Presentation (PIP) with a grade of “Meets” or “Exceeds” in every category.
- c) Pass the Tier 3 Assessment from the University Supervisor with a passing score.
- d) Pass the Dispositional Assessment of CUC Conceptual Framework from the University Supervisor.
- e) Complete the Tier 2 and Tier 3 Assessments in Blackboard
- f) Complete the Dispositional Assessment of CUC Conceptual Framework in Blackboard
- g) Complete the ST_8 Student Teaching Program Evaluation electronically
- h) Complete the ST_1 Record of Attendance and submit in hardcopy
- i) Submit the edTPA Score Profile to Blackboard
- j) Submit the Personal Email Address at which the candidate may be contacted after program completion.
- l) Complete all program coursework with a grade of C or higher.

No final decision on any assessment other than passing grade will be made prior to consultation between the Cooperating Teacher, the University Supervisor, the Coordinator of the Office of Field Experience, and the student teacher.

Section V. C. 1. *Repeating Student Teaching Internship* and 2. *Removal from Student Teaching Internship* in this Handbook fully explain the Teacher Candidate Counseling and Review Board processes for candidates who fail, do not complete, or need to repeat the Student Teaching Internship.

L. Faculty Approval for Graduation

Approval for graduation must be granted by the Plenary Faculty for all candidates completing degree programs in education at Concordia University. Concordia University Registrar requests faculty approval for all candidates.

M. Licensure Requirements

Candidates who finish approved State of Illinois teacher education programs must be recommended to the State Board of Education by the Licensure Officer of Concordia University. The State of Illinois Licensure requires candidates to pass Illinois tests and the edTPA. (See Section II. Q. *Tests Required by the State of Illinois and the College of Education* in this Manual.) These tests must be taken and passed before entitlement for an educator license can be recommended by the university. It is recommended that all student teachers take the APT Test early in their Student Teaching Semester. Information on these tests is available at www.icts.nesinc.com or from the Office of Field Experience.

In order to be licensed to teach in the schools of the State of Illinois, a person must be of good character, in sound health, and at least 19 years of age. A person who is not a citizen of the United

States can be certified, but if citizenship is not obtained within two years after the Licensure is granted, the state may revoke the Licensure.

N. Business Information

1. Communication

The Office of Field Experience may need to communicate with student teachers via Concordia e-mail during the semester. **All candidates are responsible for regularly checking their Concordia email for communications from the Office of Field Experience or the University Supervisor.**

2. Legal Status of Student Teachers

The responsibilities assigned to the student teacher in the classroom shall be in keeping with regulations of the respective state department of education and of the school or school district. It is the responsibility of the school administrators to inform the student teacher of the regulations and procedures which are critical to his or her responsibilities, including the disciplinary regulations and procedures of the school.

Illinois state law obliges school authorities to protect student teachers from liability "by reason of civil rights damage claims and suits, constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts allegedly committed during the scope of employment or under the direction of the school board." (The school code of Illinois, chapter 122, section 34-18.1) other states may have similar laws.

Student teachers may not act as substitute teachers for either their cooperating teacher or another teacher in the building or district. They must be under the direct and immediate supervision of a certified teacher or administrator at all times.

3. Unplanned School Closing

Should a situation arise at a particular school where the administration has directed candidates not to attend, Concordia candidates should not report to the school for that day. The most common occurrence prompting this closing would be inclement weather or a building emergency (failure of heat, water, systems, and so forth). Concordia candidates who are student teaching during the winter or early spring months should check local radio stations for early morning school closing notifications as weather conditions dictate. Candidates may call the school or the teacher. The proper phone numbers should be recorded beforehand using the directory at the beginning of this handbook.

Another situation that rarely arises is that of a job action (strike) in a public school setting. If such an action is imminent, Concordia candidates should contact the Office of Field Experience immediately for information and instructions. If teachers go on strike, Concordia candidates will not report for any student teaching assignments in that school until the situation is resolved. If the action lasts more than a week, Concordia candidates may be reassigned to another school, if possible.

Concordia candidates should avoid advocating any view in regard to a job action on the part of teachers, administrators, parents, and so forth, in a particular school. They must certainly be

aware of the dynamics of a situation, but should not become personally involved. It may reflect negatively on the university. During any work stoppage, Concordia candidates shall not act as substitute personnel in any capacity in that particular school.

4. Health Insurance Coverage

Concordia University Chicago does not provide major medical health insurance to candidates. If a candidate is currently without a primary health care plan and has interest in obtaining coverage for the upcoming school year there are a number of short-term plans available that are flexible and affordable that could provide a basic level of coverage. The following link <https://www.1stagency.com/shortterm.php> will provide some coverage options and quotes. Please note this is not a University sponsored plan although the plans are available through First Agency, INC. who is a longtime insurance provider for the institution. In addition, please understand these short term medical plans do not meet the minimum requirements of the Affordable Care Act.

O. Requests for Accommodations in Student Teaching

The university is committed to complying with all applicable disability laws. If a candidate believes he or she needs reasonable accommodation of a disability for student teaching internship work, the candidate is responsible for initiating the process through use of university disability accommodation procedures. A candidate needing accommodations during student teaching internship should bring the issue to the attention of his or her cooperating teacher, university supervisor, as well as to the attention of the Office of Field Experience.

P. Student Teachers must not leave their assignment.

Student teachers should not leave an assignment without going through formal withdrawal from the internship. Abandoning a student teaching assignment will result in administrative withdrawal from the College of Education and be documented in the candidate's academic record.

Section V: Teacher Candidate Counseling and Review Board

A. Introduction and Purpose

The Teacher Candidate Counseling and Review Board (the Board) process is designed to support the College of Education faculty's commitment to help candidates develop their talents and abilities as educators. It is modeled after the principles outlined in Matthew 18: 15-17 and is intended to provide a process for faculty and staff to work with candidates to address issues and areas of concern that may prevent candidates from reaching their full potential to function as effective teachers.

Concordia University Chicago is an institution of Lutheran Church – Missouri Synod. In all matters of unhealthy or inappropriate behavior the faculty follows the guidance of the Holy Scriptures. In the Gospel of Matthew, (18: 15-16) we are guided by Christ's words: "If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses." (English Standard Version. *The Bible*. Retrieved at www.esvbible.org) The faculty care about the success of each candidate and will work together to make decisions on the fitness of a candidate as a teacher. By conscience, we cannot recommend a candidate we anticipate will bring harm to children.

The purpose of the Board is to make recommendations and decisions about candidates who are not making satisfactory progress in their program and to review their status in the College of Education. The goal of the Board is to support candidate success in developing as professional educators. In some cases, it may be necessary for the Board to deny admission to, counsel a candidate out of, or dismiss a candidate from the College of Education.

The Teacher Candidate Counseling and Review Board is comprised of three full time faculty members of the College of Education who are appointed by the Dean of the College of Education.

Candidates who are taking College of Education courses or who have been admitted to the College of Education may be referred to the Teacher Candidate Counseling and Review Board for academic, dispositional, and/or professional performance issues that arise in classes, field experiences and/or Student Teaching Internship.

Academic issues include, but are not limited to:

- Absences or tardiness
- Late assignments
- Incomplete or missing assignments
- Poor quality coursework

Dispositional issues include, but are not limited to:

- Negative attitudes
- Negative or insubordinate remarks
- Disrespect to professors, classmates, classroom teacher, school personnel, fellow candidates, etc.

- Inappropriate use of computers, phones, and other technology
- Any other behaviors that Concordia personnel deem to be in conflict with the Conceptual Framework, Illinois Code of Ethics, and/or the Illinois Professional Teaching Standards

Professional Performance issues include, but are not limited to:

- Incomplete lesson plans/learning segments
- Inability to effectively carry out lessons
- Inability to take constructive feedback and make changes in performance
- Unprofessional conduct
- Lack of content knowledge
- Inability to effectively manage candidate behavior

Who may refer a candidate to the Teacher Candidate Counseling and Review Board?

- Full time professors
- Adjunct professors
- Coordinator of the Office of Field Experience
- Student Teaching Internship University Supervisors may refer through the Coordinator of the Office of Field Experiences

B. Procedures

1. A faculty member or other individual listed above who has concern(s) regarding a candidate's performance or progress regarding any of the above standards may meet with the candidate and discuss the concern(s). Such meeting is not required.
2. If the concern(s) is not resolved, then the faculty member or other individual must complete a Teacher Candidate Referral Form (see Teacher Candidate counseling and Review Board Teacher Candidate Referral Form in Appendix) and meet with the candidate again to discuss the referral and obtain the candidate's signature on the referral form. The candidate's signature indicates that s/he has been notified of the referral, not that the candidate agrees with the concerns stated in the referral. The candidate's signature is not required.
3. The faculty member or other individual must submit the referral form to the Chair of the Teacher Candidate Counseling and Review Board.
4. The Chair of the Board will convene a hearing and send a hearing notice to the candidate in writing (see Hearing Notice in Appendix) within 10 business days after receiving the Referral Form. The hearing notice will include the hearing date, time and location of the hearing and a copy of the Hearing Procedures (see Hearing Procedures in Appendix). The candidate will be provided at least five business days' notice in advance of the hearing. The Chair of the Board will strive to schedule the hearing as soon as possible after the receipt of the referral form and notice to the candidate; the timing of the appeal will depend upon multiple factors, including availability of the candidate and University personnel.
5. The candidate may bring a Concordia University faculty or staff member to the hearing as a support person. The support person may consult with the candidate privately during the hearing. The support person may only directly address the Board on behalf of the candidate by answering questions from the Board specifically directed toward the support person. The support person will not serve as an advocate during the hearing.

6. If the candidate will be bringing a support person to the hearing, the candidate must inform the Chair of the Board in writing at least two days prior to the hearing.
7. The referring faculty member and other needed personnel with knowledge will also be included in the hearing with the candidate and the Board. No other individuals will be allowed to attend the hearing, unless the candidate requests and the Chair of the Board agrees to inviting other witnesses whom the candidate believes will be of assistance in resolving the issues.
8. All proceedings of the hearing will be audio-recorded. A copy of the recording will be placed in the candidate's College of Education file. The candidate may request a copy of the audio-recording for his/her own records.
9. During the hearing, the faculty member or other individual will state the concern(s) to the Board.
10. The candidate will be given the opportunity to respond to the concern(s) and explain any extenuating conditions relating to the concern(s).
11. The Board may ask questions of, request documentation from, etc. the candidate and/or the referring faculty member or other individual and any other witnesses.
12. The Board will temporarily excuse the candidate, support person, referring faculty member or other individual and all others from the meeting in order to begin deliberation.
13. During the deliberation period of the hearing, the Board will make a decision regarding the candidate's status in the College of Education, unless the Board determines in its discretion that additional time for further deliberation is necessary or appropriate under the circumstances. The deliberation phase of the hearing will not be audio recorded.
14. After deliberation, the referring faculty member and candidate will be invited to return, and the audio recording resumed. The decision of the Board will be communicated to the candidate orally at the hearing and in writing within 10 business days after the hearing
15. When the Board decides that the candidate must fulfill a remediation plan, such plan will be communicated to the candidate orally at the hearing and in writing after the hearing.
 - The written remediation plan will be provided to the candidate in person or via e-mail or other means (see Teacher Candidate Counseling and Review Board Remediation Plan) within five business days of the hearing.
 - The candidate will be assigned a case manager who will monitor the candidate's progress toward completion of the remediation plan.
16. When the Board decides that the candidate must be denied admission to or dismissed from the College of Education, the Board may refer the candidate to Academic Advising in order to change his/her major unless the candidate has been dismissed or expelled from the University. The candidate may appeal the result of the Board hearing to the Associate Dean of the College of Education using the appeal procedures noted below in *E. Appeal Process*.

C. Procedures Specific to the Student Teaching Internship

1. Repeating Student Teaching Internship:

When a candidate does not complete or earns a failing grade for the Student Teaching Internship and would like to repeat the internship, the College of Education requires that such candidate must submit to a review by the Teacher Candidate Counseling and Review Board.

- a. The candidate must submit a letter in writing to the Chair of the Board to request a review hearing with the Board within 10 business days of the latter of (i) the final day of the semester or (ii) the candidate's receipt of the grade.
- b. The Board will convene a hearing and send a hearing notice to the candidate in writing (see Hearing Notice in Appendix) within 10 business days after receiving the letter from the candidate. The hearing notice will include the hearing date, time and location and a copy of the hearing procedures (See Appendix). The candidate will be provided at least five business days' notice in advance of the hearing. The Chair of the Board will strive to schedule the hearing as soon as possible after the receipt of the candidate's letter and notice to the candidate; the timing of the appeal will depend upon multiple factors, including availability of the candidate and University personnel.
- c. The review hearing will follow the hearing procedures as outlined in Teacher Candidate Counseling and Review Board Hearing Procedures, beginning at #4.
- d. At the review hearing, the candidate must provide a rationale for the Board to permit him/her to repeat the Student Teaching Internship.
- e. The Board will review the candidate's internship record and assessments and any other information it deems relevant.

f. As a result of the review hearing, the Board may permit the candidate to repeat Student Teaching Internship or make any other determination that it deems appropriate. If the Board permits the candidate to repeat the internship, the Board will provide the candidate with a written plan for remediation in the areas of weakness identified during the previous internship, or as result of the hearing process. A remediation plan may require counseling, additional field work, additional coursework, or other remediation steps to be carried out successfully before or during the internship.

g. As a result of the review hearing, the Board may decide *not* to permit the candidate to repeat the Student Teaching Internship. If the Board does not permit the candidate to repeat the internship, the candidate may change his/her major to a degree in an Education program that does not provide educator licensure (e.g. Education Studies) or another program in the University, unless the candidate is dismissed or expelled from the University.

The Teacher Candidate Counseling and Review Board has authority to determine if the teacher candidate should be permitted to repeat the Student Teaching Internship. The candidate may appeal the Board's decision to the Associate Dean of the College of Education and using the process in *E. Appeal Process* below.

2. Removal from Student Teaching Internship:

A candidate may be removed from Student Teaching Internship placement for unprofessional conduct, commission of a felony or misdemeanor, insubordination, incompetent performance, or other grounds that the College of Education determines

warrant removal. The host school or the Office of Field Experience (OFE) Coordinator may remove the teacher candidate from the Student Teaching Internship placement. Student Teachers should not leave their assignment without notifying the Cooperating Teacher, the Coordinator of Field Experience, and his/her University Supervisor.

Interns should keep the following in mind:

Candidates are guests of the host school. If the host school removes the candidate from the internship, the OFE Coordinator will request a meeting with school personnel to gather information about the cause of the removal. Either the school's personnel or the OFE Coordinator, or both, will meet with the candidate to clearly state the reason for removal. A written letter will also be sent to the candidate from the OFE Coordinator to state the reason for removal.

If the OFE Coordinator removes the candidate from the internship, s/he will first gather information and documentation from the host school or other sources, and then consult with the Program Coordinator to determine that a removal is warranted. If the removal is warranted, one of the coordinators will meet with the candidate to clearly state the reason for removal. A written letter will also be sent to the candidate from the OFE or Program Coordinator to state the reason for removal.

When a candidate is removed from the internship, to the extent possible the OFE Coordinator or another full-time faculty member will be present at the school at the time of the removal in order to ensure professionalism and privacy for the candidate.

Candidates who have been removed from the Student Teaching Internship will be required to meet with the Teacher Candidate Counseling and Review Board (TCCRB) as soon as possible, and if at all possible within 10 business days after removal from the internship. The Board will conduct a hearing, following the TCCRB Hearing Process, beginning at #4, to determine if the candidate was properly removed. The Coordinator of the Office of Field Experience is responsible for presenting the information and documentation regarding the case to the TCCRB.

Should the Board determine that there were not proper grounds supporting removal, the Board will develop a remediation plan and direct the Office of Field Experience to locate a new placement, if possible, or return the candidate to the original placement.

Should the Board determine that the candidate was properly removed from the Student Teaching Internship, the removal will stand. The candidate may withdraw from the Student Teaching Internship course or receive a failing grade.

The TCCRB has authority to determine if the candidate should be permitted to repeat the Student Teaching Internship. The candidate may appeal the Board's decision to the Associate Dean of the College of Education and must use the appeal process (below).

D. Remediation Plan

In response to the issues indicated above, the Board may develop a remediation plan that includes, but is not limited to the following interventions:

- Additional monitoring of classroom performance

- Referral of the candidate to tutoring, counseling, or other University support services
- Requiring the candidate to participate in additional observations, field work experiences or candidate teaching
- Requiring the candidate to repeat a field experience or coursework
- Removing the candidate from the College of Education

Additional interventions during the Student Teaching Internship may include, but are not limited to:

- Additional field experience.
- Additional formal observations of the candidate by Concordia personnel beyond the required five or six observations
- Requiring the candidate to extend the Student Teaching Internship
- Requiring the candidate to repeat the Student Teaching Internship
- Removing the candidate from the Student Teaching Internship and the College of Education

E. Appeal Process

Candidates have the right to appeal Teacher Candidate Counseling and Review Board decisions to the Associate Dean of the College of Education. The following process must be followed for all appeals:

- a. The candidate must submit an appeal letter, in writing, to the Associate Dean. The letter must include the grounds for appeal. Except in extraordinary circumstances, this letter must be submitted within thirty (30) calendar days after the candidate is notified of the decision resulting from the Board hearing. Any appeal letter submitted beyond this timeline should address why the candidate considers the situation to constitute an “extraordinary circumstance.”
- b. The Associate Dean will notify the candidate of the date, time, and location of the appeal hearing in writing within 10 business days after receiving the candidate’s appeal letter. The candidate will be provided at least 5 business days’ notice in advance of the hearing. The Associate Dean will strive to schedule the hearing as soon as possible after receipt of the appeal letter and notice to the candidate; the timing of the appeal will depend upon multiple factors, including availability of the candidate and University personnel.
- c. The candidate may bring a Concordia University faculty or staff member to the appeal hearing as a support person. The support person may consult with the candidate privately during the hearing. The support person may only directly address the Associate Dean on behalf of the candidate by answering questions from the Associate Dean specifically directed toward the support person. The support person will not serve as an advocate during the hearing.
- d. If the candidate will be bringing a support person to the appeal hearing, the candidate must inform the Associate Dean in writing at least two days prior to the hearing.
- e. The Associate Dean may invite other Concordia faculty or staff to the hearing to serve as resource or provide information relevant to the appeal.
- f. At the hearing, the candidate is responsible to present rationale for the appeal to the Associate Dean.

- g. The Associate Dean will review the candidate's academic record and College of Education file, including documentation from the Teacher Candidate Counseling and Review Board. The Associate Dean may also review any other information that the Associate Dean deems relevant.
- h. The Associate Dean will not make any decision on the appeal or on the status of the candidate during or directly at the conclusion of this hearing.
- i. The Associate Dean will notify the candidate, in writing, within 10 business days of the hearing of the Associate Dean's decision regarding the appeal.

Any ruling made by the Associate Dean of the College of Education may be appealed in writing to the Dean of the College of Education. The process of appeal to the Dean of the College of Education is the same as that for the Associate Dean (above). The decision of the Dean is final.

The College of Education does not have the authority to remove a candidate from the University.

All Teacher Candidate Counseling and Review Board documentation becomes part of the teacher candidate's academic record in the College of Education.

Section VI: Support Services

A. Academic Center for Excellence

The Academic Center for Excellence (ACE), on the lower level of Klinck Library, provides peer tutoring, group study sessions, quiet study areas, academic success skills workshops, academic review workshops, and academic skills coaching. ACE is on the lower level of the Klinck Library, KL 025. Phone: 708-209-3462. Email: ace@cuchicago.edu

B. Career Placement

Concordia's Career Services Offices are located on 2nd Floor of Krauss Hall. Candidates may access information regarding Career Services by contacting the following personnel:

Jerry Pinotti
Director, Career Services
jerry.pinotti@cuchicago.edu
(708)209-3032

Sara Dahms
Career Counselor
sara.dahms@cuchicago.edu (708)209-3029

C. Christopher Center Resource Center

The Christopher Resource Center, located on the second floor of the Christopher Center, provides candidates and faculty with resources and instructional materials that are essential elements of the teacher education programs. Candidates will find curriculum resources, children's literature, technology resources, and more in the Christopher Resource Center.

D. Concordia Counseling Center

College life can be stressful and demanding, there are times when reaching out for help can make a big difference. If you are experiencing difficulties that are undermining your success in your personal or academic life, please reach out. Counseling Services is here to provide free and confidential help in achieving more satisfying relationships, improving academic performance, and making more effective life or career choices. Contact the Counseling Center to schedule an appointment.

Hours: 9:00 a.m. – 5:00 p.m.
Location: Krauss #218 & 220
Email: counseling.services@cuchicago.edu
Phone: 708-209-3229

E. Spiritual Counseling

As an institution of the Church, Concordia takes very seriously the spiritual health and nurturing of its candidates. Those who find themselves confronted with issues which are spiritual in nature, and would like to discuss them with a pastor, are encouraged to contact Pastor Jeffery Leininger, the Campus Pastor, at ext. 3470, visit him at his office in Kretzmann Hall (in the hallway next to the chapel entrance), or email him at Jeffrey.Leininger@cuchicago.edu. Many faculty members are also comfortable addressing spiritual concerns, and candidates should not hesitate to raise these with their professors, if they are so inclined.

Section VII: Appendix of Forms

College of Education forms are found at <https://connect.chicago.edu> Resources tab. Type “College of Education” in search bar. Some forms are included in the Appendix here.



RECORD OF PRE-PROFESSIONAL HOURS

CANDIDATE INFORMATION

H Number: _____ Candidate Name: _____
 Course Number and Title: _____ Professor: _____

SITE INFORMATION

School Name: _____ City: _____
 Classroom Teacher: _____ Grade: _____
 TOTAL HOURS COMPLETED _____ ESL/ELL SETTING
 Briefly describe your activities: _____

 Candidate's Signature: _____ Date: _____

* Hours must be completed in a classroom setting with students present.
 * A maximum of 40 hours in the same school is allowed.
 * Hours must be completed outside candidate's own classroom and on candidate's time. Hours completed while being paid will not accepted.

ASSESSMENT OF CANDIDATE BY CLASSROOM TEACHER

The candidate demonstrated:

Punctuality	1	2	3	4	5	N/A
Organization	1	2	3	4	5	N/A
Professionalism	1	2	3	4	5	N/A
Collaboration	1	2	3	4	5	N/A
Trustworthiness	1	2	3	4	5	N/A
Reliability	1	2	3	4	5	N/A
Appropriate work ethic	1	2	3	4	5	N/A

Borderline, often inadequate-1
 Inconsistent, occasionally competent -2
 Average, developing satisfactorily-3
 Above average-4
 Outstanding, consistently proficient-5
 Not applicable-N/A

Additional Comments: _____

Classroom Teacher's Signature: _____ Date : _____

OFF USE ONLY – Diverse Setting
 IEP 5% _____ Low Income 20% _____
 ELL 10% _____ Minority 20% _____

Concordia University Chicago College of Education
Assessment of Student Teacher Disposition

Instructions:

Instructions: The teacher candidate should be evaluated on their dispositions using the following scale:

0	1	2
Not Observed	Needs Improvement	Meets Expectations

The data from the dispositional assessment is used to track candidates to ensure all CUC COE graduates demonstrate the dispositions expected of excellent educators. Students who struggle to "Meet Expectations" on any dispositional element may be referred to the Teacher Candidate Counseling Review Board (TCCRB). The full TCCRB Process is explained in the student handbook. CUC Disposition Revised 2016. (Some statements used &/or adapted from: Vincent, Rinaldo, & Foote, Chandra. (2010). "The Candidate Disposition Inventory"). The education programs of Concordia University Chicago prepare candidates to demonstrate professional integrity, competence, and servant leadership to those they teach and serve. Teacher Education Candidates are expected to exhibit dispositions consistent with the conceptual framework.

Criteria	Levels of Achievement		
	0	1	2
Values the worth of all people; respects the individual differences, perspectives and points of view of others. [Integrity] (CAEP 3)	0	1	2
Demonstrates respect for supervisors, peers, and students through positive and professional interactions. [Integrity](CAEP 3)	0	1	2
Demonstrates honesty and academic integrity. [Integrity](CAEP 1,3)	0	1	2
Demonstrates compliance with and just application of laws, regulations and policies; maintains appropriate confidentiality. [Integrity](CAEP 1,3)	0	1	2
Demonstrates reliability through attendance, punctuality, preparation, communication, etc. [Competence](CAEP 1,3)	0	1	2
Demonstrates the capacity to learn and consistently produce quality work. [Competence] (CAEP 1)	0	1	2
Demonstrates understanding of learners' development and needs. [Competence] (CAEP 1,3)(IPTS 1B, 1C, 1I, 1J, 3C, 7L).	0	1	2
Engages in creative problem solving, critical thinking, reflective thinking and inquiry. [Competence] (CAEP 1,3)	0	1	2
Demonstrates enthusiasm for and command of content knowledge and pedagogy. [Competence](CAEP 1) (IPTS 1B, 2E, 2I, 2J, 2L, 2M, 2N, 2Q, 3L, 4L, 6A, 6E, 6I, 6P).	0	1	2
Advocates and cares for the needs of others. [Servant Leadership] (CAEP 1, 3)(IPTS 2F, 3H, 9Q, 9G, 9M, 9P).	0	1	2
Demonstrates patience and compassion, especially for those experiencing difficulty. [Servant Leadership](CAEP 1,3)(IPTS 2F, 3H, 9Q, 9G, 9M, 9P).	0	1	2
Engages in positive and productive collaborative relationships with supervisors, peers, and students. [Servant Leadership](CAEP 1)(IPTS 2F, 3H, 9Q, 9G, 9M, 9P).	0	1	2
Seeks and accepts help and criticism from others. [Servant Leadership](CAEP 1,3)	0	1	2

Student Teacher Name: _____ Date: _____

Evaluator: Cooperating Teacher University Supervisor

Revised July 2018



**CONCORDIA UNIVERSITY CHICAGO
APPLICATION to the COLLEGE OF EDUCATION**

COE_1

H# _____ Name _____

Full Address _____ Phone Number _____

CUC Username _____ BA / BS / MA (Circle One) PTE / LTE (Circle One)

MAJOR: EARLYCHILDHOOD EDUCATION STUDIES ELEMENTARY MUSIC

(Check One) SPECIAL EDUCATION MIDDLE GRADES-Content Area _____

K-12 CERT-Content Area _____ SECONDARY-Content Area _____

Undergraduate requirements to be met:

- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Cumulative GPA of 2.75 or higher at Concordia
- Required prerequisite courses completed with a grade of C- or better
 ENG 1100 COM 1100 MAT1412 or higher EDUC 1050 or 1060
 EDUC 1070 EDUC 2020
- Official score report(s) of passing the Illinois TAP, ACT, or SAT showing the with the passing subarea scores listed
- Print out of DegreeWorks
- Fingerprint Criminal Background Check Results
- 20 Pre-Professional Hours on file in the Office of Field Experience
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself. *Form will be sent to you electronically after you submit this Application.*
- Successful completion of the Qualifying Examination
- Successful completion of the Admission Interview
- Proof of successful completion of LTE Interview #1 (LTE Students Only)
- Proof of passing the Piano Proficiency Test I (BME Students Only)
- Achieve a minimum Major GPA of 2.75 or higher (BME Students Only)
- Create an account on the Illinois Educator Licensure Information System (ELIS) and provided IEIN Number

Graduate requirements to be met:

- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Cumulative GPA of 3.0 or higher at Concordia
- Required prerequisite courses completed with a grade of C- or better
Elementary/Secondary before 2016 EDU 6045 EDU 6435
Elementary after 2016 EDUC 6150 EDUC 6250 EDUC 6350
Secondary after 2016 EDU 6045 EDU 6435
- Official score report(s) of passing the Illinois TAP, ACT, or SAT showing the with the passing subarea scores listed
- Print out of DegreeWorks
- Content Area Program Plan (Secondary Majors Only)
- Successful completion of Admission interview
- Successful Completion of Qualifying Examination
- Fingerprint Criminal Background Check Results
- 20 Pre-Professional Hours on file in the Office of Field Experience
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself. *Form will be sent to you electronically after you submit this Application.*
- Create an account on the Illinois Educator Licensure Information System (ELIS) and provided IEIN Number

I hereby verify that I have reviewed and approved this application. I understand that I am responsible for all the requirements listed on this application.

Candidate Signature: _____ Date: _____

I hereby verify that I have reviewed and approved this application.

Faculty Advisor: _____ Date: _____

Print Faculty Advisor Name: _____

Revised 7/2018



COLLEGE OF EDUCATION
Student Teacher Placement Information

NAME: _____ H #: _____

PERMANENT ADDRESS: _____

ADDRESS AT THE TIME OF STUDENT TEACHING INTERNSHIP (if known):

CAMPUS BOX #: _____ HOME PHONE: _____ CELL PHONE: _____

CONCORDIA EMAIL: _____

Form section containing checkboxes for Term of Student Teaching, Lutheran Teacher Education, Public Teaching Education, Early Childhood, Elementary, Middle Grades, Secondary, and Special Education, along with various endorsement and preference options.

Memos of Understanding (Please read and initial each)

- List of 8 statements for the candidate to read and initial, regarding understanding of the internship process, requirements, and social media policies.

Candidate Signature: _____ Date: _____

White Copy - Field Experience

Yellow Copy - Candidate

Revised 09/17

Concordia University Chicago
College of Education
Office of Field Experience

Candidate Transcript/Information Release Form

Request for transcripts for Student Teaching Internship Sites:

I, _____, permit and authorize the Registrar's Office to release my academic records and transcripts to the Office of Field Experience at Concordia University Chicago and to authorize him/her to forward a copy of my transcript(s) to potential student teaching internship sites as part of the placement process.

Student Information Release:

I, _____, permit and authorize the Office of Field Experience to forward a copy of my Academic Records, Transcripts, Resume, and Criminal Background Check to potential student teaching internship sites as part of the placement process for Student Teaching Internship.

Candidate ID: H # _____

Candidate Name: _____

Address: _____

City/State/Zip: _____

Candidate Signature: _____
(Required)

Date: _____

Copies: White – Registrar's Office Yellow – Office of Field Experience Pink - Student

White and Yellow pages must be turned in to the Office of Field Experience

Revised 6/2015



Application to STUDENT TEACHING INTERNSHIP Concordia University Chicago

H# _____ Name _____ IEIN Number: _____

Address _____ City, State, Zip Code _____

CUC Username _____ Phone Number _____

BA / BS / MA (Circle One)

PTE / LTE (Circle One)

MAJOR: EARLYCHILDHOOD EDUCATION STUDIES ELEMENTARY MUSIC

(Check One) SPECIAL EDUCATION MIDDLE GRADES-Content Area _____

K-12 CERT-Content Area _____ SECONDARY-Content Area _____

Requirements to be met:

- Admission into the College of Education
- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Undergraduate Cumulative GPA of 2.75 or higher at Concordia
- Graduate Cumulative GPA of 3.0 or higher at Concordia
- Earn a grade of C- or better in all coursework applied to Professional Program requirements
- Complete Professional Instructional (Methods) Course(s) with a C or better
- 80 pre-professional hours on file with the Office of Field Experience
- Official score report(s) of passing the Illinois TAP, ACT, or SAT showing the with the passing subarea scores listed
- Official score report(s) of passing Content-Area Test(s) with the passing subarea scores listed
- Copy of completed First Aid/CPR Certification (must be valid through Student Teaching Internship)
- Print out of DegreeWorks (Program Plan)
- Graduate Secondary a copy of the Content Area Program Plan
- Proof of passing Piano Proficiencies Test Part II (**BME Candidates only**)
- Proof of successful completion of Interview #2 (**LTE Candidates only**)
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself.
Form will be sent to you electronically after you submit this Application.

I hereby verify that I have reviewed and approved this application. I understand that I am responsible for all requirements listed on this application. I certify that the above information is correct.

Candidate Signature: _____ Date: _____

I hereby verify that I have reviewed and approved this application.

Faculty Advisor Signature: _____ Date: _____

Print Faculty Advisor Name: _____



Concordia University Chicago Education Programs

Student Release Form

Dear Parent/Guardian:

_____ is completing the Student Teaching Internship with Concordia University Chicago in your child's classroom this semester. The State of Illinois requires that all Student Teacher Interns complete a comprehensive assessment titled the Teacher Performance Assessment (edTPA™). The edTPA requires video recording of a series of lessons in the classroom and submitting examples of student work completed. More information about the edTPA is available at www.edtpa.com.

In the course of video recording lessons for the edTPA, your child may appear on the video. The samples of student work to submit as evidence of teaching practice may include some of your child's work. This is not an assessment of your child's performance. This is an assessment of the Student Teacher Intern's instruction that is required to obtain a Professional Educator License in Illinois.

No student's name will appear on any materials that are submitted, and materials will be kept confidential at all times. The video recordings and student work will not be made public in any way. Materials that are submitted will be reviewed by my program at Concordia University Chicago and submitted to Pearson Education, Inc.

The form below will be used to document your permission for these activities. Please return one copy to the Student Teacher Intern. The other copy is for your personal records. Please contact Concordia University faculty Joy Mullaney, Coordinator of Office of Field Experience at 708-209-3479 or Daniel Low, Coordinator of edTPA at 708-209-3061 for further questions.

Sincerely,
Dr. Joan McGary Dr. Joy Mullaney

PERMISSION SLIP

Student Name: _____ School/Teacher: _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by Concordia University, and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my child's image on video recordings as he or she participates in a class

conducted at _____ by _____ and/or to reproduce
(Name of School) (Teacher's Name)

materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher. No compensation is to be given to the student or parent or guardian.

I DO NOT give permission to video record my child nor to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

I DO give permission to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

I DO NOT give permission to video record me nor to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____ Date: _____

Date of Birth: ____/____/____
MM DD YY

Co-Teaching Strategies & Examples

Copyright 2015, *The Academy for Co-Teaching and Collaboration* at St. Cloud State University & TWH Consulting
Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant
Used with permission.

Strategy	Definition/Example
<i>One Teach, One Observe</i>	<p><i>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors.</i></p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
<i>One Teach, One Assist</i>	<p><i>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</i></p> <p>Examples: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management - allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.</p>
<i>Station Teaching</i>	<p><i>The co-teaching pair divides the instructional content into parts - each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations.</i></p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-</p>

	<p>lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
<i>Parallel Teaching</i>	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
<i>Supplemental Teaching</i>	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p>Examples: Using the results from an math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
<i>Alternative or Differentiated</i>	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story - putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh -</p>

	<p>dirty dog collar, \$20 bill, moldy cheese, etc.).</p> <p>Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>
<i>Team Teaching</i>	<p><i>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p>Tips: Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the teacher candidate - this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a "real" teacher.</p> <p>Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>

Adapted from the work of Lynne Cook and Marilyn Friend (1995).

The co-teaching strategies are not hierarchical.

They can be used in any order and/or combined to best meet the needs of the students in the classroom.

Teacher Candidate Counseling and Review Board Teacher Candidate Referral Form

The purpose of the Teacher Candidate Counseling and Review Board is to provide intervention for candidates who are not making satisfactory progress in their program and to review their status in the College of Education. The Board will assist the candidate by developing a plan to support the successful completion of coursework or student teaching internship. Faculty and staff members will use this form to refer teacher candidates to the Board. The person completing the referral must meet in person or speak with the teacher candidate to explain the referral before the referral is sent to the Board chair.

Name of Referring Person: _____

Name of Candidate _____

Candidate's current standing:

(circle one): Pre-admission to CoE Admitted to CoE Student Teaching Internship

Candidate's program major: _____

Name of Course(s): _____

Reason(s) for referral:

Remediation with candidate prior to referral (include dates):

Signature of Referring Faculty/Staff:

_____ Date _____

Signature of Teacher Candidate: (not required)

_____ Date _____

Signing this referral only indicates that the candidate has met with the faculty or staff member.

This document will become part of the candidate's file in the College of Education.

When completed, submit this form to the Chair of the Teacher Candidate Counseling and Review Board. Chair: Professor Kimberly Lavado Kimberly.lavado@cuchicago.edu.

Revised 9/2017

Teacher Candidate Counseling and Review Board Hearing Notice to Candidate

**REPLACE ALL CAPITALIZED SECTIONS WITH THE APPROPRIATE INFORMATION.
DELETE OR ADD THE APPROPRIATE INTERVENTIONS.
WHEN SENDING THIS EMAIL, REQUEST A READ AND DELIVERY REQUEST UNDER
OPTIONS.**

CANDIDATE NAME:

You have been referred to the Teacher Candidate Counseling and Review Board by NAME OF PERSON COMPLETING THE REFERRAL FORM for the following issues: LIST ISSUES.

A hearing has been scheduled for DAY, DATE, at TIME. Please wait in CC 366 until a Board member comes to get you. You are required to attend this hearing. Failure to attend the hearing may result in your removal from the College of Education. The following people have been asked by the Board to attend the hearing: LIST THE NAMES (PROGRAM COORDINATOR, FACULTY MEMBERS, FIELD EXPERIENCE, SUPERVISORS, AND/OR COOPERATING TEACHER)

You may bring a support person to the hearing. The support person must be a current faculty or staff member of Concordia University Chicago. If the candidate will be bringing a support person to the appeal hearing, the candidate must inform the Chair of the Board in writing at least two days prior to the hearing. The referring faculty member and other needed personnel will also be included in the hearing with the candidate and the Board. No other individuals will be allowed to attend the hearing.

The guidelines of the Teacher Candidate Counseling and Review Board are found in the College of Education Student Handbook. The Board's Hearing Process is included with this Hearing Notice.

Please bring any evidence to the hearing that addresses the issues to be discussed. FOR STUDENT TEACHERS - BRING THE STUDENT TEACHING BINDER

An audio recording will be made of the hearing. If you wish to have a copy of the recording, please bring a storage device and the recording will be loaded on your device after the hearing.

Please reply back to me by DAY, DATE, AND TIME to confirm your attendance at the hearing and the name of your advocate if you wish to bring one. It is highly advisable to have an advocate at the hearing.

If you have any questions, please contact me. Thank you!

NAME OF CHAIR

*This document will become part of the candidate's permanent file in the College of Education.

Updated 6/2015

Teacher Candidate Counseling and Review Board Hearing Procedures

1. A faculty member or other individual listed above who has concern(s) regarding a candidate's performance or progress regarding any of the above standards may meet with the candidate and discuss the concern(s). Such meeting is not required.
2. If the concern(s) is not resolved, then the faculty member or other individual must complete a Teacher Candidate Referral Form (see Teacher Candidate counseling and Review Board Teacher Candidate Referral Form in Appendix) and meet with the candidate again to discuss the referral and obtain the candidate's signature on the referral form. The candidate's signature indicates that s/he has been notified of the referral, not that the candidate agrees with the concerns stated in the referral. The candidate's signature is not required.
3. The faculty member or other individual must submit the referral form to the Chair of the Teacher Candidate Counseling and Review Board.
4. The Chair of the Board will convene a hearing and send a hearing notice to the candidate in writing (see Hearing Notice in Appendix) within 10 business days after receiving the Referral Form. The hearing notice will include the hearing date, time and location of the hearing and a copy of the Hearing Procedures (see Hearing Procedures in Appendix). The candidate will be provided at least five business days' notice in advance of the hearing. The Chair of the Board will strive to schedule the hearing as soon as possible after the receipt of the referral form and notice to the candidate; the timing of the appeal will depend upon multiple factors, including availability of the candidate and University personnel.
5. The candidate may bring a Concordia University faculty or staff member to the hearing as a support person. The support person may consult with the candidate privately during the hearing. The support person may only directly address the Board on behalf of the candidate by answering questions from the Board specifically directed toward the support person. The support person will not serve as an advocate during the hearing.
6. If the candidate will be bringing a support person to the hearing, the candidate must inform the Chair of the Board in writing at least two days prior to the hearing.
7. The referring faculty member and other needed personnel with knowledge will also be included in the hearing with the candidate and the Board. No other individuals will be allowed to attend the hearing, unless the candidate requests and the Chair of the Board agrees to inviting other witnesses whom the candidate believes will be of assistance in resolving the issues.
8. All proceedings of the hearing will be audio-recorded. A copy of the recording will be placed in the candidate's College of Education file. The candidate may request a copy of the audio-recording for his/her own records.
9. During the hearing, the faculty member or other individual will state the concern(s) to the Board.
10. The candidate will be given the opportunity to respond to the concern(s) and explain any extenuating conditions relating to the concern(s).
11. The Board may ask questions of, request documentation from, etc. the candidate and/or the referring faculty member or other individual and any other witnesses.

12. The Board will temporarily excuse the candidate, support person, referring faculty member or other individual and all others from the meeting in order to begin deliberation.

13. During the deliberation period of the hearing, the Board will make a decision regarding the candidate's status in the College of Education, unless the Board determines in its discretion that additional time for further deliberation is necessary or appropriate under the circumstances. The deliberation phase of the hearing will not be audio recorded.

14. After deliberation, the referring faculty member and candidate will be invited to return, and the audio recording resumed. The decision of the Board will be communicated to the candidate orally at the hearing and in writing within 10 business days after the hearing

- When the Board decides that the candidate must fulfill a remediation plan, such plan will be communicated to the candidate orally at the hearing and in writing after the hearing. The written remediation plan will be provided to the candidate in person or via e-mail or other means (see Teacher Candidate Counseling and Review Board Remediation Plan) within five business days of the hearing.
- The candidate will be assigned a case manager who will monitor the candidate's progress toward completion of the remediation plan.

16. When the Board decides that the candidate must be denied admission to or dismissed from the College of Education, the Board may refer the candidate to Academic Advising in order to change his/her major unless the candidate has been dismissed or expelled from the University. The candidate may appeal the result of the Board hearing to the Associate Dean of the College of Education using the appeal process noted in the College of Education Student Handbook.

THIS IS A SAMPLE!

Teacher Candidate Counseling and Review Board Remediation Plan

Hearing Attendance

Teacher Candidate:
Support Person:
Referring Faculty:
TCCRB Members:
Others:

On MEETING DATE, a meeting of the Teacher Candidate Counseling Board resulted in the following remediation plan for CANDIDATE'S FULL NAME in the NAME OF PROGRAM Education program of Concordia University Chicago College of Education.

The Teacher Candidate Counseling and Review Board pledges to support CANDIDATE'S FIRST NAME as long as HE/SHE is in the NAME OF PROGRAM program through the following:

1. The Committee members will consult with each other regarding CANDIDATE'S FIRST NAME fulfillment of the remediation plan.
2. The Committee will monitor CANDIDATE'S FIRST NAME progress in fulfilling all remediation plans beginning in the NAME OF SEMESTER semester.
3. The Committee will request to meet with CANDIDATE'S FIRST NAME to discuss CANDIDATE'S FIRST NAME fulfillment of the remediation plan.
4. NAME OF CASE MANAGER will be CANDIDATE'S FIRST NAME case manager from the Committee.

The Teacher Candidate Counseling Board sets forth the following expectations for CANDIDATE'S FIRST NAME to fulfill:

1. CANDIDATE'S FIRST NAME will report all course grades, attendance, and performance to CASE MANAGER every two weeks during the NAME OF SEMESTER semester and subsequent semesters as long as CANDIDATE'S FIRST NAME is in an Education program of study. The first report should be submitted on DATE.
2. If CANDIDATE'S FIRST NAME is absent from class one time without documented cause (eg. doctor's note), HE/SHE will receive a warning from the Teacher Candidate Counseling and Review Board. On the second absence without documented cause, CANDIDATE'S FIRST NAME will be removed from NAME OF PROGRAM programs.
3. CANDIDATE'S FIRST NAME will raise her grade point average to 2.75 for admission to the College of Education.
4. CANDIDATE'S FIRST NAME will be required to enroll in the COURSE NAME courses in two separate semesters. HE/SHE will not be allowed to enroll in the COURSE NAME courses during the same semester.
5. CANDIDATE'S FIRST NAME progress in fulfilling the remediation plan is satisfactory to the Board, the two week reporting (expectations #1 and #2 above) may be suspended at midterm of Spring 2011 semester.
6. If CANDIDATE'S FIRST NAME progress is not satisfactory to the Board or additional issues surface in the future, the Committee may take further action to address any such issues.

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CANDIDATE'S FIRST NAME is responsible to return a signed copy of this plan to NAME OF TCCRB CHAIR by DAY, DATE.

CANDIDATE'S FIRST NAME's failure to successfully fulfill all of the above expectations may at any time result in removal from the College of Education and its Education programs.

___ I will fulfill the expectations set forth by the Teacher Candidate Counseling and Review Board.

___ I will not fulfill the expectations set forth by the Teacher Candidate Counseling and Review Board and therefore choose not to continue in the College of Education and its programs.

Candidate Signature _____ Date _____

Chair Signature _____ Date _____

The teacher candidate may appeal the decision of the Teacher Candidate Counseling and Review Board to the Associate Dean of the College of Education.

TCCRB Members:

This document will become part of the teacher candidate's file in the College of Education.

Updated 6/2015

Illinois Test of Academic Proficiency Support for College of Education Candidates
At the Academic Center for Excellence at Concordia University Chicago
Implemented by Concordia University Chicago College of Education and Academic Center for Excellence February 2016

Policy and Agreement

The Academic Center for Excellence and the College of Education at Concordia University Chicago work together to provide peer tutoring support for College of Education candidates who need assistance in preparing for the Illinois Test of Academic Proficiency (TAP). This support is voluntary and intended to assist candidates in preparing for the TAP. It does not guarantee that the candidate will earn a passing score on the TAP or will be able to meet other requirements, such as licensure or certification requirements, upon graduation. The following process has been established to provide support for candidates:

1. Candidates are referred to ACE by the candidates' Faculty Advisor or Education Program Coordinator for TAP support. Candidates who believe they might need ACE assistance in preparing for TAP should consult with their Faculty Advisors or with the Education Program Coordinator about obtaining a referral.
2. The candidate will then schedule a meeting with the Academic Support Coordinator in ACE to discuss test-taking experience, goals, and challenges. The ACE Coordinator will determine a plan for which subarea(s) will be addressed first by the peer tutoring support.
3. Prior to receiving peer tutoring support, the candidate will independently complete the diagnostic assessment provided by ACE. In the case that the candidate has previously taken the TAP, the TAP scores will be used for diagnosis of needs and plan for support. The candidate is required to provide the TAP score report to ACE.
4. ACE will provide peer tutoring support in the TAP subarea(s) of the candidate's need. The peer tutor will review the diagnostic assessment with the candidates during the peer tutoring sessions. The peer tutor will work with the candidate toward improvement of specific skill areas that will best support the candidate.
5. Each candidate is eligible to receive up to eight hours of peer tutoring support from ACE. These eight-hours may be used to prepare for multiple TAP attempts.
6. For each peer tutoring support hour, the candidate is expected to spend a minimum of two hours of independent study time outside of the tutoring sessions. Specific candidates may be expected to spend more than the minimum of two hours of independent study time per hour of peer tutoring support.
7. The TAP Study Guide will be made available to candidates in print form. This study guide includes only a small number of practice test items.
8. **To maximize potential for success on the TAP, ACE strongly recommends that the candidate purchase the TAP Full-Length Practice Test(s) appropriate for the individual candidates' need at:**
https://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL400_PrepMaterials.html

9. Additional preparation information and materials are available at:
https://www.il.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html
10. If a candidate receives TAP support from ACE but does not pass the TAP, the candidate is required to meet with his/her faculty advisor to discuss whether continuing as an education candidate is a realistic plan for the student. The faculty advisor may advise the candidate to continue working toward passing the TAP, take the ACT, or to change his/her major.

11. All candidates who receive peer tutoring support from ACE are required to provide their TAP score report to ACE.

I acknowledge the Policy summarized above, agree to the conditions for obtaining ACE assistance summarized above, and sign below to signify my agreement.

Student Signature _____ Date _____

Student Name _____ H# _____

Test of Academic Proficiency Peer Tutoring Support Candidate Referral Form

The Academic Center for Excellence (ACE) and the College of Education (COE) at Concordia University Chicago work together to provide peer tutoring support for College of Education candidates who need assistance in preparing for the Illinois Test of Academic Proficiency (TAP). Candidates are referred to ACE by the candidates' Faculty Advisor or Education Program Coordinator for TAP support. Candidates who believe they might need ACE assistance in preparing for TAP should consult with their Faculty Advisors or with the Education Program Coordinator about obtaining a referral.

I refer the following Education candidate to ACE for TAP Peer Tutoring Support:

Name of Candidate: _____ H# _____

Name of Referring Faculty: _____

Student's current standing:

(mark one): Pre-admission to CoE Admitted to CoE

Background information regarding previous TAP, ACT, or SAT attempts:

Signature of Referring Faculty/Staff: _____ Date _____

Name of Referring Faculty: _____

When completed, this form should be submitted by the candidate to the Academic Center for Excellence.

Test of Academic Proficiency Peer Tutoring Support Peer Tutor Recommendation Form

The Academic Center for Excellence (ACE) and the College of Education (COE) at Concordia University Chicago work together to provide peer tutoring support for College of Education candidates who need assistance in preparing for the Illinois Test of Academic Proficiency (TAP).

Education candidates who have been admitted to the College of Education may be considered for student employment as a TAP Peer Tutor. Such candidates must also be recommended to ACE by their COE Faculty Advisor or Education Program Coordinator.

TAP Peer Tutor qualifications:

Admitted to the College of Education;
Strong overall academic standing at Concordia;
Positive dispositions;
Excellent communication and interpersonal skills;
Ability to work independently;
Decision making skills.

In addition, it is the responsibility of the peer tutor to meet all employment requirements for ACE. Compensation for the peer tutor is that of a university student worker. These

Name of Candidate being recommended to serve as a TAP Peer Tutor:

_____ H# _____

Having met the TAP Peer Tutor qualifications above, I recommend the above named candidate to serve as a TAP Peer Tutor in the Academic Center for Excellence.

Signature of Recommending Faculty:

_____ Date _____

Name of Recommending Faculty:

When completed, the referring faculty or the candidate should submit this form to the Academic Center for Excellence

Definition Adopted by EPC on 6-26-2017

The Teacher Education Council (TEC) of Concordia University Chicago defines a diverse classroom as one which includes learners with individual differences expressed through personality, learning modalities, exceptionalities including physical and learning disabilities and students who are gifted and talented. It is a setting in which includes groups of learners from multiple nationalities, ethnicities, languages, orientations, and socio-economic backgrounds. To guide the Office of Field Experience in determining a diverse field experience, the TEC has determined a diverse setting is one that meets or exceeds enrollment in at least 2 of the categories listed:

1. 5% of the students with IEP's
- 2 10% ELL
3. 20% student of color
4. 20% of students from low income families