



School of Education Student Teaching Handbook

2021-2022

12800 N. Lake Shore Drive Mequon, Wisconsin 53097-2402

www.cuw.edu/studentteaching

Statement of Mission and Purpose

Concordia University Wisconsin is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ and the world.

SOE Mission & Vision

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

SOE Educational Equity Statement

By embracing the uniqueness of each child of God, we ensure accessibility to experiences, services, and rigorous learning outcomes in a diverse community of respect and belonging.

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CUW Standards for Teacher Development

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

Student Teaching

Application Teacher candidates must apply for student teaching to the School of Education in the semester before their planned student teaching semester. The due dates for the student teaching applications will be presented in ED 3000. Teacher candidates who turn in an application after the due date will be assessed a \$75 late fee. No applications will be accepted after the fee-assessed two-week late application period. In addition to the student teaching application, teacher candidates must submit a graduation audit through Degree Works. Applicants must meet with their School of Education advisor to review their graduation audit and discuss any outstanding program requirements. Applications will not be accepted without the signature of the School of Education advisor. Portfolio III must be successfully completed before student teaching. Teacher candidates must have a TB skin test performed no more than 30 days before student teaching. Written verification of a negative result must be turned in to the Office of Field Experience by the given due date.

Acceptance into Student Teaching

Teacher candidates must meet these criteria to be accepted for student teaching:

- ✓ Earned Upper Division Status (UDS)

 - ✓ Successful completion of a background check the semester before student teaching (this is in addition to the background check done before clinical field experiences).

 - ✓ A cumulative grade-point average for all college credits of at least 2.75 on a 4.0 scale at time of application.

 - ✓ Successful completion of a pre-student teaching experience and copies of evaluations in Portfolio III.

 - ✓ A score of 200 or greater on the Foundations of Reading Test on file with the School of Education for the following majors: Early Childhood and Elementary Education, Early Childhood and Special Education, Elementary Education, or Elementary and Special Education. Candidates who do not meet this requirement must meet with their department chair(s) for approval.
- ***Candidates seeking licensure in Special Education only, may meet this requirement through an approved FORT alternative which includes successful completion of coursework, clinical experiences, and signature assessments. Please see the Department Chair of Special Education or your advisor for additional information about this alternative.
- ✓ Evidence of being free of tuberculosis submitted to the Office of Field Experience. (This test should be completed no more than 30 days before the first day of student teaching.)

✓ Evidence of having registered for the appropriate sections of student teaching and portfolio completion.

✓ Application for Student Teaching submitted by the deadlines, usually the third week of the semester for teacher candidates planning to student teach the following semester.

✓ For teacher candidates pursuing international placement: The International Student Teaching Application must be submitted at least a year in advance and a \$450 non-refundable fee will be assessed at the time of acceptance. A housing fee may also be assessed depending on individual circumstances.

✓ For teacher candidates pursuing an out-of-area placement: The out-of-area request form should be approved by the Department Chair and submitted by the end of the semester before applying for student teaching. A \$225 non-refundable fee and/or a housing fee may be assessed depending on individual circumstances. You will be notified about any fees by the Director of Student Teaching Placement.

✓ Successful completion of all coursework required for degree or have completion plan approved and signed by the department chair(s) and advisor. Teacher candidates who have not completed all coursework required for their degree will sign a letter of agreement in which they acknowledge that they must complete all coursework required for their degree to be eligible for a teaching license.

Eligibility for Student Teaching The School of Education reserves the right to deny a student teaching experience if that candidate has not demonstrated sufficient competence in (1) subject matter, (2) professional education skills, or (3) a background check reveals issues that would make the student ineligible for a license. The School of Education also reserves the right to remove a teacher candidate from student teaching if the candidate (1) is involved in a severe discipline situation or (2) for another just reason, such as the candidate is unable to perform effectively in the classroom. However, principles of due process shall be followed.

Transportation Teacher candidates are expected to provide their own transportation to and from their student teaching experiences.

Grading Teacher candidates will receive letter grades for student teaching. The grades for all student teaching placements will be submitted at the end of the semester.

Attendance at Conferences Teacher candidates are encouraged to attend professional conferences such as those sponsored by the Lutheran Education Association, the South Wisconsin District, or the Wisconsin Education Association. Occasionally supplemental funding for participation in such events is available through the local school or other philanthropic sources. Student teachers are encouraged to seek out such scholarship resources well in advance of the professional development opportunity and advocate for funding.

Housing During Student Teaching Student teaching follows the calendar of the school(s) to which teacher candidates are assigned, rather than Concordia's academic calendar. Student teachers who live on campus need to apply for extensions to remain in the residence halls at the end of the semesters or at the beginning of the school year in August. Fall semester student teachers report to their first placement when the teachers report in August and continue through the end of the semester of their host school. Spring semester student teachers begin in January and student teach throughout the rest of the school year. Forms for applying for a housing extension can be obtained from the Division of Student Life.

Placements Student teaching experiences are typically in two different grade levels and two different schools. Teacher candidates seeking the early childhood license will ordinarily have one early childhood placement and one elementary or special education placement. Teacher candidates seeking an elementary license will ordinarily have one placement in grades 1-5 and another in grades 6-9. Teacher candidates seeking an early adolescence through adolescence (middle/high school) license will ordinarily have one placement in grades 6-9 and another in grades 10-12. Teacher candidates seeking an early childhood through adolescence (K-12) license will ordinarily have two placements which will occur in an elementary, middle, and/or secondary school. Teacher candidates seeking dual licensure in special education and general education will ordinarily have one placement in special education and one placement in general education. Lutheran education teacher candidates will typically receive one placement in a Lutheran school and one placement in a public school. During the Lutheran school placement, it is understood that the student teacher will assume an active role within a congregation affiliated with the school.

Student teachers are typically placed within a 45-minute driving radius of Concordia University. Teacher candidates wishing to live off campus outside of the Mequon or metro Milwaukee area should speak with the Office of Field Experience before the student teaching semester about placement possibilities outside of the Concordia University placement area. Please note that student teacher placements are not considered final until they are approved by the Department Chair.

Out-of-Area Placements The School of Education considers any placement outside of a one-hour driving radius of the Concordia University Wisconsin campus to be out of area. We look forward to establishing new partnerships with many different schools throughout Wisconsin and the country.

Teacher candidates wishing to pursue an out-of-area placement within the United States must meet with their Department Chair to discuss the reasons why the candidate is requesting an out-of-area placement and submit an Out-of-Area Placement Request form by May 1st (if planning to student teach in the Spring) or December 1st (if planning to student teach in the Fall). The department chair(s) would determine whether to approve the request pending an appropriate placement and supervision.

Criteria the Department Chair will consider for an Out-of-Area Placement include, but are not limited to:

- Does the student demonstrate maturity, emotional intelligence, and preparedness for an out-of-area placement?
- Does the student have the skillset to be successful out of Concordia's School of Education's direct influence?
- Does Concordia's School of Education have human support structures in place (qualified cooperating teacher, connection with a university supervisor, etc...) in that location to provide the services necessary?
- Does this out-of-area experience meet the important goal of providing a quality educational experience by assisting and preparing a highly effective teacher?

Does the teacher candidate have outstanding coursework?

Out-of-area placements are contingent on our ability to secure a placement with a qualified cooperating teacher in an environment suited for growth and our ability to secure a qualified supervisor. Teacher candidates may be assessed an out-of-area placement fee of \$225 depending on the situation and whether housing is needed.

International Student Teaching Placements Teacher candidates interested in an international student teaching placement must apply by February 1st if planning to student teach the following Spring or by September 1st if planning to student teach the following Fall. An interest form, letter of recommendation, and an intent essay must be completed and submitted to the Office of Field Experience. The student and the Department Chair(s) will meet to discuss the specific requirements of the placement and to determine

whether or not the student will be able to participate. Upon approval of the international or out-of-area placement request, teacher candidates will be assessed a *non-refundable fee of \$450* (this fee is applied to the cost of the experience; the remaining balance of \$900 will be assessed before student teaching). For more information on financing an international experience please reference the Study Abroad website and the Study Abroad Handbook at <https://www.cuw.edu/Departments/studyabroad/index.html>. The teacher candidate needs to work with the study abroad office to meet deadlines and requirements for the travel grant application.

An application for an out-of-area or international placement is not a guarantee of placement. It is the beginning of the process in which the Department Chair and School of Education faculty/staff members will begin to discuss the possibility of an out-of-area or international student teaching placement. Teacher candidates should make plans for living arrangements and other accommodations only after final approval of a placement.

Responsibilities of the University

The university and its faculty and the cooperating school and its faculty nurture the student teachers as they develop as professionals, and serve as gatekeepers for the teaching profession.

The Office of Field Experience

Concordia University Wisconsin designates the Office of Field Experience to fulfill these responsibilities for the student teaching program:

1. Select the schools that are to cooperate with the university in the student teaching program and enter into a mutual agreement with them.
2. Introduce the cooperating teacher to his/her responsibilities, provide training materials, and provide digital access to the Student Teaching Handbook and forms.
3. Assign and orient the student who has applied and been accepted for participation in the student teaching program.
4. Arrange with school administrators for all things that may be necessary to ensure the student teaching program contributes to the effective development of the pupils, the welfare of the school, and the professional growth of the student teacher.

5. Track compliance of Department of Public Instruction PI34 regulations of cooperating teacher licensure, experience, and training.

Department Chair Concordia University Wisconsin designates the department chairs to fulfill these responsibilities for the student teaching program:

1. Provide educational leadership to all personnel in the teacher education program, and the cooperating teachers in the performance of their assignments.
2. Assign a university supervisor who is to work as a liaison among the school, Concordia, and the student teacher.
3. Submit a final grade for the student teacher.

The University Supervisor Each student teacher will have an appointed university supervisor. Concordia, the student teacher, the cooperating teacher, and the principal of the cooperating school recognize that the university supervisor serves as the link between Concordia and the cooperating school and provides a personal relationship to the student teacher and the cooperating teacher. Concordia University Wisconsin designates university supervisors to fulfill these responsibilities for the student teaching program:

Assist the student teacher:

1. Show genuine interest in the student teacher's success.
2. Offer guidance to the student teacher.
3. Serve as a mentor and motivator for the student teacher.

Fulfill the University's Responsibility to the Student Teacher:

1. The student teacher remains a student of the university even though s/he has been assigned to a cooperating school and day-to-day supervision has been delegated to the cooperating teacher(s).
2. Concordia has direct responsibility for its teacher candidates. The university supervisor "is the university" in the supervisory role.

3. Neither the university nor the cooperating school is solely responsible for the training of new teachers. Concordia and the cooperating school are in cooperation in this effort.

4. The university supervisor will perform a minimum of two visits per placement or four for semester-long placements, which may include real-time virtual observations, but at least one observation will be in person. At least one visit will include a meeting with the cooperating teacher and the student teacher. Each visit will include a review of the student teacher's lesson plans and the cooperating teacher's observations. More visits may be made as needed. The University Supervisor will coordinate these visits with the student teacher.

Orient the Cooperating Teacher to the Student Teaching Program:

1. Initiate an orientation and midterm meeting with the cooperating teacher and student teacher.
2. Work with the cooperating teacher in the evaluation of the student teacher, answering questions and clarifying any forms or materials provided by the university.
3. Aid the cooperating teacher in the improvement of his/her role or function.

Perform Evaluations:

1. Suggest improvements for the student teaching program to the Office of Field Experience.
2. Recommend schools and teachers who would be exemplary for hosting student teacher.
3. Assure that the programs of the university and the cooperating school are supportive of each other.
4. Complete two Lesson Observation Forms and the Student Teacher Appraisal Form for quarter placements and three Lesson Observation Forms and the midterm and final Student Teacher Appraisal Form for semester-long placements, and give them to the student teacher to submit to his/her LiveText portfolio. All forms may be found on the CUW student teaching website (www.cuw.edu/studentteaching).
5. Understand the University's program and the Cooperating School's situation.
6. Serve as a resource person to the University and the Cooperating School.

A Quick Sheet for University Supervisors, which is a checklist of the requirements of a university supervisor, can be found on the CUW student teaching website (<https://www.cuw.edu/academics/schools/education/teaching-resources/index.html>).

Responsibilities of the Cooperating School

The Administrator of the Cooperating School

An understanding of the responsibilities of the administrator of the cooperating school is basic to the success of the program at the cooperating school, the effectiveness of the cooperating teacher, and the welfare of the local school.

Since the building administrator is responsible for all the activities that take place in the school, his/her jurisdiction also extends to the student teacher or intern. The administrator is responsible for fulfilling the following responsibilities in connection with the student teaching program:

1. Introduce the student teacher to the school, the staff, and the community, and ensure that the student teacher is welcomed.
2. Advise the Office of Field Experience of any problematic circumstances affecting the student teaching situation, and make helpful suggestions for improvement.
3. Maintain awareness of the student teaching program within the school community.
4. Assist in selecting the most qualified and exemplary teachers as cooperating teachers.
5. Provide encouragement for the cooperating teacher to complete our course in the supervision of student teachers and verify that the cooperating teacher has taught for a minimum of three years, one of which is in the current school or district with a valid license.

Student teachers are informed during their orientation that they are **not to serve as substitute teachers**. Administrators will recognize the legal implications of placing an unqualified person in charge of a classroom and will not request a student teacher to substitute in the absence of a member of the faculty.

The Cooperating Teacher

The cooperating teacher must have excellent pedagogical skills as well as the desire to contribute to the teaching profession by mentoring those who will soon enter the teaching profession. Research shows that teachers in the field emulate the style and characteristics of their cooperating teachers. Therefore, cooperating teachers must model the best practices in education.

PI 34 of the Wisconsin Administrative Code specifies the minimum qualifications of Cooperating Teachers: (a) Hold a current Wisconsin license or its equivalent for the teaching assignment. (b) Have at least three years of teaching experience with at least one year of teaching experience in the school system (or school) of current employment (c) Have completed a course or seminar in the supervision of student teachers or interns or have qualified as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor, and a former student teacher or intern who has worked with the teacher in a student teaching situation.

Once identified, the effective cooperating teacher assumes certain responsibilities. Some of these are general and will be encountered each term. Others are specific and must be met as they occur. Those listed are not intended to be inclusive, but rather a broad representation of the responsibilities assumed by cooperating teachers. The cooperating teacher is responsible to:

1. Be a well-rounded individual who demonstrates a caring and encouraging attitude.
2. Provide cooperative and constructive assistance in determining the role and responsibilities of the student teacher in the specific situation.
3. Help the student teacher make wise decisions regarding plans and goals.
4. Guide the student teacher in the preparation of learning situations, units of study, preparation and administration of tests, techniques of evaluation, and classroom management skills.
5. Observe the student teacher in the performance of direct instruction and occasionally leaving the classroom—but not the building—so that the student teacher has full responsibility for the class.
6. Allow the student teacher to teach one full unit during the placement, and two units during a semester-long placement. We recommend ten full days of teaching in the placement, and twenty full days if it is a semester-long placement. Please see the Sequential

Responsibility Progression Guide, found on the student teaching website at www.cuw.edu/studentteaching. This guide is given to provide an overview of how the cooperating teacher and student teacher can plan for the student teacher to progress in developing teaching responsibilities.

7. Aid not only in the presentation of subject content but also in the coordination and integration of materials to develop the skills, knowledge and abilities, and dispositions, which are needed by the classroom teacher.

8. Demonstrate effective teaching techniques and methods and providing opportunities for the student teacher to learn through actual experience.

9. Orient the student teacher into the entire program, introduce him/her to other teachers, and make him/her feel welcome in the school.

10. Advise the student teacher about participation in extracurricular and professional activities.

11. Schedule regular conference time with the student teacher and use conference time profitably.

12. Collaborate with the university supervisor to support the student teacher.

13. Participate in an orientation and midterm meeting via zoom.

14. Evaluate the student teacher and help him/her in an on-going evaluation of his/her own growth and development. This should include:

- daily conversations
- an evaluation using the Lesson Observation Form near the beginning of the placement
- a mid-term evaluation at the midpoint of the placement using the Student Teaching Appraisal Form
- an evaluation using the Lesson Observation Form near the end of the placement
- a final evaluation at the end of the placement using the Student Teaching Appraisal Form

All forms can be found on the student teaching website at www.cuw.edu/studentteaching. Original copies of the evaluations should be given to the student teacher for their documentation packet.

15. Identify personality characteristics that might be a hindrance to the student teacher, and discuss them with the student teacher.

16. Share professional information.

17. Document and bring to the attention of the university supervisor any problems the student teacher may be having. See the section entitled, “If Problems Arise”, page 37.

A Quick Sheet for Cooperating Teachers, which is a checklist of the requirements of a cooperating teacher, can be found on the CUW student teaching website at www.cuw.edu/studentteaching.

Responsibilities of the Student Teacher The Student Teacher demonstrates the marks of a professional. He or she readily assumes professional responsibilities expected of faculty members and demonstrates a genuine concern for students, a commitment to the teaching assignment, and a passion for the teaching profession.

Student teachers are expected to assume these responsibilities:

1. Make the travel arrangements to and from the assigned location.
2. Follow guidelines for professionalism as discussed in student teaching meetings and as expected by the host school.
3. Immerse themselves in professional opportunities, which will enhance their understanding of the profession. Lutheran Education Student Teachers are encouraged to regularly attend a Lutheran church associated with the school they are serving, in addition to participating in other church related activities.
4. Share assignments listed in #9 and #10 below, completed lesson plans, the unit plan, weekly reflections, teaching schedules, and the cooperating teacher’s classroom observations with your university supervisor. The department chair will provide expectations for weekly reflections and teaching schedules in the initial student teaching meeting.
5. Teach one full unit during the placement, and two full units at a semester-long placement. We recommend teaching a minimum of 10 full days in the placement, and 20 full days per semester-long placement. Please see the Sequential Responsibility Progression Guide

found at the Student Teaching website (www.cuw.edu/studentteaching). This guide is given to provide an overview of how the cooperating teacher and student teacher can plan for the student teacher to progress in developing teaching responsibilities.

6. Observe in classrooms outside of the cooperating teacher, usually during the final week of the placement.

7. Complete all the requirements listed on the Quick Sheet for Student Teachers, which is found at the Student Teaching website (www.cuw.edu/studentteaching). The completed Student Teaching documents must be turned in via LiveText within two weeks of completing each placement. Failure to do so may result in a grade reduction. Teacher candidates seeking licensure in Special Education have additional requirements.

8. Plan and organize auxiliary resources for appropriate units and lessons with the aid and advice of the Cooperating Teacher, including bulletin boards, AV materials, and presentations, computer applications, outside speakers, field trips, etc.

9. Complete the following requirements as the subject of your first weekly reflection.

- a. Describe the classroom management system used by the teacher, including the rules, routines, and procedures.
- b. Read, understand, and describe all school safety and emergency procedures.
- c. Discuss professional expectations of faculty.
- d. Early Childhood and Elementary Placements: Record or make a copy of the class schedule, including the number of minutes for each classroom activity.
- e. Middle School and High School Placements: Record or make a copy of the bell schedule.

10. Complete the following requirements as the subject of your second weekly reflection.

a. Discuss the community and district/school climate and analyze how it affects student learning:

- At what type of school are you teaching? Urban, suburban, rural?
- What grade levels are at your site?
- List any special features in your school/classroom setting that will affect your teaching. (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher)
- Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

b. Choose one class for the subject of this portion of your reflection.

- Grade/age level(s):
- Number of students in the class males females
- Consider the variety of learners in your class who require different strategies/supports or accommodations/modifications to instruction or assessment. (English language learners, gifted students needing greater support or challenge, students with Individualized Education Programs [IEPs] or 504 plans, struggling readers, underperforming students, or those with gaps in academic knowledge). Use the template on the next page to create a chart to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. **Use as many rows as you need to complete the chart for all of the learners in the selected class.**

1. Learner
2. Fact or two that will impact how you meet the needs of the learner
3. Learning Needs Category
4. Supports, Accommodations, Modifications, and/or Pertinent IEP/504 Goals Example: Visual processing - close monitoring, graph paper for 3 digit numbers Example: Struggling readers - provide oral explanations for directions and simplified text for word problems

c. Choose one lesson to observe and upon which to reflect.

- Describe the focus of the lesson relative to the content standards it addressed.
 - Describe the learning tasks used to keep learners engaged. Were they effective?
 - Note the academic language used by both learners and the teacher. What techniques did the teacher use to develop learners' academic language?
 - Explain how the teacher assessed the learners during and after the lesson, either formally or informally. Give examples. What strategies/supports or accommodations/modifications were provided to promote learning?
- d. How will these observations from items a-c affect the planning of lessons during this placement?

All documents pertaining to student teaching can be found on the CUW student teaching website at www.cuw.edu/studentteaching. Included with these documents is a Quick Sheet for Student Teachers, which is a checklist of the responsibilities of the student teacher.

Attendance for Student Teaching and Professional Growth Seminars

Attendance is an important aspect of professionalism. While the actual schedule of student teaching varies from student to student, student teachers are expected to follow the calendar and schedule of the school in which they are teaching. They must report to school when teachers are

expected to report at the beginning of the school day, may leave at the end of the teacher workday, and are expected to be at school for all days teachers are expected to work.

While most student teachers have perfect attendance, we do anticipate that some of our student teachers will get ill during the semester or may need to miss school for other acceptable reasons (e.g., the death of a close family member). **From a professional standpoint, family vacations, extended vacations, attending weddings, and house hunting are examples of unacceptable reasons for missing school.** If the student teacher has a question about missing school, he or she should contact his or her department chair(s).

If you must be absent, you must notify the appropriate individuals and make sure the cooperating teacher has the necessary materials to fill in for you. Because it is a requirement that lesson plans are to be prepared and approved at least 24 hours in advance, you should have your lesson plans and materials in place for a substitute teacher in the event of an unplanned absence.

Attendance at Student Teaching Professional Growth Seminars is also a mandatory part of the student teaching experience. Dates will be provided and may vary by department. Dual majors may have more meetings. It is the teacher candidate's responsibility to keep track of these dates.

The same standards of acceptable reasons for missing school apply to these seminars. If you have questions, you should contact your department chair(s).

If the number of absences becomes an issue of concern, we must consider the quality of the student teaching experience as well as adhere to Wisconsin Department of Public Instruction guidelines for student teaching. As a result, in the past we have required teacher candidates to extend their student teaching experience to make up for missed days, repeat their placement, and/or have considered attendance when assigning the student teaching grade and adjusted the final grade accordingly.

Procedure for Notification of Unplanned Absence If the student teacher is absent from student teaching, he or she must communicate with the individuals who are supervising their placement prior to the absence. If the number of absences becomes an issue of concern, the student teacher may be required to extend or repeat the student teaching experience.

Student teachers must notify the appropriate individuals if they must miss school due to an unplanned absence. Contact the cooperating teacher in the agreed upon manner. The principal, university supervisor, department chair(s), and the Office of Field Experience may be emailed as a group. Student teachers must notify the following: 1. Cooperating Teacher, 2. Principal of Cooperating School, 3. University Supervisor, and 4. Department Chair(s)

Procedure for Notification of Planned Absence The student teacher must obtain approval from his or her department chair(s) prior to a planned absence. Examples of planned absences may include a job interview or visiting a school where one may be designated/called. The department chair(s) will evaluate student teacher's performance, professional conduct, and attendance pattern when determining if an absence will be excused. The student teacher is responsible for providing the cooperating teacher with any lesson plans or teaching materials for which the student teacher would be responsible during the absence. The student teacher must notify the following individuals when the absence has been approved by the department chair(s): 1. Cooperating Teacher, 2. Principal of Cooperating School, 3. University Supervisor, and 4. Department Chair(s)

Professional Appearance Student teachers must dress professionally. Student teachers must be mindful of the example they set for students as well as how they appear to their colleagues. Student teachers must follow the faculty/staff dress code (if applicable) of the school in which they are teaching. We specifically caution student teachers not to wear clothing that may be too revealing (i.e. low-cut, low-rise, exposed midriff) or inappropriate for a professional setting (i.e. jeans, leggings, beach flip-flops, torn or distressed clothing).

Instructional Planning

Lesson Plans: Careful planning of each lesson is a practical means of delivering coherent instruction, maintaining classroom rapport and discipline, assisting substitute teachers when the need arises, and assuring careful design of learning activities. **All teaching styles and methods at all grade levels require careful planning.**

The student teacher is expected to go over lesson plans with the cooperating teacher **at least the day before they are to be presented.** Student teachers are required to use the approved lesson plan template for their designated license. The university supervisor must approve any changes in the lesson plan format. Concerns related to lesson planning could result in a meeting with his/her department chair(s).

Unit Plans: Teacher candidates must write and submit at least one unit plan in each placement or two units in a semester long placement.

If Problems Arise Sometimes it becomes necessary to consider special intervention in a student teaching placement because the student teacher is performing unsatisfactorily. Unless the student teacher must be removed immediately because of imminent harm or danger for the children, an Improvement Plan will be created.

The cooperating teacher is responsible for calling the university supervisor's attention to any problems as soon as they arise. The cooperating teacher must also document specific behaviors or incidents that show that a student teacher is having difficulty rather than waiting until near the end of the placement, because then it is often too late to work out a remedy.

It is the university supervisor's responsibility to document any problems, and describe what coaching and help were provided for remedying those problems. The university supervisor will notify the student teacher's department chair(s) immediately when intervention is needed.

Concordia has developed a policy for dealing with problems in student teaching, but the cooperating teacher and university supervisor must be diligent in identifying serious problems at their outset and communicating them to the student teacher's department chair(s). When a problem becomes greater than can be handled by the counseling and coaching of the university supervisor and the cooperating teacher, a formal intervention may be necessary.

Procedure for Formal Intervention

1. The university supervisor brings the problem to the attention of the department chair(s). If they determine that additional intervention is necessary, the department chair(s) will set up and lead a meeting with these individuals: a. The student teacher b. The university supervisor c. The cooperating teacher (if the cooperating teacher is able to be present). If appropriate, these individuals might also be invited: a. The building principal b. The student teacher's advisor c. The Field Experience Coordinator d. The Dean of the School of Education. The purpose of this meeting is to outline the problem(s) and suggest ways the student teacher may conquer those problems. The student teacher will have the opportunity to present information regarding his or her performance.
2. As a result of this meeting, the department chair(s) will decide whether a formal plan of action is necessary, or if the goals of the meeting have been satisfactorily met. If a formal plan of action is necessary, the department chair(s) will create the necessary plan of action, which will identify the problems and specify the conditions for continuation in student teaching with the committee members. Each member, the Dean of the School of Education, and the student teacher will receive a copy.
3. The university supervisor will continue to observe the student teacher during the period allowed for improvement under the plan of action.
4. If the university supervisor determines with the department chair(s) that the terms of the plan of action have not been met or satisfactory progress has not been made, a follow-up

meeting will be called. The invitees will include those outlined in #1.

5. At the follow-up meeting, the documentation of progress, or lack thereof, will be provided by the university personnel. The student teacher has the right to speak and present evidence on his/her behalf. Possible outcomes of this meeting are: a. Removal from student teaching; b. Continued monitoring of the student teacher's progress; c. Extended/repeated student teaching experience; or d. Amendment to the plan of action.

6. The department chair(s) or Dean of the School of Education will write a letter to the student teacher detailing the outcome of this follow-up meeting.

Employment, Extracurricular Activities, and Additional Coursework During Student Teaching

The professional semester is the time when teacher candidates devote their full attention to student teaching. Teaching is a physically, mentally, and psychologically demanding profession, and student teachers are often surprised at how tired they are at the end of the day. Because the School of Education is aware of these demands, teacher candidates must receive special permission from their department chair(s) before they may take any coursework or participate in university extracurricular activities in addition to student teaching.

Teacher candidates need to be aware that working, participating in university extracurricular activities, and taking additional coursework may have a detrimental effect on their student teaching. Especially problematic are jobs that require teacher candidates to work late at night or extracurricular activities that interfere with the normal responsibilities of a classroom teacher. Teacher candidates who work night shifts often are too tired to perform well during the day. The School of Education advises teacher candidates who must be employed to work on weekends and to limit those hours to no more than ten. As much as possible, teacher candidates should have earned enough money to last through the student teaching semester.

Resident Assistants Because being a student teacher and a Resident Assistant simultaneously may interfere with student teaching, teacher candidates are encouraged not to work as a Resident Assistant during their student teaching semester. Teacher candidates who are planning on serving as a Resident Assistant during student teaching need to meet to discuss this with their Department Chair.

Program Completion

To successfully complete the education program and be recommended for a Wisconsin teaching license, the undergraduate candidate must have:

1. met the university credit requirements.
 - a. Minimum of 120 college credits. b. Minimum of 36 credits at Concordia.
2. earned a minimum of 2.75 GPA for all college credits.
3. met course requirements for the appropriate education program.
4. been accepted into the School of Education.
5. received full Upper Division Status.
6. met all Wisconsin DPI requirements, including all statutory requirements for assessment.
7. been recommended by the School of Education to receive the appropriate teaching license.
8. (if seeking Lutheran Teacher Diploma), taken the required theology courses and received the recommendation of the Concordia faculty for teaching in schools of the Lutheran Church-Missouri Synod.

Graduation

Concordia University offers commencement exercises at the end of both the fall and spring semesters. Education teacher candidates may complete their studies and graduate in either semester. **Student teaching experiences extend beyond commencement day.** Teacher candidates are permitted to participate in commencement ceremonies, but will not receive a diploma or be endorsed for a Wisconsin teaching license until student teaching and all required coursework are completed successfully. Teacher candidates who are student teaching abroad have the option to participate in the Baccalaureate service and the commencement ceremony preceding their student teaching semester.

Teacher Licensing

After submitting all student teaching paperwork and completing all program requirements, the candidate will be endorsed for licensure. **This process can take up to six weeks.** The candidate can then apply for licensure. Applications for a Wisconsin license (with instructions) are available online from the Wisconsin Department of Public Instruction website (www.dpi.state.wi.us).

If not eligible for a Tier 2 license, a teacher candidate may apply for a Tier 1 license. However, the candidate must attempt all licensure assessments and complete all other program requirements listed above.

LCMS Placement

Lutheran Church-Missouri Synod placement operates under the guideline, "the Call seeks the person, not the person the Call." The School of Education, through a variety of means, will guide the teacher candidate through the Call process. To be considered for a Call to the Lutheran Teaching Ministry, one must currently be a member of an LCMS congregation in good standing and have met LCMS program requirements. Early in their final semester, teacher candidates in Lutheran education programs should make an individual appointment with the Placement Director. These appointments are usually held after teacher candidates have completed and returned initial Lutheran Placement Application forms.

School of Education Directory

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Secondary/K-12 Chair Dr. Adam Paape LU 204 C 243-4203

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Coordinator of Licensure and Assessment Dr. Jennifer Becker LU 204 J 243-4546

LCMS Placement Director Dr. James Juergensen LU 204 M 243-4518

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