

School of
EDUCATION



CONCORDIA
UNIVERSITY
W I S C O N S I N

School of Education Handbook

2021-2022

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.

The Most Important Things We Do in the School of Education:

Early Childhood Our department emphasizes whole person development. This aligns well with the mission of the university, developmentally appropriate practice for young children as defined by NAEYC, and is demonstrated in our commitment to faith, relationships, and to best practices.

Elementary We build sustainable mentoring relationships with pre-service and in-service teachers. We support teacher candidates in developing research-based educational practices to help their students grow in mind, body, and spirit.

Special Education We equip and inspire students to be well prepared to work with children, youth and adults with disabilities.

Secondary We prepare the next generation of teachers to support individualized learning through the use of their God- given gifts. We share the Good News with our candidates so that they can serve in knowledge and Truth.

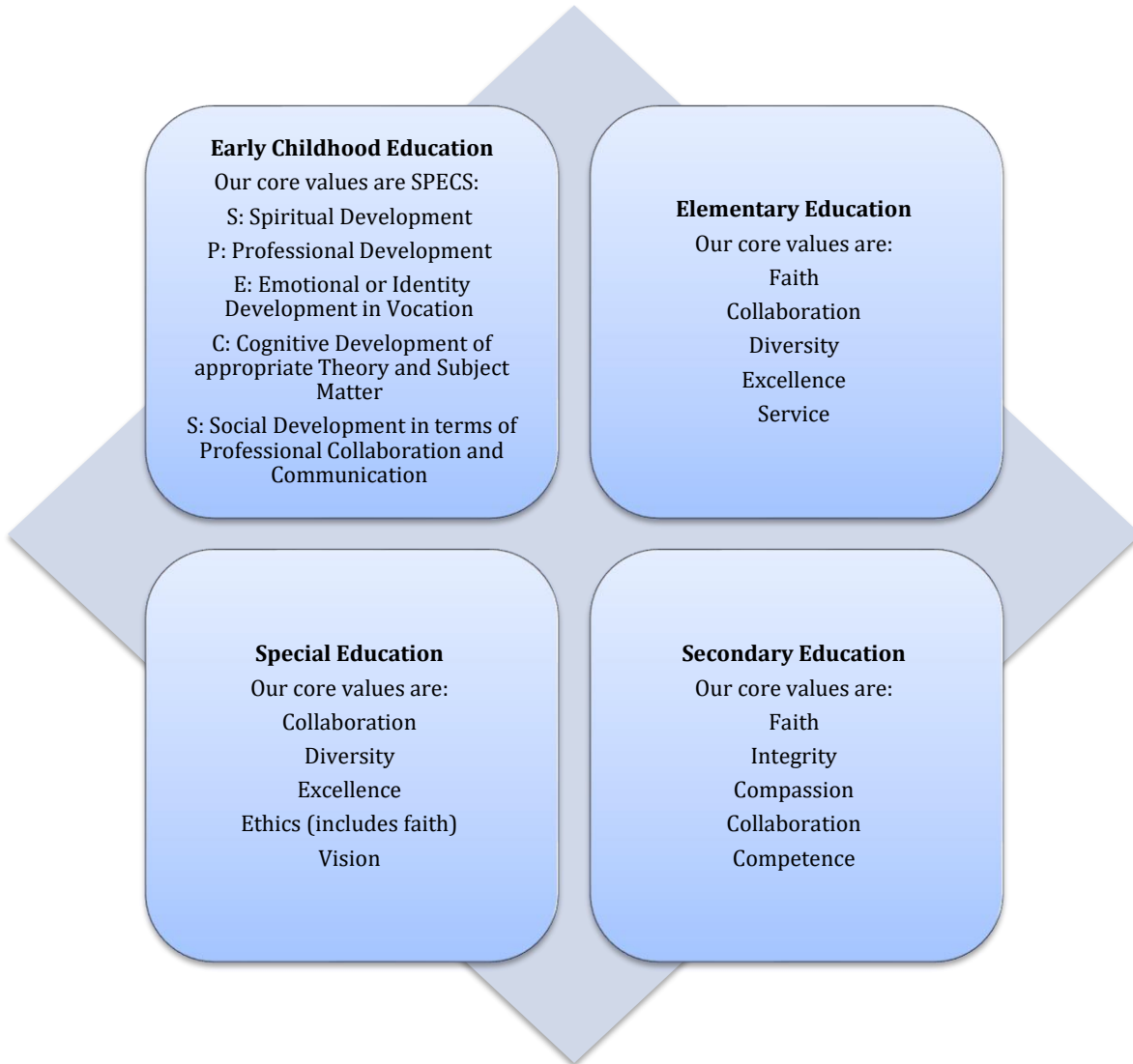


Table of Contents

Statement of Mission and Purpose 1

Table of Contents 3

Standards for Teacher Development 4

School of Education In-Person/Zoom Policy

Admission to the School of Education 5

Plans for Program Completion 6

Advising Timeline

Demonstration of Basic Skills 6

Upper Division Status 7

Field Experience 9

Portfolio 13

Transfer Credits 14

Benchmark Assessments

Demonstration of Specific Content Knowledge 15

Wisconsin Foundations of Reading Test (FORT) 17

edTPA Alternative Assessment

Student Teaching 17

Program Completion 35

Graduation 35

Teacher Licensing 35

Lutheran Church-Missouri Synod Placement 36

School of Education Directory 36

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)

[PI34.002] teaching standards

School of Education In-person/Zoom Policy

The SOE strives to support the professional, dispositional development of all teacher candidates in each course. The disruptions caused by Covid-19 in the 2020 and 2021 semesters led to more relaxed expectations regarding in-person attendance in classes, and in some cases, expected Zoom attendance due to Covid-19 classroom capacity. With the return of a new “normal” on campus in the fall of 2021, the following policy will be the expectation for all teacher candidates in an SOE course:

- Regular in-person attendance in every scheduled class, UNLESS....
 - The student has tested positive for Covid-19
 - The student has an excused absence for an athletic event or an absence for another class that has been approved by the Assistant Vice-Provost, Dr. Polzin.
 - Otherwise, all other reasons will be recorded as an “absence.”
- Zooming in will not be an option if a student is not feeling well or up to coming to class.
 - Examples: “I have a sore throat”..... “It might snow”..... “ I live off-campus and do not feel like driving in for class”...
- Zooming in will only be an option if the CUW campus has been closed due to inclement weather, and ALL faculty have been instructed to teach via Zoom for that weather event.
- Faculty will have the option to record a class for teacher candidates who have an EXCUSED absence, and that request, by the student, is made at least 24 hours in advance of the scheduled absence.
- Faculty, have the discretion, to hold a class via Zoom, if they are ill, attending a conference, or have another university-approved absence.

The rationale for this policy:

- Professionalism: teaching requires presence. Course attendance is a way to begin to prepare for the attendance expectation of future teaching jobs.
- Learning environment: having one student zooming in makes instruction disjointed and challenging. Faculty are expected to prepare for in-person instruction; unexpected requests to “zoom in” disrupt the flow of instruction.
- Collaboration: teaching requires collaboration. The inability to work with peers through discussion and group work in-class limits a teacher candidate’s ability to enhance their collaborative disposition.

Admission to the School of Education

Teacher candidates must apply for admission to the School of Education. Application to the School of Education typically occurs after successful completion of ED102/ED1102 Foundations of Education. Teacher candidates who wish to be admitted to the School of Education shall meet the following requirements:

1. Be a student in good standing at Concordia University Wisconsin
2. Have a GPA of 2.25 or higher
3. Successfully complete ED1102 Foundations of Education
4. Successfully complete ED1000 Orientation Seminar
5. Complete an interview, submit, and pass Portfolio I

6. Complete and pass an initial criminal background check.
7. Obtain the signature of your School of Education faculty advisor and ED 1000 instructor. [PI34.016(2)]
8. Complete an Application to School of Education and return it to your ED1102 instructor. (If you completed ED 1102 as a dual credit course, turn your application in to your SOE advisor). [PI34.018(2)]

Response to Application

The School of Education faculty considers each application.

1. Notification of acceptance or non-acceptance into the program is made via email.
2. A copy of the letter of notification is filed in the applicant's electronic folder in the Education Office, and a copy is emailed to the student and advisor.. [PI34.016(3)]

Plans for Program Completion

The School of Education has created 3.5- and/or 4-year plans for completion of all program requirements.

Please note: Teacher candidates must follow the timeline listed to ensure completion of all courses within the prescribed plan. Any changes to the plan or any other adjustments, withdrawals, program changes, or failures to meet requirements could delay the student's program completion. For an education student to complete the CUW endorsed licensure program within the planned timeline, he/she must successfully complete and pass all courses required, complete and document all clinical experiences required, and meet all other DPI requirements for licensure. Additionally, a student must meet all requirements and adhere to all policies as listed within the CUW Catalog, the CUW School of Education handbook, and the Wisconsin Department of Public Instruction's education licensure requirements as published by the DPI.

Advising Timeline

Why do I have 2 advisors and when should I meet with each of them?

Academic Advisor	School of Education Advisor
<ul style="list-style-type: none"> • Provides general information about the School of Education and programs offered. 	<ul style="list-style-type: none"> • Provides specific departmental information
<ul style="list-style-type: none"> • Assists with scheduling courses - first two years 	<ul style="list-style-type: none"> • Check in each semester
<ul style="list-style-type: none"> • Discusses concentrations, certificates, and minors 	<ul style="list-style-type: none"> • Signs School of Education documents and forms
<ul style="list-style-type: none"> • Discusses resources for extra help 	<ul style="list-style-type: none"> • Scaffolds and assesses portfolio process
	<ul style="list-style-type: none"> • Discusses goals, concentrations, certificates, and minors
	<ul style="list-style-type: none"> • Creates UDS plan & assists with scheduling classes last two years
	<ul style="list-style-type: none"> • Reviews degree evaluation and student teaching application

The [linked Google Doc](#) contains suggested advising checkpoints. This timeline may need to be adjusted based on your specific program requirements and/or your personal goals. Speak with your School of Education Advisor about possible modifications to this timeline.

Demonstration of Basic Skills

The School of Education is committed to equipping its candidates “to pursue integrity and excellence in the delivery of educational services” (School of Education mission statement). Basic skills—including mathematical reasoning and computation, reading comprehension, and written communication—are critical to the effective work of educators at all levels. For this reason, clear evidence of such abilities is required as a condition of admission into the Upper Division of the School of Education at Concordia University Wisconsin. [PI34.018(2)]

There are several options through which an individual may demonstrate these abilities:

- GRE: 150 on Verbal Reasoning, 145 on Math Quantitative Reasoning, and 3 on Analytical Writing.
- SAT: 530 in Mathematics and 480 on Reading and Writing.
- ACT: Composite score of 23 with a threshold subscore of 20 in Mathematics, 20 in Reading Comprehension and 20 in English;
- ACT Plus Writing: Composite score of at least 22 and a combined English/Writing/Math score of 20.

- Praxis CORE: A threshold score of 150 in Mathematics, 156 in Reading Comprehension, and 162 in Writing.
- A grade of B or better in core curriculum classes at Concordia University Wisconsin which reflect these core knowledge and skills areas (or comparable Advanced Placement credit):
 - MATH 119 Number Sense or MATH 125 Contemporary Mathematics or MATH 128 College Algebra
 - CCE 110 Western Culture and Worldview or ENG 103 Civilizations and Worldviews: Literature
 - ENG 104 Introduction to Writing

An equivalent course for each of the aforementioned may be approved by the department chair or program director.

Teacher candidates who will be taking the Praxis CORE test (#5751 – combined reading, writing, and math) may register online at <https://www.ets.org/praxis>. Free “Tests at a Glance” preparation materials for Praxis are available from ETS at <https://www.ets.org/praxis>. Teacher candidates can also purchase preparation materials from ETS or reference the preparation materials that are on reserve in the library under ED1000, ED2000, and ED3000.

Please be advised that candidates seeking licensure in other states and who have satisfied Wisconsin’s basic skills test requirement with a college entrance test or Praxis exam may be required to pass a basic skills test for the state in which they are seeking licensure. Reciprocity is not guaranteed. Also, teacher candidates cannot meet the basic skills requirements with a mixture of options, like a B or better in some courses and a passing Praxis Core test in other areas.

Teacher candidates with a professionally diagnosed disability may be entitled to accommodations when taking the Praxis exams. Students must submit the appropriate documentation to ETS when they register for the exam. Information for test takers is available on the ETS website: <https://www.ets.org/praxis>.

Upper Division Status

Upper Division Status (UDS) allows teacher candidates to take upper level (3000 and 4000 level) courses in education and to be assigned to a student teaching experience.

Teacher candidates are required to pass the ED1000 and ED2000 seminars before UDS is earned. Once teacher candidates have met all of the criteria listed below, they may apply for Upper Division Status. Applications for UDS may be found in the School of Education organization on Blackboard or obtained from the Education Office in LU 204.

Teacher candidates who have obtained Upper Division Status are required to complete the **ED3000** seminar before they begin student teaching. **ED3000** is a seminar in which UDS teacher candidates receive important information about completing their education program and the student teaching experience.

What does it take to receive Upper Division Status?

1. Successful completion of at least 45 semester hours of credit.
2. A minimum cumulative GPA of 2.5 on a 4.0 scale for all college credit counting towards program completion, including transfer credits. The GPA must be at or above 2.75 for student teaching and Wisconsin Certification.
3. Demonstration of basic skills. See page 8 of this handbook.
4. Successful completion of Discovery, Cultural, and Special Education Clinical Field Experiences (ED1211, ED1212, ED1213) with required paperwork on file in the Education Office. Teacher candidates should complete this clinical work during the courses in which the clinical experiences are embedded. (See the clinical section of this handbook, page 11.)
5. Two successful portfolio presentations.
6. Passing of ED1000 and ED2000 seminars.
7. Submission of completed UDS Application Form to the Education Office. Applications may be found in the School of Education organization on Blackboard or obtained from the Education Office, LU 204, and returned to the administrative assistant in that same office. Teacher candidates seeking Upper Division Status for the fall term must submit the UDS Application before May 31st. Teacher candidates seeking Upper Division Status for the spring term must submit the UDS Application before December 31st. It is the student's responsibility to schedule necessary test session(s), portfolio review(s), etc., to allow enough time to receive required score reports and assessment feedback before the end of the academic term.

Response to Application

The School of Education faculty considers each application.

1. Notification of acceptance or non-acceptance into the program is made via email generally within two weeks of application.

2. A copy of the letter of notification is filed in the applicant's electronic folder in the Education Office, and a copy is emailed to the student and advisor.

Any student who may require alternative evaluative procedures due to a disability should discuss these needs with his/her Department Chair so that appropriate arrangements may be made.

Provisional UDS Enrollment

A student who has not met the requirements for Upper Division Status (UDS) may complete a UDS Provisional Enrollment form to be granted a one-semester exception to the requirements as identified in the School of Education student handbook. Teacher candidates seeking an exception for the fall term which ends on December 31st must submit the UDS Provisional Enrollment before May 31st. Teacher candidates seeking an exception for the spring term which ends on June 30th must submit the UDS Provisional Enrollment Form before December 31st. It is the student's responsibility to schedule necessary test session(s), portfolio review(s), etc., to allow enough time to receive required score reports and assessment feedback before the end of the provisional academic term. Please note that this exception only applies to classes in the semester term and does not apply to the Student Teaching Application. Full UDS is still required for the Student Teaching Application.

Clinical Field Experiences

SOE Philosophy and Purposes of Clinical Program

The SOE believes that a robust and relevant clinical program is essential for the growth, development, and success of every teacher candidate. Below are a list of reasons or purposes for the specifically designed clinical program:

- Teacher candidates will be afforded specific opportunities to develop and practice their observation skills and actively participate in actual classroom settings and learning environments.

- Teacher candidates will benefit by observing specific examples of teaching and pedagogy—both positive and negative—and apply the lessons they learn to their own professional development.

- Teacher candidates will participate in classroom environments that are experiential in nature and will be encouraged to employ teaching and learning best practices.
- Through observation, active participation, and potential teaching opportunities, teacher candidates will reflect upon and affirm (or deny) their career choice and desire to become a teacher.
- Teacher candidates will confront and learn to overcome their apprehensions, anxieties, and fears of a classroom setting and learning environment.
- Teacher candidates will have experiences in different teaching contexts which will expose them to different school demographics, learning settings, teaching models, grade levels, and opportunities.
- Teacher candidates will connect course content to classroom practice.
- Teacher candidates will build reflective writing skills and familiarity with the InTASC Standards for Teacher Development.
- Teacher candidates will meet the compliance requirements of state law, national standards (where applicable), and the Wisconsin Department of Public Instruction.

Introduction to Clinical Field Experiences

The Wisconsin Department of Public Instruction (DPI) requirements for teacher education programs (including CUW) and student candidates include pre-student teaching clinical field experiences. DPI defines clinical field experiences as “supervised experiences in a school setting which provide practical experience. . .” (PI34.01(5)). At Concordia University Wisconsin, the initial clinical field experience requirements for the teacher education program are divided into three types of experiences which are tied to specific courses and spread throughout the education program: Discovery (ED1211), Cultural (ED1212), and Special Education (ED1213). The Discovery, Cultural, and Special Education clinical field experiences must be completed before applying for Upper Division Status (UDS). Clinical experience must represent the different developmental ranges within your license area(s). Speak with the Office of Field Experience representative, your School of Education advisor, or your clinical course professor regarding expectations for clinical experiences. Candidates participate in and observe classroom climates that incorporate inclusion and diverse methodologies. Candidates become aware of different

learning styles due to cultural influences and special needs or abilities. They demonstrate following dispositions: agency, collaborative, compassionate, continuously improving, emotionally intelligent, prepared, and professional..

In addition, clinical field experience hours are non-paid experiences. By this definition, clinical field experiences for which a student earns a wage or a stipend cannot be used towards the clinical field experience requirement.

Teacher candidates who completed clinical field experience hours at another college or university must fill out the Verification of Transfer Clinical Hours form, send it to the university where the clinical took place, and the university will forward the completed form to the Office of Field Experience for evaluation of credit.

If you have any questions about these clinical field experiences, please e-mail or call the representative of the Office of Field Experiences.

Procedure for Completing Clinical Field Experiences

Clinical hours are embedded into education courses. Before beginning any clinical hours, teacher candidates must have completed a background check through ED1000. When registering for a course with a clinical component, teacher candidates should also register for the corresponding clinical course. All required forms plus a link to a list of schools and contact names to assist in scheduling field experience can be found on Blackboard. Teacher candidates will complete an approval plan, email it to the cooperating teacher, submit the completed approval to the clinical Blackboard course, and **wait for a passing grade on the Approval Plan before beginning their field experience. Failure to wait for confirmation will result in loss of clinical hours. Approval plans must be submitted to Blackboard a minimum of one week before the scheduled start date.**

Each course with a clinical field experience component will have a reflection assignment. To successfully complete the clinical assignment, teacher candidates submit all of the required paperwork to the clinical Blackboard course and meet the professor's requirements for the reflection paper. Successful completion of the clinical assignment will result in a passing grade in the corresponding clinical course). Teacher candidates who do not successfully complete the clinical assignment may pass the education course, but will need to remediate the clinical assignment to pass the clinical course before receiving Upper Division Status. Teacher candidates needing remediation will need to complete a new approval plan and submit a new clinical

assignment to the course instructor or their department chair. Teacher candidates must submit all required documents [to the clinical Blackboard course by the due date or will receive a failing grade for the clinical course and will need to remediate before applying for Upper Division Status.](#)

Clinical Checklist for Teacher candidates

- Sign up for the parallel clinical course.
- Complete the background check through ED1000 before beginning field experiences.
- Use the field experience list linked to Blackboard to locate potential options for field placements. Call the contact person listed and send a follow-up email.
- If you wish to work with the Milwaukee Public School District or the Brown Deer School District, contact the Office of Field Experience.
- Complete the Approval Plan, email it to the cooperating teacher, and submit the completed Approval to the clinical Blackboard course. **Wait for a passing grade on the Approval Plan before beginning your field experience. Failure to wait for confirmation will result in loss of clinical hours.**
- Complete your field experience. Each time you visit a classroom, enter the hours on your log and ask the host teacher to sign it. At the end of the field experience, fill out the top portion of the Clinical Host Teacher Evaluation form, email it to your cooperating teacher, and have the cooperating teacher fill out the bottom portion and save it as a pdf. Submit the completed form to the clinical Blackboard course. Submit the reflection paper to the professor.
- Teacher candidates must submit the required documents to the clinical Blackboard course.

Some Frequently Asked Questions About Clinicals:

Do I have to dress up when I go to these sites? You need to dress appropriately. You are engaged in a professional activity—you must act and dress for that role. The impression you make on the people with whom you work can have far-reaching implications in later years. Unless you are going on a field trip or are planning to be engaged in an activity for which jeans are appropriate, you should not wear jeans. You also need to wear your CUW name badge to identify you as a CUW teacher candidate.

What happens if I am sick and can't attend? If you are unable to attend a clinical field experience for which you are scheduled, it is your responsibility to contact both the school administrator and the host teacher beforehand. They are counting on you.

I don't have a car. How can I get to the clinical field experiences? Sign up for clinical field experiences with someone who has a car, but be sure to make arrangements before your first

time at the site.

Are there times to complete clinical field experiences when I don't have class? Since all clinical experiences are performed in conjunction with CUW Education courses, these clinical experiences will be conducted during the CUW semester. Some teacher candidates choose to complete these hours during Fall Break or Spring Break. You must plan ahead and schedule your clinical field experiences around your other CUW courses and obligations. **You are not excused from your other classes and obligations to attend your clinical field experiences.**

Do I have to have a background check? Yes, you have to pass a background check before you enter any institution for your clinical field experience requirements. The background check will be repeated before the student teaching semester. Some schools may require additional background checks.

Can I take pictures of the students? No, please do not take pictures of the students.

Portfolio

Candidates in the School of Education are required to maintain a working portfolio throughout the program to demonstrate growth in the eleven InTasc Learning Progressions for Teachers Standards. Candidates will add representative, professional artifacts and personal growth achievements as they proceed through their education coursework, clinical fieldwork, and student teaching experiences. Four formal portfolio presentations are required.

Portfolio I in ED1102 Foundations of Education (typically Semester 1 or 2)

The first portfolio presentation is intended to be a formative experience for candidates, who will construct their portfolios during ED1102 with attention to format design and assessment requirements based on InTasc Learning Progressions for Teachers. Candidates will submit five previously graded, college-level artifacts to demonstrate growth in four self-selected standard areas and the required standard 11. The portfolio will be presented to a panel of peers and a

member of the School of Education faculty during one class period of ED1102 Foundations of Education. Candidates will be assessed on their communication skills using rubrics for writing, interpersonal, and verbal communication. Credit for a successful portfolio presentation will be given in ED1102.

Portfolio II ED2000 for Upper Division Status (typically Semester 3 or 4)

Portfolio II represents a candidate's work during Core coursework, educational coursework leading up to UDS, clinical experience, and other pertinent experiences that demonstrate growth as a teacher or a professional. For Portfolio II, the candidate will submit eleven new artifacts from college coursework or pertinent professional experience; one artifact aligned with each of the eleven InTasc Learning Progressions for Teachers. Candidates will present their Portfolio II, and will complete an individual interview with their advisor in the School of Education. Candidates will be assessed on their communication skills using rubrics for writing, interpersonal, and verbal communication. Portfolio II interviews and submissions should occur in November or April of the semester the candidate is enrolled in ED2000; and teacher candidates must successfully submit a completed Portfolio II submission and interview to pass ED2000. Teacher candidates must receive a rating of 22 or higher on the rubrics. A successful presentation of Portfolio II is required for Upper Division Status. See <https://bit.ly/3kDEdz1> for specific tips for successfully completing Portfolio II.

Portfolio III for Admission to Student Teaching (typically Semester 6 or 7)

Portfolio III represents a candidate's work during UDS coursework, pre-student teaching and practicums, and other pertinent experiences that demonstrate growth as a teacher or a professional. For Portfolio III, the candidate will submit 22 new artifacts from college coursework or pertinent professional experience that have not been submitted during any previous portfolio presentation; two artifacts aligned with each of the eleven InTasc Learning Progressions for Teachers. The majority of the candidate's artifacts should represent UDS coursework and UDS fieldwork experiences. For Portfolio III, candidates must include a required documents section that contains all clinical fieldwork and pre-student teaching evaluations and documents. As possible, candidates should thoroughly represent major content, minors, concentrations, or focus areas. Dual major candidates must make sure to include artifacts in each standard that demonstrate proficiency in both majors. Candidates will present their Portfolio III, and will complete an individual interview with their advisor in the School of Education. Candidates will be assessed on their communication skills using rubrics for writing, interpersonal, and verbal communication. Portfolio III interviews and submissions should occur in December or May of the semester the candidate is enrolled in ED3000; and teacher candidates must successfully submit a completed Portfolio III submission and interview to pass ED3000. A successful presentation of Portfolio III is required for Student Teaching. See <https://bit.ly/2TqqUqx> for specific tips for successfully completing Portfolio III.

Portfolio IV: Exit Portfolio (Student Teaching semester)

During their student teaching semester, candidates will register for the appropriate Portfolio IV completion course aligned to their major. The exit portfolio will include successful completion of supplementary documentation of proficiency in the eleven InTasc Learning Progressions for Teachers and a successful demonstration of pedagogical knowledge in the major content area(s). Candidates will receive specific information from their department chairperson regarding exit portfolio requirements for their area(s) of licensure. Teacher candidates will meet with their appropriate department chairpersons for an exit interview and submit their Student Teaching Paperwork and Portfolio IV in LiveText within 1 week of completing their student teaching experiences. Failure to submit documents by June 30th or February 28th will result in a failing grade in Portfolio Completion. A successful exit interview and submission of Portfolio IV is required for graduation and licensure. All student teaching observations and appraisals are required as a part of the Portfolio IV submission.

Transfer Credits

Teacher candidates enrolled at Concordia University who wish to transfer credits from another college or university are encouraged to request prior approval by using the following link: <https://cuw-machforms.cuw.edu/view.php?id=122396>.

Benchmark Assessments

Many education programs have benchmark assessments throughout the program with specific criteria for proficiency. Students in these programs must meet the requisite level of proficiency on each benchmark assessment or remediate until they reach the required level to be eligible for licensure. The department may require remediation before receiving approval to move on to specified stages of the program, like Upper Division Status or Student Teaching. Benchmark assessments are identified in the course syllabi and the criteria for proficiency will be provided by your professor. Please talk to your department chair if you have any questions or concerns about the benchmark assessments in your program.

edTPA Alternative Assessment

The state of Wisconsin allows an alternative assessment to be used in place of the edTPA (Education Teacher Performance Assessment). Concordia University Wisconsin uses the pre-student teaching and student teaching experiences as the edTPA alternative assessment. Please

note that some states require the specific scores on the edTPA for licensure. If you plan to teach in another state, you are encouraged to review the licensure requirements for that state. Please talk with your department chair if you wish to complete the edTPA during pre-student teaching or student teaching.

Demonstration of Specific Content Knowledge

Specific content knowledge within one's discipline or subject field is critical to the work of an effective and impactful educator. Accordingly, the School of Education at Concordia University Wisconsin requires multiple measures of evidence from candidates for initial licensure to demonstrate this knowledge base. Teacher candidates will demonstrate requisite content knowledge in their licensure program by a cumulative GPA of 3.0+ in identified courses in their major or by a passing score on the required content knowledge test for their major.

Option 1:

- Teacher candidates must have at least a 3.0 cumulative GPA for the identified courses for the license . [PI34.021(c1)]

Option 2:

- Concordia University Wisconsin recognizes several nationally normed subject matter content examinations on which the candidate must obtain a threshold score:

Praxis II

- Elementary Education- Praxis II #5146 passing score 146
- Early Childhood/Special Education- Praxis II #5018 passing score 157
- Cross Categorical Special Education- Praxis II #5146 passing score 146
- Secondary Education-Praxis II and ACTFL, existing passing scores as approved by the Wisconsin Department of Public Instruction and identified within each distinct licensure program.

Teacher candidates with a professionally diagnosed disability may be entitled to accommodations when taking required program assessments. Teacher candidates must submit the appropriate documentation to ETS when they register for the test. Information for test takers is available on the ETS website: <https://www.ets.org/praxis>.

Content Knowledge Tests Administered in Wisconsin

The following is a list of the content tests administered by the state of Wisconsin for each licensable major and minor offered at Concordia University Wisconsin.

PRAXIS CONTENT KNOWLEDGE TESTS			
For more information please visit this website: www.ets.org/praxis			
Licensure Area	Test Code	PRAXIS II Test Name	Passing Score
Art Education	5134	Art: Content Knowledge	158
Business Education	5101	Business Education: Content Knowledge	154
Cross-Categorical Special Education	5146	Middle School: Content Knowledge	146
Early Childhood Education (Birth- Grade 3) Regular Education & Special Education	5018 (after Sept. 1, 2016)	Elementary Education: Content Knowledge	157
Elementary Education (K – Grade 9)	5146	Middle School: Content Knowledge	146
English	5038 (after Sept. 1, 2014)	English Language Arts: Content Knowledge	167
English as a Second Language *+	5362 (after Sept. 1, 2016)	English to Speakers of Other Languages	149
Health*	5551 (after Aug. 31, 2013)	Health Education	151
Mathematics	5161 (after Sept. 1, 2014)	Mathematics: Content Knowledge	160
Music	5113 (after Sept. 1, 2013)	Music: Content Knowledge	150
Physical Education	5091	Physical Education: Content Knowledge	150
Science	5435	General Science: Content Knowledge	154
Social Science	5081	Social Studies: Content Knowledge	153
LANGUAGE TESTING INTERNATIONAL TESTS			
For more information please visit this website: www.languagetesting.com			
Licensure Area	Test Type	Test Name	Passing Level
Spanish*	ACTFL	Oral Proficiency Interview (OPI)	Intermediate High
	ACTFL	Written Proficiency Test (WPT)	Intermediate High
German*	ACTFL	Oral Proficiency Interview (OPI)	Intermediate High
	ACTFL	Written Proficiency Test (WPT)	Intermediate High

Wisconsin Foundations of Reading Test

Teacher candidates who apply for student teaching in the following areas must have a Wisconsin Foundations of Reading Test score on file at the time of application.

- Early Childhood and Elementary Education
- Early Childhood and Special Education
Elementary Education
- Elementary Education and Special Education

***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.

It is strongly recommended that student teacher applicants achieve a score of 200 or better before student teaching. If the applicant does not have a score of 200 or better at the time of application, he or she must meet with their department chair to request approval for student teaching.

Candidates must receive a score of 240 or better for licensure.

For more information please visit: <http://www.wi.nesinc.com>.

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

Dean, School of Education Dr. James Pingel LU 204A 243-4214

Early Childhood Chair Dr. Amy Lindgren LU 204K 243-2714

Elementary Chair Dr. Nicole Muth LU 204 F 243-4209

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

Special Education Chair Dr. Linda Hensel LU 204 B 243-4372

Coordinator of Field Experience Dr. Amy Lindgren LU 204K 243-2714

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

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

Administrative Assistant to the Dean Mrs. Cynthia Guth LU 204 243-4342

Full-time Professors in the School of Education: Dr. Brad Alles LU 204 N 243-2177

Dr. Jennifer Becker LU 204 J 243-4546

Dr. Val Keiper LU 204 G 243-4266

Dr. Kathleen Kremer LU 204 E 243-2471

Prof. Heather O'Neil LU 204 J 243-2707

Dr. Wanda Routier LU 204 D 243-4304