Professional Semester Handbook
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Revised – August 2012
DIRECTORY INFORMATION

University Switchboard          708/771-8300
Dean, College of Education:    Dr. Kevin Brandon   708/209-3127
Director, Office of Field Experience:  Ms. Mary Rhoton   708/209-3479
Asst. Director, Pre-professional Experience: Dr. Patricia Johnson   708/209-3140
Adm. Asst., Office of Field Experience: Ms. Cathy Nessling   708/209-3086
Career Services (Public):      Ms. Sara Dahms   708/209-3029
Career Services (Lutheran):    Mr. Mark Waldron   708/209-3031
Certification: Ms. Judy Ludwig   708/209-4081

University Supervisor:

1st Placement School Office:

1st Placement Cooperating Teacher:

2nd Placement School Office:

2nd Placement Cooperating Teacher:
THE PREFACE

The purpose of this handbook is to provide guidelines for candidates during their Professional Semester/Internship. Concordia University has long maintained a tradition of excellence in teacher education. Requirements for Concordia’s Initial Teacher Certification Programs are intended to give candidates the best possible preparation for entering the teaching ministry/profession. These requirements have also been established so that they conform to the requirements set by the Illinois State Teacher Certification Board and Concordia University.

Any questions concerning the information and materials presented in this handbook should be directed to the Office of Field Experience (708) 209-3086 or the Dean of the College of Education (708) 209-3068.

It is the responsibility of candidates to meet requirements of their Initial Teacher Certification Programs.

Concordia University is looked upon as a leader in the field of education throughout the state and the nation. It is committed to excellence in higher education. As a recognized institution of the state of Illinois, Concordia University must meet the mandates issued by the Illinois State Board of Education and State Certification Board. State Certification Board requirements take precedence over the catalog of record. Concordia University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and offers courses of study which lead to certification by the Illinois State Board of Education. Our program requirements follow the guidelines prescribed by this accrediting agency.

Rights reserved: The provisions of this handbook are not to be regarded as an irrevocable contract. The College of Education reserves the right to modify, revoke, or add to any regulations at any time.
MISSION/VISION OF CONCORDIA UNIVERSITY

The mission of Concordia University is stated in the following statement, adopted by the faculty and Board of Regents in 1998.

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

Concordia University,

As a distinctive,
Concordia is a leader, an innovator; it stands out among its peers; it holds itself to the highest standards of academic excellence; it has outstanding programs, faculty, staff and students within a supportive and nurturing community.

Comprehensive university,
Concordia is a University with multiple undergraduate colleges together with a school of graduate studies; it provides learning, scholarship, and service in a variety of academic disciplines and professional programs.

Of the Lutheran Church-Missouri Synod,
Concordia is a member of the Concordia University system; it provides a Christ centered spiritual and value-oriented environment to educate men and women for service in church and secular vocations, including its tradition of the recruitment and education of professional church workers; it serves the church at the local, district, national, and international levels.

Centered in the Gospel of Jesus Christ,
Concordia proclaims Jesus Christ as Lord and Savior of the world; it promotes the Lutheran tradition of Word and wisdom as it seeks to bring the saving message of the Gospel to a world in need of salvation.

And based in the liberal arts,
Concordia’s undergraduate curricula are built upon a strong base of learning in the arts and sciences for the free and responsible pursuit of knowledge and understanding; its graduate programs build upon and supplement this foundation in preparation for church and community service.

Equips men and women to serve and lead,
Concordia guides its students to develop and maintain healthy and productive lifestyles; it provides opportunity for a diverse population of people to be servants to others, to the church, and to God; it develops the expertise and dedication necessary for leadership in church and society.

With integrity, creativity, competence, and compassion,
Concordia places a major emphasis on sound moral character built upon Christian principles; its emphasis on the arts and sciences builds a foundation for the use of the imagination and resourcefulness of the human mind; it expects proficiency and reliability in the work accomplished by its graduates; it approaches its students holistically and engenders in them the ability to recognize and respond to the needs of others.

In a diverse,
Concordia graduates recognize that the church and world are diverse in terms of age, gender, race, culture, religion, and socioeconomic status; they model Christian love in response to this diversity while also recognizing the unchanging nature of God and His love.
Interconnected,
Concordia recognizes that the interdependence of people and communities in the church and world is enhanced by the connectedness available through changes in the technologies of transportation and communication.

And increasingly urbanized church and world.
Concordia recognizes that the metropolitan areas of the world continue to expand and bring more people together and that the church and society must learn to serve these growth areas while maintaining a connection to rural and small town communities; it intentionally uses the communities of the Chicago metropolitan area as a learning laboratory for its students.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

**EDUCATION MISSION STATEMENT**

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

1. **Integrity** is derived from Christian values and moral ethics and finds expression in respect for diversity and in professional ethics. Concordia educators:
   
   A. respect and support diversity in educational settings as related to learning styles, family structures, religion, beliefs, disabilities, gender, race, ethnicities, values, and socioeconomic status.
   
   B. demonstrate appropriate standards of conduct and ethical behavior congruent with the standards of their profession.

2. **Competence** is demonstrated in the areas of knowledge, skills, creativity, and dispositions. Concordia educators:
   
   A. meet the standards of their profession.
   
   B. have a commitment to continuous professional development.
   
   C. impact all students’ learning and development in a positive way.
   
   D. use a variety of assessment techniques appropriately.
   
   E. engage in reflective practice.

3. **Servant leadership** is the ability to focus a school’s mission, personnel and resources to meet identified needs. Concordia educators are servant leaders who:
   
   A. develop an inclusive vision for students’ learning and development.
   
   B. create a school culture and programs that focus resources to support all students’ learning and development.
   
   C. build collaborative relationships that aid and support all students’ learning and development.

**The Professional Semester**

*The Purpose of the Professional Semester/Internship is Four-Fold:*

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

There is a mandatory orientation for all candidates entering the Professional Semester/Internship. This "Entrance Seminar" will occur early in the student teaching experience. All candidates will experience a minimum of sixteen (16) weeks of student teaching. Special Education and Early Childhood Education candidates will have two eight-week placements. Music Education candidates will have two placements running concurrently.

RESPONSIBILITIES

Responsibilities of the School Administrator

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

1. Nominate exemplary teachers to serve as cooperating teachers who are legally certified, have at least four years of teaching experience, and are directly engaged in teaching subject matter or conducting learning activities in the subjects or grade levels in which student teacher(s) will work.
2. Inform the cooperating teacher(s) of the agreement signed with Concordia University and return the agreement form to the Office of Field Experience as promptly as possible.
3. Acquaint student teacher(s) with the school's program, school personnel, and the community.
4. Inform student teacher(s) of school policies.
5. Provide adequate teaching materials and manuals for use by student teacher(s).
6. Provide a study or work space in an appropriate location for each student teacher.
7. Inform student teacher(s) of events that take place in the school.
8. Inform the university supervisor(s) of calendar and schedule changes that have an effect upon the student teaching program.
9. Know about the kind of relationships that exist between the student teacher(s) and cooperating teacher(s) as well as their relationships with students.
10. Ensure that student teachers are not used as substitute teachers in the absence of regular faculty members.
11. Be available for consultation with student teacher(s), cooperating teacher(s), and/or university supervisor(s), when necessary.
12. In Lutheran Schools, the administrator is requested to foster and encourage the student teacher’s participation in ministry.

Responsibilities of the Cooperating Teacher

The cooperating teacher’s involvement is critical to the success of the candidate’s experience. The cooperating teacher performs comprehensive evaluation of all student teaching activities. The services provided by the cooperating teacher may range from general expectations to highly specific, unique opportunities for the student teacher. The cooperating teacher should introduce the candidates to the students as a "second teacher." Moreover, the cooperating teacher can assist the student teacher in the transition from being a college candidate to an effective professional educator by:

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

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

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

3. Helping the student teacher in his/her preparations by:
   a. Encouraging active involvement early in the experience.
   b. Preparing a schedule of responsibilities several weeks in advance.
   c. Guiding the student teacher through each stage of the instructional experience: planning, preparing, teaching, and evaluating.
   d. Observing the student teacher's work.
   e. Conferring with the student teacher on a regular basis.

4. Performing the role of teacher coach by:
   a. Assisting in decisions regarding instructional goals and planning.
   b. Facilitating the student teacher's continual reflective analysis of his or her professional and personal growth and development.
   c. Assessing the performance of the student teacher using the "observation report" (ST_9) three to four times during the semester.
   d. Typing/word processing the "Student Teaching Evaluation Form" (ST_13) prior to the mid-term and upon completion of student teaching and sharing it with the student teacher. This form is available on the Concordia website at: http://www.cuchicago.edu/academics/colleges/college-of-education/publications-and-forms/
   e. Discussing any concerns with the student teacher and the University Supervisor.
f. Meeting weekly with the student teacher for planning, classroom management and discipline and reflective practice discussions.

5. Exemplifying a high level of professional interest and ability by:
   a. Regarding the student teacher as a professional colleague.
   b. Demonstrating an open, accepting and supportive attitude toward the student teacher.
   c. Sharing personal and professional skills and resources.
   d. Practicing proper ethical and professional behavior.

**Responsibilities of the University Supervisor**

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

1. Becoming acquainted with the student teacher's information packet prior to the first visit.
2. Becoming acquainted with specific personnel and programs of the cooperating schools to which they are assigned.
3. Providing assistance to the student teacher and the cooperating teacher(s) by:
   a. Visiting on site a minimum of six times
   b. Completing at least five Observation Forms (ST_9)
   c. Overseeing the completion of plans and Unit Plans, using Concordia formats, representing all areas taught and providing constructive feedback to them.
   d. Submitting mid-term and final evaluation reports (ST_13) to the Office of Field Experience as soon as possible after their completion.
   e. Arranging joint meetings with the student teacher and the cooperating teacher when necessary.
   f. Suggesting resources for information or special needs.
4. Delivering all required paperwork to the OFE at Midterm and end of semester.
5. Maintaining positive, open, and above all, Christian relationships toward all personnel associated with the student teaching program.
6. Electronically submitting each student teacher’s grade following the procedures provided.
Responsibilities of the Office of Field Experience

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

1. Facilitating partnerships between the University and schools.
2. Collecting data on each candidate in order to make a satisfactory student teaching placement.
3. Selecting sites that serve student teaching programs effectively and entering into an agreement with each cooperating school.
4. Arranging with school personnel for all matters that may be necessary to insure the effective development of their students, the welfare of their school, and the professional growth of each student teacher.
5. Conducting orientation workshops for all personnel involved with the teacher education program and being of specific assistance to cooperating personnel in the performance of their assignments.
6. Orienting candidates to the Professional Semester/Internship, and the specific requirements for successful completion of the Professional Semester/Internship.
7. Assigning university supervisors who will conduct a minimum of six supervisory and assessment visits per student teacher.
8. Reassigning student teachers if any situation tends to work to the detriment of the students, classroom teacher, or the student teacher.
9. Providing supplemental learning experiences and counseling for the student teacher who is weak in specific performance skills.
10. Administering all necessary procedures required by the Illinois State Board of Education and the Illinois Teacher Certification Board for securing appropriate certification.
11. Compensating cooperating teacher(s) with an Educational Fee Grant Certificate.
12. Maintaining student teacher records and forwarding all pertinent information to the placement office.

Responsibilities of the Student Teacher

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

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

1. Becoming familiar with the policies, standards and practices of the assigned school(s) by asking for a copy of a student or parent handbook or other such guidelines.
2. Observing the calendar of the school(s) in which they are serving in terms of holidays, vacations, in-service days, etc.
3. Taking responsibility for housing arrangements. The principals of Lutheran schools may have contacts in the community or congregation that may provide housing at nominal cost to the student teacher. The cost for such accommodations is to be negotiated between the student teacher and the party providing housing.
4. Taking responsibility for transportation to and from student teaching sites. Candidates may not use university vehicles for their student teaching.
5. Participating as a full-time member of the school faculty. Student Teachers should attend parent conferences, IEP meetings, faculty in-service days, and faculty meetings (unless excused). In short, student teachers should participate in any activity that a faculty member would be expected to attend. This also includes worship opportunities for student teachers in Lutheran schools.

6. Reporting an absence as soon as it is anticipated, to the following people in the order listed: 
   cooperating teacher, university supervisor, and the office of field experience (708-209-3086). Absences also are to be noted on the "Weekly Activity Report" (ST_1). Absences should occur only as a result of circumstances beyond the student's control. "Personal leave days," participation in university extracurricular activities, and so forth, are not considered valid reasons for absence from student teaching.

7. Spending time observing the students and the cooperating teacher when not actually involved in teaching, and by assisting in as many activities as possible.

8. Actively soliciting constructive feedback from the cooperating teacher and university supervisor.

9. Setting aside regular times with the cooperating teacher to discuss and critique teaching and/or planning. The student teacher will make their lesson plans available prior to presentation.

10. Working to resolve any problem which may arise with the cooperating teacher, within the school, or with the university supervisor, as soon as possible. The student teacher is expected to take the initiative in this regard. There may be difficult situations between people in a professional career/ministry. Learning to successfully resolve challenging situations provides valuable growth and development.

11. Attending all seminars. Non-attendance may result in a grade of incomplete or additional assignments.

12. Developing a standards-based electronic portfolio throughout the semester, demonstrating proficiency and competency based on the INTASC Standards (Interstate New Teacher Assessment and Support Consortium) and ILPTS Standards (Illinois Professional Teaching Standards). *Special Education student teachers will develop a standards-based electronic portfolio, demonstrating proficiency and competency based on the CEC Standards (Council for the Exceptional Child) and LBS Standards (Illinois Content Area Standards for Learning Behavior Specialists, level 1).

13. Completing required forms including Record of Attendance (ST_1), Program Evaluation (ST_8), mid-term and final evaluations (ST_13). All forms must be signed by the cooperating teacher and submitted on time to the University Supervisor.

14. Checking Concordia E-mail and Concordia Connect – the Portal Teacher Education Initial Certification Group on a regular basis.

15. Submit a Reflective Journal email to University Supervisor entry to the University Supervisor at least once or twice a week.

16. Submit a Weekly Teaching Schedule to the University Supervisor electronically on Friday for the following week.

Prior to Student Teaching

All student teachers are expected to:

1. Make an appointment with the host school(s) to:
   a. Visit with the principal and cooperating teacher(s).
   b. Visit the classroom(s) in which they will be teaching.
   c. Obtain a copy of the school calendar(s).

2. Learn the layout of their school(s).

3. Obtain a copy of the school’s parent/student handbook(s).

4. Obtain a copy of the school’s policy handbook. Read the handbook carefully, noting the expected arrival time at the school, the school’s dress code, and other relevant information.

5. Obtain a three-ring notebook and index tabs that will be used as the student teaching binder. This binder should have dividers to designate the location of Weekly Activity Reports (ST_1), Unit Plans (ST_2) and/or Functional Behavior Assessment & Intervention Plan and Evaluation (ST_6), Formal Lesson Plans (ST_7, ST_7a), Daily Lesson Plans, Classroom Management Plan, Reflective Journal email to University Supervisor Entries, Observation Reports (ST_9) and Evaluations (ST_13).
Suggested Time Guidelines and Required Assignments for the Student Teaching Experience

The time guidelines (described on p. 12-20) are designed to provide candidates and their cooperating teachers with suggestions as to the pacing of the student teachers’ experiences.

For Elementary, Secondary, and Early Childhood Student Teachers (with one placement)

Orientation Phase
Cooperating teacher acclimates student teacher to the school environment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Learn the school’s policies and procedures.</td>
<td>Weekly Schedule to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>Meet other faculty members.</td>
<td>Record of Attendance (ST_1)</td>
</tr>
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<td></td>
<td>Learn fire drill and other emergency procedures.</td>
<td>Reflective Journal email to University Supervisor</td>
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<tr>
<td></td>
<td>Learn building classroom and procedures.</td>
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<td></td>
<td>Learn students’ names or devise a method for learning names if multiple sections are taught.</td>
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<tr>
<td></td>
<td>Handle non-instructional routines.</td>
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<td></td>
<td>Plan and teach at least one informal lesson or period.</td>
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<td></td>
<td>Identify units/areas to be taught and when they will be taught.</td>
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<td></td>
<td>Observe and take notes on the management and discipline strategies used by the cooperating teacher(s). Also note incidents that illustrate the school’s climate. Continue to take notes of these items throughout the teaching experience.</td>
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Initial Experiences
Student teacher assists Cooperating teacher with duties and begins classroom instruction. Cooperating teacher models best practices.

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Assume gradual responsibility for teaching one curricular area.</td>
<td>Weekly Schedule to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>Teach a minimum of 3 - 5 complete lessons.</td>
<td>Record of Attendance (ST_1)</td>
</tr>
<tr>
<td></td>
<td>Confer daily with cooperating teacher on lessons taught.</td>
<td>Reflective Journal email to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>Continue writing in the Reflective Journal email to University Supervisor on school culture, management, and instructional strategies.</td>
<td>Daily Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>Begin writing units.</td>
<td>Formal Lesson Plan as required (ST_7)</td>
</tr>
</tbody>
</table>

| 3 / 4 | Assume responsibility for teaching two curricular areas or periods and/or increase teaching responsibility. | Weekly Schedule to University Supervisor                 |
|      | Teach at least 2 - 3 complete half-days or at least 2 -3 periods for secondary student teachers.  | Record of Attendance (ST_1)                              |
|      | Teach, using at least one strategy modeled by the cooperating teacher. Use 1 – 2 different teaching strategies (e.g. inductive teaching, jigsaw, KWL, think/pair/share, inquiry, etc.). | Reflective Journal email to University Supervisor        |
|      | Finalize planning and writing of units. Begin teaching units when appropriate.                     | Unit Plans (2) (ST_2)                                    |
|      |                                                                                                     | Daily Lesson Plans                                       |
|      |                                                                                                     | Formal Lesson Plan as required (ST_7)                    |
**Independent Teaching**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
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</thead>
</table>
| 5 / 6 | Teach at least one full day.  
Teach a minimum of a half-day every day this week.  
Continue writing about students’ learning needs, school culture, management, and instructional strategies. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Unit Plans (ST_2)  
Daily Lesson Plans  
Formal Lesson Plan as required (ST_7) |
| 7 | Continue teaching half-days, assuming responsibility for two full days during this week.  
Use at least four different teaching strategies in planning and implementing lessons. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Unit Plans (ST_2)  
Midterm Evaluation (ST_13)  
Daily Lesson Plans  
Formal Lesson Plan as required (ST_7) |

**Full-Time Independent Teaching**

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 8 | Teach at least three full-days.  
Continue to note students’ learning needs, school culture, management, and instructional strategies. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Unit Plans (2) including final reflection  
Daily Lesson Plans  
Formal Lesson Plan as required (ST_7) |
| 9 / 10 | Teach full, consecutive days. Vary the strategies that are used.  
Continue to collect documentation/artifacts for your portfolio.  
Conference with university supervisor on video reflection – optional. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Unit Plans (2) including final reflection  
Daily Lesson Plans  
Formal Lesson Plan as required (ST_7) |
| 11 / 12 | | |

**Phase-Out Period**

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Time Guidelines</th>
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</table>
| 13 / 14 | Gradually decrease teaching responsibilities and return some of the responsibilities to the Cooperating Teacher. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Daily Lesson Plans |
| 15 | Decrease your teaching responsibilities to one quarter.  
Visit 2 -4 classrooms and observe other teachers, if applicable. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Final Self-Evaluation (ST_13)  
Daily Lesson Plans |
| 16 | Complete all required paperwork.  
Submit required paperwork to OFE including Record of Attendance (ST_1), Program Evaluation (ST_8), and Final Evaluations (ST_13)  
Positive Impact Presentation | Record of Attendance (ST_1)  
Student Teaching Program Evaluation (ST_8) |
For Early Childhood and Elementary Student Teachers
(with two placements)

**PLACEMENT #1**

**Orientation Phase**
Cooperating teacher acclimates student teacher to the school environment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
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<tbody>
<tr>
<td>1</td>
<td>• Learn the school’s policies and procedures.</td>
<td>• Weekly Schedule to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Meet other faculty members.</td>
<td>• Record of Attendance (ST_1)</td>
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<tr>
<td></td>
<td>• Learn fire drill and other emergency procedures.</td>
<td>• Reflective Journal email to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Learn building classroom and procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn students’ names or devise a method for learning names if multiple sections are taught.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Handle non-instructional routines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan and teach at least one lesson or period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify unit/areas to be taught and when they will be taught.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observe and take notes on the management and discipline strategies used by the cooperating teacher(s). Also note incidents that illustrate the school’s climate. Continue to take notes of these items throughout the teaching experience.</td>
<td></td>
</tr>
</tbody>
</table>

**Initial Experiences**
Student teacher assists teacher with duties and begins classroom instruction. Cooperating Teacher models best practices.

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>• Assume gradual responsibility for teaching one curricular area.</td>
<td>• Weekly Schedule to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Teach a minimum of 3 - 5 complete lessons.</td>
<td>• Record of Attendance (ST_1)</td>
</tr>
<tr>
<td></td>
<td>• Confer daily with cooperating teacher on lessons taught.</td>
<td>• Reflective Journal email to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Continue writing in the Reflective Journal email to University Supervisor on school culture, management, and instructional strategies.</td>
<td>• Daily Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>• Begin writing unit.</td>
<td>• Formal Lesson Plan as required (ST_7)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>• Assume responsibility for teaching two curricular areas or periods and/or increase teaching responsibility.</td>
<td>• Weekly Schedule to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Teach at least 3 - 4 complete half-days.</td>
<td>• Record of Attendance (ST_1)</td>
</tr>
<tr>
<td></td>
<td>• Teach learning strategies using at least one strategy modeled by cooperating teacher. Use multiple teaching strategies.</td>
<td>• Reflective Journal email to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Begin teaching unit when appropriate.</td>
<td>• Unit Plan (ST_2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Daily Lesson Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Formal Lesson Plan as required (ST_7)</td>
</tr>
</tbody>
</table>
**Full – Time Independent Teaching**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 4 / 5|  • Teach at least 2 – 3 full days.  
   • Teach a minimum of a half-day every day this week.  
   • Continue to write about students’ learning needs, school culture, management, and instructional strategies.  
   • Continue collecting artifacts for portfolio. |  • Weekly Schedule to University Supervisor  
   • Record of Attendance (ST_1)  
   • Reflective Journal email to University Supervisor  
   • Daily Lesson Plans  
   • Formal Lesson Plan as required (ST_7) |
| 6 / 7|  • Teach full, consecutive days.  
   • Use at least four different teaching strategies in planning and implementing lessons.  |  • Weekly Schedule to University Supervisor  
   • Record of Attendance (ST_1)  
   • Reflective Journal email to University Supervisor  
   • Midterm Evaluation (ST_13)  
   • Daily Lesson Plans  
   • Formal Lesson Plan as required (ST_7) |

**Phase-Out Period**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 8    |  • Teach, but gradually transfer responsibilities back to teacher.  
   • Continue to note students’ learning needs, school culture, management, and instructional strategies.  
   • Conference with university supervisor on video reflection – optional. |  • Weekly Schedule to University Supervisor  
   • Record of Attendance (ST_1)  
   • Reflective Journal email to University Supervisor  
   • Unit Plan including final reflection  
   • Daily Lesson Plans  
   • Formal Lesson Plan as required (ST_7) |

**PLACEMENT #2**

**Orientation and Initial Experiences**

Cooperating teacher acclimates student teacher to the school environment. Student teacher assists teacher with duties and begins classroom instruction. Cooperating teacher models best practices.

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 9    |  **BEGIN SECOND PLACEMENT**  
   • Follow teaching guidelines for week 1 & 2. |  • Weekly Schedule to University Supervisor  
   • Record of Attendance (ST_1)  
   • Reflective Journal email to University Supervisor  
   • Daily Lesson Plans  
   • Formal Lesson Plan as required (ST_7) |
| 10   |  • Assume responsibility for teaching two curricular areas or periods and/or increase teaching responsibility.  
   • Teach at least 3 - 4 complete half-days.  
   • Begin teaching unit when appropriate.  
   • Behavioral Assessment & Intervention. |  • Weekly Schedule to University Supervisor  
   • Record of Attendance (ST_1)  
   • Reflective Journal email to University Supervisor  
   • Daily Lesson Plans  
   • Formal Lesson Plan as required (ST_7) |
**Independent Teaching**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 11   | Teach a minimum of a half-day every day this week. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Unit Plans  
Daily Lesson Plans  
Formal Lesson Plan as required (ST_7) |

**Full – Time Independent Teaching**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 12 / 13 | Teach full, consecutive days.  
Teach at least four lessons focusing on specific learning strategies | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Unit Plans including final reflection  
Daily Lesson Plans  
Formal Lesson Plan as required (ST_7) |
| 14 / 15 | Teach full, consecutive days. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Final Self-Evaluation (ST_13)  
Daily Lesson Plans  
Formal Lesson Plan as required (ST_7) |

**Phase-Out Period**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 16   | Transfer responsibilities back to cooperating teacher.  
Visit 2 - 4 classrooms and observe other teachers, if applicable.  
Complete all required paperwork.  
Submit required paperwork to OFE including Record of Attendance (ST_1), Program Evaluations (ST_8), and Final Evaluations (ST_13)  
Positive Impact Presentation | Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Final Self-Evaluation (ST_13)  
Student Teaching Program Evaluation (ST_8) – for both placements. |
For Special Education Student Teachers  
(with two placements)

ELEMENTARY PLACEMENT – PLACEMENT #1

Orientation Phase
Cooperating teacher acclimates student teacher to the school environment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>▪ Learn the school’s policies and procedures.</td>
<td>▪ Weekly Schedule to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>▪ Meet other faculty members and support staff.</td>
<td>▪ Record of Attendance (ST_1)</td>
</tr>
<tr>
<td></td>
<td>▪ Learn fire drill and other emergency procedures.</td>
<td>▪ Reflective Journal email to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>▪ Learn building and classroom and procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Learn students’ names or devise a method for learning names if multiple sections are taught.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Handle non-instructional routines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Identify unit to be taught and when they will be taught.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Observe and take notes on the management and discipline strategies used by the cooperating teacher(s). Additionally observe and note collaborative relationships between colleagues and procedures and practices for integrating students with disabilities into the general education curriculum and classrooms. Also note incidents that illustrate the school’s climate. Continue to take notes of these items throughout the teaching experience.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Observe students and how disabilities impact student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Meet with cooperating teacher to determine student for FBA/BiP.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>▪ Assume responsibility for teaching one curricular area.</td>
<td>▪ Weekly Schedule to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>▪ Become familiar with IEP goals for students</td>
<td>▪ Record of Attendance (ST_1)</td>
</tr>
<tr>
<td></td>
<td>▪ Become familiar with data collection procedures and informal assessment schedules and procedures.</td>
<td>▪ Reflective Journal email to University Supervisor</td>
</tr>
<tr>
<td></td>
<td>▪ Plan and teach required Lesson #1</td>
<td>▪ Lesson Plan including reflections (ST_7a)</td>
</tr>
<tr>
<td></td>
<td>▪ Confer daily with cooperating teacher on lessons taught.</td>
<td>▪ FBA using ST_5</td>
</tr>
<tr>
<td></td>
<td>▪ Continue writing in the Reflective Journal email to University Supervisor on school culture, management, and instructional strategies.</td>
<td>▪ Daily Lesson Plans (as appropriate)</td>
</tr>
<tr>
<td></td>
<td>▪ Begin writing unit plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Begin collecting and documenting artifacts for portfolio.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Conduct FBA for selected student.</td>
<td></td>
</tr>
</tbody>
</table>
**Independent Teaching**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 3    | Assume responsibility for teaching two curricular areas or periods and/or increase teaching responsibility. | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Lesson Plans including reflections (ST_7a)  
Unit Plan (ST_2)  
BiP using ST_6  
Daily Lesson Plans (as appropriate) |
|      | Teach at least 3 - 4 complete half-days.                                         |                                                                                      |
|      | Teach unit when appropriate.                                                     |                                                                                      |
|      | Conduct at least one informal assessment and collect data for IEP progress       |                                                                                      |
|      | Continue collecting and documenting artifacts for portfolio                      |                                                                                      |
|      | Plan and teach required Lesson #2                                               |                                                                                      |
|      | Write and begin implementation of BiP with data collection plan.                 |                                                                                      |

**Full – Time Independent Teaching**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 4/5  | Continue implementation of BiP  
Teach at least 2 – 3 full days.  
Teach a minimum of a half-day every day this week.  
Continue to write about students’ learning needs, school culture, management, and instructional strategies.  
Plan and teach required Lesson #3 and 4  
Continue collecting and documenting artifacts for portfolio  
Conduct informal assessments and collect data for IEP progress in at least three content areas or domains | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Lesson Plans including reflection (ST_7a)  
Daily Lesson Plans (as appropriate) |
| 6/7  | Teach full, consecutive days.  
Continue collecting and documenting artifacts for portfolio  
Prepare all components of IEP for IEP Meeting | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Midterm Evaluation (ST_13) *if first placement  
District or ISBE IEP Forms  
Daily Lesson Plans (as appropriate) |

**Phase-Out Period**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 8    | Teach, but gradually transfer responsibilities back to teacher.  
Continue to note students’ learning needs, school culture, management, and instructional strategies.  
Conference with university supervisor on video reflection – optional.  
Conclude BiP  
Conclude unit teaching with reflection | Weekly Schedule to University Supervisor  
Record of Attendance (ST_1)  
Reflective Journal email to University Supervisor  
Unit Plan including final reflection |
**SECONDARY PLACEMENT – PLACEMENT #2**

**Orientation and Initial Experiences**
Cooperating teacher acclimates student teacher to the school environment. Student teacher assists teacher with duties and begins classroom instruction. Cooperating teacher models best practices.

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 1    | • Learn the school’s policies and procedures.  
     • Meet other faculty members and support staff.  
     • Learn fire drill and other emergency procedures.  
     • Learn building and classroom and procedures.  
     • Learn students’ names or devise a method for learning names if multiple sections are taught.  
     • Handle non-instructional routines.  
     • Identify unit to be taught and when it will be taught.  
     • Observe and take notes on the management and discipline strategies used by the cooperating teacher(s). Additionally observe and note collaborative relationships between colleagues and procedures and practices for integrating students with disabilities into the general education curriculum and classrooms. Also note incidents that illustrate the school’s climate. Continue to take notes of these items throughout the teaching experience.  
     • Observe students and how disabilities impact student learning.  
     • Meet with cooperating teacher to determine student for FBA/BiP. | • Weekly Schedule to University Supervisor  
• Record of Attendance (ST_1)  
• Reflective Journal email to University Supervisor  
• Unit Plan (ST_2) |
| 2    | • Become familiar with IEP goals for students wit ELN in the placement  
     • Become familiar with data collection procedures and informal assessment schedules and procedures.  
     • Plan and teach required Lesson #5.  
     • Confer daily with cooperating teacher on lessons taught.  
     • Continue writing in the Reflective Journal email to University Supervisor on school culture, management, and instructional strategies.  
     • Assume responsibility for teaching if two curricular area(s) or period(s) and/or increase teaching responsibility.  
     • Teach at least 3 - 4 complete half-days.  
     • Conduct FBA for selected student. | • Weekly Schedule to University Supervisor  
• Record of Attendance (ST_1)  
• Reflective Journal email to University Supervisor   
• Lesson Plans including reflections (ST_7a)  
• FBA (ST_5)  
• Daily Lesson Plans (as appropriate) |

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 3    | • Assume responsibility for teaching two curricular areas or periods and/or increase teaching responsibility.  
     • Teach at least 3 - 4 complete half-days.  
     • Conduct at least one informal assessment and collect data for IEP progress  
     • Implement Functional Behavioral Assessment Intervention and begin collecting & charting data  
     • Continue collecting and documenting artifacts for portfolio  
     • Plan and teach required Lesson #6  
     • Teach unit when appropriate  
     • Write and begin implementation of BiP with data collection plan. | • Weekly Schedule to University Supervisor  
• Record of Attendance (ST_1)  
• Reflective Journal email to University Supervisor  
• Lesson Plans including reflections (ST_7a)  
• BiP (ST_6)  
• Daily Lesson Plans (as appropriate) |
Full – *Time Independent Teaching*

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 4/5  | Continue implementation of BiP  
      | Teach full, consecutive days.  
      | Plan and teach required Lesson #7 and #8  
      | Schedule conference with university supervisor on video reflection. | Weekly Schedule to University Supervisor  
      | Record of Attendance (ST_1)  
      | Reflective Journal email to University Supervisor  
      | Lesson Plans including reflections (ST_7a)  
      | Unit Plans including final reflection  
      | Daily Lesson Plans (as appropriate) |

| 6/7  | Teach full, consecutive days.  
      | Conclude Functional Behavioral Assessment Intervention data collection and summarize the results.  
      | Prepare all components of an IEP for IEP Meeting. | Weekly Schedule to University Supervisor  
      | Record of Attendance (ST_1)  
      | Reflective Journal email to University Supervisor  
      | Final Self-Evaluation (ST_13)  
      | District or ISBE IEP forms  
      | Daily Lesson Plans (as appropriate) |

**Phase-Out Period**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Guidelines</th>
<th>Required Assignments</th>
</tr>
</thead>
</table>
| 8    | Gradually transfer responsibilities back to cooperating teacher.  
      | Visit 2 - 4 classrooms and observe other teachers, if applicable.  
      | Complete all required paperwork.  
      | Submit required paperwork to OFE including Record of Attendance (ST_1), and Final Evaluations (ST_13)  
      | Conclude BiP  
      | Conclude unit teaching with reflection | Record of Attendance (ST_1)  
      | Reflective Journal email to University Supervisor  
      | Final Self-Evaluation (ST_13)  
      | Student Teaching Program Evaluation (ST_8) – for both placements. |


**STUDENT TEACHING DOCUMENTATION REQUIREMENTS**

**Reflective Journal**

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

The weekly journal entry is confidential between the student teacher and the University Supervisor. The Cooperating Teacher is not involved in the Reflective Journal process.
Record of Attendance (ST_1)

1. Student teachers are to complete a Record of Attendance (ST_1) for each week or partial week of student teaching activity. The original copy is required for completion of student teaching and must be submitted to the Office of Field Experience at the end of the semester.

2. This is the official documentation for credentialing purposes and should be treated seriously. The student teacher should be sure to number only those days in attendance.

3. Both the student teacher and cooperating teacher(s) are to sign the ST_1 form to certify attendance and the joint planning indicated on the form.

Weekly Schedule

All weekly schedules and reflections must be submitted by the date and time requested by the university supervisor.

Unit Planning (ST_2) and Unit Matrix (ST_2A)

The student teacher is expected to plan and teach at least two units during the course of the student teaching experience. One of these may be based upon a class text/curriculum already in use in the classroom. The second should be planned entirely outside of the use of a class text if possible.

The student teacher is expected to do a detailed outline including daily objectives, teaching strategies, and assessments for the entire unit before teaching the first lesson. The cooperating teacher and university supervisor must approve the unit before it is implemented. Individual lesson plans should not be written before the unit outline has been approved. In keeping with best practice, it is understood that the unit will be revised to meet the needs of individual learners once instruction has begun. Flexibility and willingness to make revisions as the students respond are expected of all teachers. One overall goal is to assist and enhance student learning, rather than to simply get through a body of material. It is the difference between "teaching the book" and "teaching the students."

For Special Education Candidates:
1 Unit of Learning Strategies for mild disabilities placement
1 Unit of Functional Skills for moderate/serve disabilities placement.

Lesson Planning (ST_7 or ST_5)

Each student teacher is expected to provide a detailed lesson plan to the Supervisor or Cooperating Teacher prior to each formal observation. Eight complete Concordia format lessons plans are required during the semester.

The forms for Lesson Planning are available on the Concordia website at: http://www.cuchicago.edu/academics/colleges/college-of-education/publications-and-forms/ or The Concordia Connect Portal – Teacher Education Initial Certification Group Links.

Each formal lesson plan should include several well-written measurable objectives and should include objectives in the various learning domains. The evaluation of learning will seek to measure whether objectives are met. The third page of the lesson plan containing the reflective self-assessment must be completed for each of the required 8 full-length lesson plans, after each lesson taught.

Initial lesson plans should be written out in great detail in order to assist in thinking through the teaching process. A rough "task analysis" is helpful at first, listing all the steps in the lesson and connecting them to the eventual objective before writing them in final form. Procedures should include anticipatory set,
steps in guiding and learning, independent practice, conclusion and evaluation of learning. A formal lesson plan must be available for all scheduled observations.

During weeks 2-15 student teacher will complete the “Daily Lesson Plan” form to organize and plan their own parts of each school day. A purchased Lesson Plan book may be used.

If late submission of lesson plans or inadequate planning becomes a recurrent problem, the cooperating teacher should inform the University supervisor. If this problem persists, it may result in termination of the student teaching assignment.

**Functional Behavioral Assessment (FBA) (ST_5) and Behavior Intervention Plan (BiP) (ST_6)**

Each special education candidate will complete 1 FBA and 1 BiP during each placement. Candidate and cooperating teacher will jointly identify the student for the FBA/BiP.

Each FBA will include at least three observations with anecdotal notes that describe the Antecedents, the Behaviors and the Consequences (ABC) of the inappropriate behavior. Once a target behavior has been identified, the candidate will operationally define the target behavior and collect data on the frequency and/or duration of the behavior. The student must be observed at least three times using one of the following accepted collection techniques: event, duration, interval recording, or time sampling.

Completion of data collection will produce a baseline of the frequency and intensity of the target behavior. ABC information is also needed to complete the analysis of the function of the behavior. The data must be analyzed and a hypothesis formed as to the function that the behavior holds for the student. Once the function is hypothesized, a socially appropriate behavior which will hold the same function and can be taught to replace the inappropriate behavior. Once the hypothesis is formed, the Behavior Intervention Plan (BIP) will be developed. The plan should help the student to be more successful in school and may target behaviors such as the use of profanity, refusal to participate, rocking, or inappropriate hugging.

A data collection system must be created which includes the objective(s) of the BIP, the operational definition of the target behavior, and an explanation or key which identifies the coding procedures of the data collection. The BIP must be implemented and data collected and graphed for at least three consecutive weeks during the secondary placement.

**Student Teaching Program Evaluation (ST_8)**

The candidate must submit this form to the Office of Field Experience at the end of the semester. Because of the confidential nature of the material on the program evaluation, the form must come directly to the Office of Field Experience and not be submitted to the University Supervisor or the Cooperating Teacher.

**Portfolio**

During the professional semester, each candidate will submit seven artifacts into a Blackboard Portfolio site. The artifacts are: Resume, Philosophy, Unit Plan and Matrix, Classroom Management Plan, Assessment Plan, Conceptual Framework Reflective Essay, and a Positive Impact Presentation. Details about these artifacts will be discussed in depth during the student teaching seminars. The artifacts are requirements taken from program coursework.
Student Teaching Seminars

Student teaching includes participation in a series of on-campus seminars during the Professional Semester/Internship. Attendance is mandatory and may only be excused by the Director of the Office of Field Experience. A schedule of the seminar dates will be distributed at the Entrance Seminar. Seminars will include face to face meetings with the Professors of the Online Classroom Management and Assessment Courses. The artifacts are taken from existing coursework requirements.

Entrance Seminar

This required orientation includes organizational tasks, as well as introductory activities that help to set the stage for the transition from university candidates to student teachers. Student teachers must report to their school site on the morning of the Entrance Seminar, and arrange to leave in time to arrive at Concordia at 1:00 pm. If the student teaching site is located more than one hour from Concordia, please contact the Director of the Office of Field Experience to discuss a modification in your schedule. Near the end of this seminar, student teachers will meet with their University Supervisors. Cooperating Teachers are invited to a reception and informational session at the end of that afternoon.

Additional Seminars

Three other mandatory seminars will be held on campus during the student teaching experience. Dates and topics will be provided to student teachers at the Entrance Seminar.

Tips on Professionalism

1. **Respect:** It is very important to remember that a student teacher is a guest in the school. Although a student teacher might disagree with policies or procedures in a building; he or she is in no position to offer opinions.

2. **Confidentiality:** Student teachers often find themselves in situations where private information is shared. Maintaining confidentiality is critical to developing a professional role in the school.

3. **Appearance:** A student teacher’s dress and hygiene reflect his or her level of professionalism. A student teacher should always try to project a professional image.

4. **Dealing with problems:** If a problem occurs, a student should remember:
   a. Communicate constructively with other professionals in the building.
   b. Contact the University Supervisor immediately.
   c. Do not leave the school

Assessment of Student Teachers

The assessment of student teachers is designed to ensure that pre-service teachers who complete any of Concordia University's teacher education programs demonstrate professional integrity, competence, and leadership to those they teach and serve. Candidates are assessed in the following ways:

**Observations by Cooperating Teachers and University Supervisors**

Cooperating teachers and university supervisors are expected to give student teachers appropriate and professional feedback on their teaching performance. Evaluation of student teaching performance involves a number of categories, each linked to a national and state standard and Concordia's Conceptual Framework. The form titled “Professional Semester/Internship Observation Report ST_9” should be the basis for discussions of the student teacher’s effectiveness in the classroom. Candidates
are expected to strive for continuous improvement of their skills and competence. Copies of all classroom observation reports, signed by the evaluator and the student teacher, should be given to the University Supervisor.

**Mid-Term and Final Assessment**

The “Professional Semester/Internship Evaluation Form ST_13” is used for both the midterm and final evaluation. This allows the university to have some measure of the student teacher’s growth and adherence to performance standards. These forms are due into the Office of Field Experience at the midpoint of the student teaching experience and at the end of the semester. The Mid-Term and Final assessments need to be completed by the Student Teacher, the Cooperating Teacher, and the University Supervisor, and all reports need to be submitted to the Office of Field Experience. Forms need to be signed by the evaluator and the student teacher.

**Grading of Student Teaching:**

Undergraduate candidates receive a grade of satisfactory (S) or unsatisfactory (U). Graduate candidates are qualitatively evaluated with a letter grade of A (excellent), B (good), C (fair), D (poor), or F (failing). An overall rating of “1” or “2” on any standard on the final evaluation form (ST_13) may result in an unsatisfactory grade in student teaching (“U” for undergraduate or “D” or “F” for graduate candidates.)

Grades in student teaching will be evaluated on the basis of the following general criteria:

- Personal qualities
- Effective planning
- Knowledge of subject material
- Teaching methods and materials
- Evaluation and follow-up
- Classroom management
- Professionalism in attitude and relationships
- Involvement in school activities

An "Unsatisfactory" grade may be assigned where deficiencies are observed in the above and/or
- Excessive absences (excused or not excused)
- Incomplete written assignments
- Incomplete planning
- Unsatisfactory teaching
- Weak content area background
- Unprofessional behavior

Other grade designations that may be utilized as the situation warrants are:

**Withdrawal** - a candidate may withdraw from student teaching due to change of program (See the Concordia Bulletin for details) or due to extraordinary personal circumstances.

**Incomplete** - Lengthy excused absence (illness or extraordinary personal circumstances), unfinished written work or situations in which a brief additional period of student teaching is necessary to earn "Satisfactory" standing may warrant assignment of an incomplete. Completion of an incomplete is subject to the policies listed in the Concordia Bulletin.
**Failure** - Lack of ability to demonstrate potential to gain competencies previously listed may warrant a failing grade. This designation is usually given after the candidate has been given the opportunity to repeat the professional semester or portions thereof.

If a cooperating teacher and/or school administrator and/or university supervisor believe that a passing grade is in jeopardy, the candidate and the Director of the Office of Field Experience will be informed of the situation as soon as possible.

No final decision on any assessment other than passing grade will be made prior to consultation between the Cooperating Teacher, the University Supervisor, the Director, Office of Field Experience, and the student teacher. Any such situation should be brought to the attention of the Director of Field Experience by mid-term so that steps may be taken to remediate the situation.

**Repeating the Student Teaching Internship:**

The College of Education does not permit teacher candidates who complete the 16 week internship but fail to receive a passing grade to enroll in the next Student Teaching Internship without submitting to a review. Prior to submitting a new application for admission to the Student Teaching Internship the candidate is required to meet with the Teacher Candidate Counseling Board for review of their internship record and assessments. Following a review, the Board may determine to give permission to the student to apply for a second attempt.

The Teacher Candidate Counseling Board must agree to support a candidate’s re-application to the Teacher Education Admission Council. As part of the application process, the “Board” may provide the candidate with a written plan for remediation in the areas of weakness identified during previous field and clinical experiences. A remediation plan may require counseling, additional field work, additional coursework, or other remediation steps to be carried out successfully before a new application is submitted for admission. The Teacher Education Admission Committee has the responsibility in these cases to make the final determination whether or not the teacher candidate should be admitted to repeat the Student Teaching Internship. No credit is awarded for a grade of failure earned for the Student Teaching Internship.

**Termination of Student Teaching Internships:**

Student Teacher Interns who are removed from student teaching internship assignments by the host school or College of Education supervising faculty and staff for unprofessional conduct, commission of a felony or misdemeanor, insubordination or incompetent performance as a teacher candidate are not permitted to continue in Teacher Education Preparation Programs at Concordia University Chicago. No credit is awarded for failure to complete the Internship.

Teacher Candidates who have been terminated may request a review of their record by the Teacher Candidate Counseling Board. Upon review of the former candidate’s record, the Board may find just cause to extend an invitation to the former student teacher intern for a hearing. The purpose of such hearings is to determine if the candidate was dismissed without sufficient cause. The Board has the responsibility to provide due process for candidates who have been terminated from teacher candidate internships without just cause. The Teacher Candidate Counseling Board may recommend the candidate appeal to the Dean, College of Education. Candidates are hereby notified that all documents become part of their permanent academic record in the College of Education.
Business Information

Communication

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

Legal Status of Student Teachers

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

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

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

Unplanned School Closing

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

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

Concordia candidates should avoid advocating any view in regard to a job action on the part of teachers, administrators, parents, and so forth, in a particular school. They will certainly be aware of the dynamics of a situation, but should not become personally involved. It may reflect negatively on the university. During any work stoppage, Concordia candidates shall not act as substitute personnel in any capacity in that particular school.

Health Insurance Coverage

Concordia University’s Student Health Insurance program covers the student teaching experience (Professional Semester). This insurance:

1. Covers many of the expenses associated with an injury.
2. Covers many of the medical expenses if a candidate is hospitalized, including a percentage of a surgeon's bill. There is no coverage of diagnostic work unless
candidates are hospitalized, nor coverage for treatment of conditions predating the purchase of the policy. Coverage is from the beginning of the academic year through August 31 of the next year. Student services could be contacted for more information.

**FACULTY APPROVAL FOR GRADUATION**

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

**CERTIFICATION REQUIREMENTS**

Candidates who finish entitled State of Illinois teacher education programs must be recommended to the State Board of Education by the Certification Officer of Concordia University. The State of Illinois certification requirements include the passing of the three tests: (1) Illinois Test of Basic Skills; (2) Early Childhood, Elementary, Secondary or Specialist Subject Matter Tests; and (3) Assessment of Professional Teaching Test (APT). These tests must be taken and passed before a state teaching certificate can be issued. It is recommended that all student teachers take the APT Test early in their Student Teaching Semester. Information on these tests is available at www.icts.nesinc.com or from the Office of Field Experience.

In order to be certified to teach in the schools of the State of Illinois, a person must be of good character, in sound health, and at least 19 years of age. A person who is not a citizen of the United States can be certified, but if citizenship is not obtained within two years after the certification is granted, the state may revoke the certification.

**ACADEMIC HONESTY**

It is expected that all candidates will be honest in all coursework and in all dealing with Concordia University. Please refer to the Concordia Student Handbook for specific guidelines.

**CAREER PLACEMENT**

The Education/Synodical Placement Office and Career Services of Concordia University assists candidates with placements in both Lutheran and Public teaching positions. The Education/Synodical Placement Office and Career Services act as a credential depository. A student’s teaching credential file, consisting of basic information about the individual, student teaching evaluations, letters of recommendation, and the Philosophy of Teaching and Learning, are maintained for a limited period of time. Copies of credentials may be requested to be sent to prospective employers.

**PUBLIC SCHOOL PLACEMENT**

The Career Services Office assists in the placement of public education candidates. The office provides specifically designed placement forms to be completed by the candidate. These are kept on file and mailed to potential employers at the request of the candidate. To take advantage of this service, all public education candidates should register with Career Services. Registration materials may be obtained at that Office. Contact Sara Dahms at (708) 209 – 3029 / Sara.Dahms@CUChicago.edu.

The office maintains a bulletin board listing of employment opportunities in public and private education. All prospective public education candidates are encouraged to investigate these notices. The Concordia website at http://www.cuchicago.edu/career_services/ provides a listing of all of the teaching vacancies that are sent to the office.
SYNODICAL PLACEMENT

The Director of Placement serves as an extension of the Board of Assignments of The Lutheran Church - Missouri Synod in bringing candidates and congregations together in accordance with procedures established by the Board of Assignments. For specific information on placement activities, Lutheran teacher education candidates are advised to register with the Education/Synodical Placement Office. Contact Mark Waldron at (708) 209 – 3031 / Mark.Waldron@CUCHicago.edu.

SUPPORT SERVICES

SPIRITUAL COUNSELING

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

SCHMIEDING PERSONAL COUNSELING CENTER

Successful work at the university calls for appropriate adjustments to many new situations. The Schmieding Center serves as a supplement not as a duplication of the other counseling opportunities on campus. Professional counselors are available to all Concordia candidates who may desire or need help in the understanding of personal, emotional, or certain types of educational problems and their solutions. Complete confidentiality of information shared with a counselor is maintained at all times. Information cannot be disclosed to any person or agency without the written consent of the candidate.

THE TEACHER EDUCATION INITIAL CERTIFICATION GROUP

Concordia Connect Portal

This portal group will keep everyone up to date on upcoming meetings, events, and deadlines. If you are a teacher education candidate, you will receive News, Announcements, and Teacher Education Calendar Events.

Through Links, Messages, News, Announcements, Files, and Photos, you can post information fellow teaching candidates might find helpful. There are Chat Rooms and Message Boards available, where you can communicate with fellow teacher candidates about your experiences.

Log into the Portal at https://connect.cuchicago.edu/cp/home/displaylogin or go to http://www.cuchicago.edu/, click on Quick Links and drag down to Concordia Connect Portal, which will take you to the Portal login page. Once there:
1) Go to upper right corner of the screen, click on Groups
2) Click Teacher Ed Initial Cert
3) On the left hand side of the new box that opens there will be a list:
   • Announcements – Posted here will be short term news, meeting dates, reminders, etc.
   • News - Posted here will be long term news, meeting dates, reminders, etc
   • Photos
   • Links – Posted here will be links to all the forms and information needed for the Initial Certification Program.
   • Files
   • Message Board
Calendar – Watch your calendar for upcoming events, deadlines, and meetings. Please note that you must be on the Initial Teacher Ed Cert list to have these dates come to your calendar automatically. In order to receive the calendar information automatically you have to subscribe to the calendar. To do that, click on the little grey box in the upper-right corner (with the little diagonal pencil in it) in My Calendar. Then choose the Teacher Ed Initial Cert group calendar and click Save Changes.

Another way for student teachers to find all the forms and some of the information is by going to the Form Repository in the Concordia Connect Portal site.

1) Go to the Resources Tab, located on the upper left of your screen click on Resources
2) Located in the middle on the screen is the Form Repository, you can either search by category or title, or you can scroll down to College of Education.

Please be aware that if you are not on the Teacher Ed Initial Certification Group list you will not receive Announcements, News, and the Calendar of Events. If you do not have access to this group, please contact Cougarnet at x 3131 to be added. If you have any questions about the Teacher Education Initial Certification group, please contact Cathy Nessling, Administrative Assistant in the Office of Field Experience. x3086
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