



*GUIDE TO FIELD-BASED  
ASSIGNMENTS  
IN TEACHER EDUCATION AT  
ELMHURST UNIVERSITY*

*August, 2020*

*Updated 7/2020*

## DEPARTMENT OF EDUCATION MISSION

*The Department of Education at Elmhurst University is committed to the preparation of knowledgeable and caring teachers for a global society. Through collaboration and diverse practice-centered experiences, we strive to prepare educators to be dedicated, ethical leaders in their learning communities. (revised 2010)*

The Department's mission statement describes qualities of teachers that all PK-12 students need: knowledgeable and caring teachers for our rapidly changing global society. Each undergraduate and graduate teacher education program integrates content specialization, professional knowledge, and practice-centered learning. Teacher preparation programs at Elmhurst University take place within the context of liberal education. For program candidates, this underscores the interdependence among theory, research, and practice, and positions our candidates to be advocates for students and leaders in our profession.

*Elmhurst University inspires its students to form themselves intellectually and personally and to prepare for meaningful and ethical work in a multicultural, global society.*  
from the Elmhurst University Mission Statement (2009)

## 2013 DEPARTMENT OF EDUCATION UNIT GOALS & OUTCOMES (endorsed 06.11.13)

*Goal #1:* Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world.

Outcome 1A: Candidates will demonstrate subject area content knowledge in planning, instructional delivery, and assessment. (IPTS 2 & 5)

Outcome 1B: Candidates will apply culturally relevant pedagogical content knowledge in planning, instructional delivery, and assessment. (IPTS 2 & 5)

Outcome 1C: Candidates will use best practices in literacy so all students can acquire subject area content knowledge. (IPTS 6)

*Goal #2:* Apply differentiation, evidence-based practices and assessments, and innovative technologies to meet the characteristics and needs of all students.

Outcome 2A: Candidates will apply differentiation and evidence-based practices to address the diverse characteristics and needs of all learners (IPTS 1 & 3)

Outcome 2B: Candidates will use developmentally-appropriate teaching strategies and innovative technologies that encourage critical thinking and problem solving. (IPTS 5)

Outcome 2C: Candidates will use a variety of assessments to identify and evaluate learning targets by analyzing data to make instructional decisions. (IPTS 7)

*Goal #3:* Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning to become lifelong learners, critical thinkers, and responsible citizens.

Outcome 3A: Candidates will use effective communication, organization, and behavior management strategies to support a safe and healthy learning environment. (IPTS 4)

Outcome 3B: Candidates will implement strategies to successfully engage all students in purposeful learning. (IPTS 4)

*Goal #4:* Collaborate with students, families, colleagues, and community members to create learning communities that value diversity.

Outcome 4A: Candidates will engage families while creating learning experiences that value diverse student needs. (IPTS 8)

Outcome 4B: Candidates will collaborate with colleagues to create and sustain supportive learning environments. (IPTS 8)

Outcome 4C: Candidates will use community resources to expand learning opportunities. (IPTS 8)

*Goal #5:* Act as reflective and ethical professionals who are committed to schools and the profession.

Outcome 5A: Candidates will use reflective practices that directly contribute to student learning and development. (IPTS 8)

Outcome 5B: Candidates will advocate for students and their families. (IPTS 9)

Outcome 5C: Candidates will demonstrate leadership as part of their ethical responsibility to their colleagues and the profession. (IPTS 9)

## **DEPARTMENT OF EDUCATION: WHO ARE WE?**

*"...The most urgent need of the present generation. . . is light and warmth, the light of knowledge and the warmth of high ideals."*

H. Richard Niebuhr, 6th President of Elmhurst College

Founded in 1871 as a pre-seminary, Elmhurst University has a history of preparing students for lifetimes of professional achievement. As faculty of a University founded in the liberal arts tradition, we believe that all teachers should reflect a compassionate philosophical framework supported by strong theoretical and empirical knowledge of human learning and development and unwavering respect for human diversity. All teachers are responsible for demonstrating the highest levels of commitment to students and their families. Using a repertoire of teaching methods and technologies, every Elmhurst University teacher strives to promote love of life-long learning and responsible citizenship in our local and global communities.

### **CORE VALUES**

The values of the Department of Education at Elmhurst University provide the foundation for all of our professional interactions and teacher education programs.

#### **Collaboration**

We value collaboration as the basis for developing and sustaining strong relationships with students, school partners, families, colleagues, and program alumni and alumnae.

#### **Integrity**

We believe integrity is essential for continued growth and development of the members of our profession.

#### **Practice-centered Teaching & Learning**

We value teaching and learning experiences grounded in research-based practices and real-world applications.

#### **Professional Excellence**

We achieve excellence through on-going professional development, scholarship, and participation in collaborative learning communities.

*"A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all, they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worthwhile."*

John Dewey

From *Experience and Education*, 1938

# GUIDE TO FIELD-BASED ASSIGNMENTS IN TEACHER EDUCATION AT ELMHURST UNIVERSITY

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*All field-based assignments at Elmhurst University are directed by the course professor. Assignments in 100/200-level courses typically involve observing, interviewing, and working with individual or small groups of students. Assignments at the 300/400-level will also involve planning, instructional delivery, and assessment of larger groups and the whole class. Field-based assignments are important programmatic assessments because the feedback teacher candidates receive about their field participation helps to evaluate their readiness for student teaching.*

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All candidates must document multiple and varied field experiences in diverse school settings on their Field Experience Spreadsheets. Candidates also must document field experiences at different schools and in grade levels that span their licensure area(s). Candidates should maintain copies of the ILLINOIS SCHOOL REPORT CARD for each school in which they complete experiences. The report card provides information on the percentage of students by gender, racial/ethnic background, low-income status, limited English proficiency, and special education services. A minimum of 50 field experience hours in schools with diverse student populations is required toward the 100 hours of field experiences prior to student teaching.

## Department of Education Diversity Statement

According to the Illinois State Board of Education clinical experience should bring the candidate “into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.” Retrieved from: <http://isbe.net/rules/archive/default.htm> (Amended at 40 Ill. Reg. 4940, effective March 2, 2016)

Our goal is that upon completion of the teacher education program, the candidate will be able to collaborate with a variety of students, families, colleagues and community members. Teacher candidates will be able to learn from and contribute to a variety of communities, perspectives, ways of learning, and languages which could include diversity in race, ethnicity, gender, socio-economic status, languages (including dialects of English and world languages), abilities, cultural and faith-based ways of thinking. This is not an exhaustive list, but represents our mission to help our teacher candidates see the world within multiple paradigms. We expect candidates to largely achieve these outcomes through clinical experiences coupled with instructional support. Instructional settings include but are not limited to public, charter, rural, urban, and suburban schools. Community-based experiences include but are not limited to school board meetings, curriculum events, parent teacher conferences, home visits, extra-curricular and community educational events. This, too, is not an exhaustive list, but frames our commitment to teacher candidates’ learning from and through the lives of others and within the contexts that create a variety of learning experiences.

The Department of Education requires teacher candidates to complete forty or more hours with a variety of student populations and educational settings, which include racial, ethnic, gender, socio-economic, and/or linguistic diversity different from their own. Within those demographics, teacher candidates must attend to the ways in which learning abilities (e.g. gifted/academically talented, learning and intellectual disabilities, developmental delay, etc.) are represented within teaching and learning. In the Department of Education, all students participate in a variety of learning experiences, including clinical work in school and community settings. Teacher education courses are designed to connect clinical work to the conceptual frameworks and research on best practices.

### *Types of field assignments.*

There are two types of field experiences:

- (a) Observation experiences include watching instructional interactions or school activities and interviewing teachers or school staff, or attending extracurricular activities in P-12 or transitional settings.
- (b) Participation experiences include interacting one-on-one, in small groups, or in whole-class instruction with P-12 or transitional students during a required attendance day for students. During field participation a teacher candidate may be leading or assisting with instruction under the supervision of a licensed educator.

Field experiences counted toward a course requirement must be completed during the academic term in which the teacher candidate is enrolled in the course.

Teacher candidates must complete a minimum of 100 hours of field experiences prior to student teaching. Most candidates exceed these minimal requirements. At least 50 hours must be documented in diverse field experiences. Every teacher candidate’s field experiences should extend beyond the time needed to complete assignments. Each education course requires field experiences. Teacher candidates are expected to work with a licensed teacher to apply knowledge and skills from their courses in a field site throughout the semester. Teacher candidates

should create a regular schedule with their mentor teacher(s) so they are attending/participating at the field site on a weekly basis. The field hours will be recorded on the Field Experience Verification (FEV) forms for each course. These course-based field hour requirements may be increased in practicum courses (e.g., EDU 121, EDU 421, EDU 445).

- At least 80 participation hours are required.
- At least 50 hours must be documented in schools representing diverse student populations (school student population information may be found on the ISBE SCHOOL REPORT CARD).
- Specific grade level requirements for the teacher education program are met (i.e., preschool, elementary, middle school, high school.)
- All pre-student teaching fieldwork is documented on the FIELD EXPERIENCE SPREADSHEET
- All documented fieldwork must have been completed in settings that did not represent a professional conflict of interest.

**Fieldwork in private schools or educational settings.** Teacher education programs have different policies regarding field experience hours completed in private settings. Teacher candidates should contact the Program Director regarding any questions about the use of field hours in private educational settings. (See page 6, *FIELD EXPERIENCE SPREADSHEET DIRECTIONS*).

**Requirements for field-based assignments.** All teacher candidates working with PK-12 and transitional students must provide, upon request, proof of their most recent Fingerprint Background Check to hosting schools or University faculty coordinating field placements. The University's policy on criminal background checks is reproduced in this *Guide*. Individual school districts may require additional checks or medical documentation and the teacher candidates are responsible for providing them.

Each teacher education program's curriculum is designed to guide teacher candidates through a series of "essential" assignments. These assignments are the most integrative and comprehensive learning experiences in each required program course. Many program assignments involve field-based participation over several weeks. The program assignments are listed as part of this *Guide*, but additional field assignments may be required.

For each course in Education, the teacher candidate will provide the mentor teacher with a letter from the course professor that explains the field requirements for the entire term. The mentor teacher also will receive a *Field Evaluation & Verification* (FEV) form, which is used to verify the completion of each field assignment. **During the teacher candidate's first visit to the school each term, all information on assignments for the entire semester should be shared.** A sample professor letter and FEV are provided as part of this *Guide*.

Professors will place their contact information in their letters to mentors. Mentor teachers should contact professors with questions or suggestions about field assignments to better meet P-12 students' needs and enhance the field experience for the teacher candidate. At the beginning of each term, it is important for mentor teachers and teacher candidates to discuss which field assignments can be completed successfully given the classroom schedule and the assignment due dates. **It is the teacher candidate's responsibility to schedule all fieldwork in advance.** Mentor teachers who cannot help the candidate complete all field assignments in their classrooms may be able to assist candidates through professional networking with school colleagues or teachers at other schools.

**Evaluation of field assignments.** Mentor teachers provide formative evaluation on field assignments in a variety of ways. As mentioned above, the mentor teacher gives feedback on the *Field Evaluation & Verification* (FEV) form and retains the pink copy. For some participation field assignments, mentors also may be asked to complete a rubric or checklist that offers more specific comments in addition to completing the FEV. Professors review all mentor feedback for each assignment. Any mentor concerns noted on the FEV will be shared with the Program Director. The professor or the Program Director may contact the mentor teacher to discuss a candidate's field experiences. If mentor teachers have concerns about any candidate's performance, they should immediately contact the professor using the contact information that is on the mentor letter or the FEV. Mentor teachers can also contact the Program Director. A list of directors is provided at the end of this *Guide*.

If the teacher candidate **participates** in a mentor's classroom for 10 or more hours during a term, the Satellite Network Director will send an electronic *Mentor Teacher Feedback Form* at the end of the semester, which is used as formative feedback to assess growth and readiness for student teaching. This form, which works like a simple on-line survey, also provides an opportunity for the mentor teacher to request documentation of CPDUs for the mentoring experience. Feedback forms that indicate any *Unsatisfactory* ratings are followed-up by the Program Director, who contacts the hosting teacher for more information before requiring an appointment with the candidate. An example of the *Mentor Teacher Feedback Form* is included as part of this guide.

**Support from Elmhurst University.** If at any time mentor teachers need additional support or have questions or concerns that cannot be answered by the course professor, then they should contact the Director of the Satellite Network & Student Teaching, Judith Kaminski, who oversees all field experiences and serves as the Department of Education's liaison to our school partners. Ms. Kaminski can be reached at 630.617.3546 or [judithk@elmhurst.edu](mailto:judithk@elmhurst.edu).

**FIELD EXPERIENCE SPREADSHEET DIRECTIONS (only hours toward student teaching grade levels can be recorded)**

	<b>Minimum hours required by grade level for each program</b>			<b>Prior fieldwork<sup>1</sup></b>	<b>Charter Schools</b>	<b>Private Sites</b>	<b>Diverse Sites</b>	<b>Nonpaid, out of classroom or local<sup>2</sup></b>
<b>EYC Birth-2<sup>nd</sup></b>	Birth-3yr 45 Hours	PreK 3-5 yr 45 hours	K <sup>dg.</sup> -2 <sup>nd</sup> 45 hours	10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV
<b>ELM 1<sup>st</sup>-6<sup>th</sup></b>	1 <sup>st</sup> -3 <sup>rd</sup> 50 hours	4 <sup>th</sup> – 6 <sup>th</sup> 50 hours		10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV
<b>SPE K-12<sup>th</sup></b>	K-5 20 hours	6 <sup>th</sup> -8 <sup>th</sup> 20 hours	9 <sup>th</sup> -12 <sup>th</sup> 20 hours	10 hrs max. with approval		20 hrs max. with approval	50 hours minimum	25 hrs max. with FEV
<b>SEC 9<sup>th</sup> – 12<sup>th</sup> OR 5<sup>TH</sup> -12<sup>TH</sup></b>	5 <sup>th</sup> -8 <sup>th</sup> Max. of 15 hours	Early high school 30 hours	Late high school 30 hours	10 hrs max. with approval	10 hrs max. with licensed teacher	10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV
<b>MIDDLE GRADES 5<sup>TH</sup>- 8<sup>TH</sup></b>	5 <sup>TH</sup> 25 hours	6 <sup>th</sup> -8 <sup>th</sup> 20 hours	9 <sup>th</sup> -12 <sup>th</sup> 20 hours	10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV
<b>MUSIC/PE K-12<sup>th</sup></b>	K-5 25 hours	6 <sup>th</sup> -8 <sup>th</sup> 25 hours	9 <sup>th</sup> -12 <sup>th</sup> 25 hours	10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV

**All candidates must create and submit an Excel spreadsheet of their field experiences that indicates:**

- A maximum of **20 hours of observation** (i.e., additional observation hours after the first 20 need not be recorded)
- At least **80 hours of participation**.
- At least **50 hours in diverse schools** (see Diverse Experiences in Policies & Procedures section 5.1)
- **Hours may not represent any conflict of interest** unless part of an organized course activity.

<sup>1</sup> Prior field experiences must be documented on an official university/college letter or signed form. This documentation is attached to and recorded on an FEV by the candidate signed by the program director during the first semester in the program. <sup>2</sup>May include experiences such as afterschool programs, coaching, tutoring or study away; all must be supervised by licensed educators or college faculty.

Updated 7/20

# SUMMARY OF FIELD EXPERIENCE POLICIES

## THE DEPARTMENT OF EDUCATION

### ELMHURST UNIVERSITY

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The following policies insure that pre-student teaching field experiences are in clinical settings that also meet requirements for student teaching.

#### ***Teacher Performance Assessment (edTPA)***

During the first half of the student teaching term, student teachers must complete a performance-based assessment (edTPA), to demonstrate their understanding of teaching and student learning in authentic ways. It requires student teachers to develop and teach a learning segment of three to five lessons. Student teachers will collect a variety of artifacts - including learning materials, video footage of instruction, and student work - to complete three to four tasks: 1) Planning for Instruction and Assessment, 2) Instructing and Engaging Students in Learning, and 3) Assessing Student Learning. The Illinois State Board of Education mandates edTPA which must be completed prior to licensure. Student teachers must secure permission to digitally record classroom instruction from school administration, faculty, students and families/guardians. University supervisors and student teachers will provide mentors and cooperating teachers with specific guidelines related to edTPA.

#### ***Mentor Teacher Qualifications***

All mentor teachers should have a minimum of three years of full-time teaching experience, licensure in the areas of their teaching assignment(s), have demonstrated the ability and willingness to mentor a pre-clinical candidate, be directly engaged in teaching subject matter or learning activities in the required area, and hold a valid State of Illinois license. School districts may have additional requirements for serving as a mentor teacher. The Department of Education requests that only one pre-service teacher candidate or student teacher be mentored at a time.

#### ***Location of Field Placements***

Field and student teaching placements are to be with licensed teachers in Illinois **public** schools within a 25-mile radius of campus. In special areas of licensure, depending on the licensure area, a placement *may* be made in a private school with a licensed teacher.

#### ***Placements May Not Represent a Professional Conflict of Interest***

No field experience should represent a professional conflict of interest. A conflict of interest exists if a family member is employed by the school district or serves on the district's Board of Education. Candidates may not student teach in any school district they attended or the school district in which they permanently reside.

#### ***Confidentiality during Field Placements***

Teacher candidates must use pseudonyms when describing field experiences in course assignments. At no time should the identity of a school, teacher, or student be revealed, except on the forms that officially document the field experience. These forms are never permanently attached to course assignments. The professor removes all verification forms and submits them for filing in the Department of Education. Documentation is retained for five years and then shredded. Mentor teachers should use their professional judgment in following FERPA when discussing student records with teacher candidates. Teacher candidates must maintain confidentiality in all fieldwork.

#### ***Serving as a Cooperating Teacher for Student Teaching***

Teacher candidates often ask mentor teachers to host them as student teachers. Serving as mentor teacher, however, does not automatically lead to becoming a cooperating teacher for student teaching. School districts may have specific requirements for a teacher to serve as a cooperating teacher. The Department of Education officially requests all student teaching placements through the District's Central Office administration. With the approval of the appropriate district personnel, student teaching placements are made 6 to 12 months in advance to process placements and allow for more opportunities for the prospective student teacher and cooperating teacher to work together. Teacher candidates will participate in a collaborative student teaching framework which is a mentoring process where the cooperating teacher and the teacher candidate build a strong teaching relationship through the development and use of communication, collaboration, planning, and reflection in order to provide shared instruction for all learners. Both teachers utilize the collaborative teaching strategies and are actively involved and engaged in all aspects of the instructional cycle (planning, instruction and assessment). [See pages 6 & 7 in the *Collaborative Student Teaching Handbook, August 2020*, available at <http://public.elmhurst.edu/education/1281647.html>. To learn more about serving as a cooperating teacher, contact Judith Kaminski at 630.617.3546 or [judithk@elmhurst.edu](mailto:judithk@elmhurst.edu).

## ***CRIMINAL BACKGROUND POLICY FOR TEACHER CANDIDATES AT ELMHURST UNIVERSITY*** (Updated Fall 2012 and Summer 2014 to align with new State of Illinois rules and regulations)

The purpose of this policy is to outline Elmhurst University's procedures regarding criminal background investigations for students interested in gaining admission to the University's teacher education programs and securing fieldwork or student teaching experiences required for licensure. Among other things, this policy informs students in advance of potential problems in completing a teacher education program at the University if the student has a criminal history that appears on a criminal background investigation. Students who are not eligible for admission to a teacher education program or to be retained in program due to a criminal background review may be eligible for other degree programs at the University.

### **POLICIES AND PROCEDURES FOR BACKGROUND INVESTIGATIONS**

Criminal history records check results (CBI) are required in all teacher education programs at the University: (a) prior to admission to a teacher education program and (b) prior to the time a teacher candidate begins a student teaching experience. The CBI must have been completed within one year at the time of application to program. CBIs for student teachers must be completed within the academic year (i.e., after January in the year of fall student teaching; after June the year prior to spring student teaching). It is the students' responsibility to ensure that these required investigations are performed in a timely manner and to assume any costs associated with such investigations.

The University's requirement that all teacher candidates for Illinois licensure submit the results of any criminal history records check by the Illinois State Police to the Department of Education and provide copies of such results to all hosting schools is consistent with the Illinois law that requires Illinois school districts/boards to conduct criminal history records checks on applicants for licensed and non-licensed positions of employment. The University will assist teacher candidates by providing them with information about background investigations and opportunities to obtain them through outside companies or agencies. Candidates are responsible for all fees connected with this procedure. In compliance with the School Code, school districts/boards require an FBI criminal history records check and may require other additional background information in addition to the criminal history records check by the Illinois State Police. Evidence of a criminal history records check must be provided upon request by any school/district official or any Department of Education faculty or staff member with responsibility for field or student teaching placements.

As outlined on the application to teacher education and the application materials for placement in student teaching, teacher candidates may not be admitted to a teacher education program, retained in the program, or approved for student teaching if a background investigation determines that they have been convicted of criminal behavior that, by law, automatically prohibits them from obtaining Illinois licensure. Offenses that automatically prohibit licensure currently include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act. Teacher candidates are responsible for knowing which offenses are automatically disqualifying. Information on the legal requirements for obtaining an Illinois Professional Educator License and being hired by an Illinois school district are available at any Regional Office of Education and on the Illinois State Board of Education website. Students who are ineligible for a Professional Educator License or to be employed in Illinois public schools will not be admitted to or retained in a teacher education program.

If a background investigation reveals a criminal history that does not automatically disqualify the candidate from being licensed or employed as a teacher in Illinois, then an administrative review will be held to determine the impact of a student's criminal history on his or her status in the teacher education program. A teacher candidate will be informed in writing of the potential consequences of this history by the Department of Education Chairperson or designee. Candidates will be asked to acknowledge this formal notification and to allow the Department of Education to discuss the criminal history records check information with any school district/board officials in which field experiences or student teaching are being requested. An administrative review will be conducted by the Department's Performance Review Committee as outlined in the Department's Guide to Policies and Procedures for Teacher Education Programs. The Committee will recommend whether the candidate should be retained in the program and will inform the teacher candidate of the right to appeal its decision to the University's Teacher Education Committee. The decision to accept a teacher candidate with an offense on his or her criminal history for all school placements will be made by the school district/board, not by the University. Candidates should be aware that some schools districts/boards may limit or deny their presence in a school based on charges rather than convictions or based upon offenses that are not automatically disqualifying under Illinois state law.

At no time should students represent themselves as Elmhurst University teacher candidates and work with P-12 students if they have a record of any criminal offense unless they have been expressly approved to work with P-12 students by the school district/board in

question. To participate in schools with any offense requires that the Department of Education communicate this status to the hosting school and that the teacher candidate provides the school with a copy of the results of a current criminal background investigation before any field experience is undertaken. As noted above, the school district/board retains the authority and discretion to determine whether to accept a student for field experiences or for student teaching. Concealment or misrepresentation of a criminal history is a violation of the Department of Education's Academic Integrity policy as outlined in the Department's Guide to Policies and Procedures for Teacher Education Programs and will result in a recommendation to remove the student from the teacher education program. The Department of Education's policies and procedures are not a substitute for actions that may be taken by Elmhurst University as set forth in the E-Book.

A copy of the criminal history records check results will only be retained by the Department when an offense is recorded. All copies of criminal history records check results and any accompanying records will be retained in a separate file by the Department of Education Chairperson or designee. The documentation will be shared only with Elmhurst faculty and staff on a "need to know" basis. This documentation will also be available to the student upon request. All copies of criminal history records check results as well as other required documentation (e.g., TB test results) must be provided by teacher candidates directly to their hosting school districts. The University does not provide copies of any criminal history records check results directly to schools. The University informs school districts/boards of this policy in communications regarding field experiences, in formal placement documentation for field experiences, and as part of the contracts signed by school districts/boards that accept Elmhurst student teacher candidates for student teaching.

## EDUCATING YOUNG CHILDREN (EYC) FIELD RELATED ACTIVITIES - BLOCKS 1, 2, 3, & 4

Course	Field Experiences Required
EYC 300	Doc the Block
	Context for Learning
	Observe a Lesson and Deconstruct using a Lesson Design Frame
EYC 314	Diagnostic assessment with student
	Detailed diagnostic assessment of student
	Plan and teach 2 connected literacy lessons
EYC 321	Create A Family Routines Matrix
	Videotape a Play Intervention Session
EYC 323	Administer a Developmental Assessment
	Collect artifacts for portfolio to showcase toddler's skills
EYC 327	Observation of Language/Natural Interactions
EYC 328	Attend School Sponsored Family Events
	Design and facilitate a family engagement activity or event
EYC 341	Plan and teach 3 small group math lessons
	Create social sciences concept formation lessons (do not have to teach)
EYC 412	Construct Work Sampling System Portfolio
	Administer Assessment: ASQ, IDGI, ECERS and Teaching Strategies GOLD
EYC 414	Routines Based Matrix – Embedding IEP Objectives
	Adapting Curriculum
	Constructing and Adapting Materials for Instruction
EYC 416	The Project Approach: Planning, Implementing and Assessing the Project
ECE/EYC 419	Weekly visits with participation; apply theory to practice; develop class management plan
	Weekly visits; use pre-/diagnostic, formative, and summative assessments; teach 2 lessons evaluated by mentor teacher
EYC 450	Work with future cooperating teacher and school staff to examine school/district policies & procedures
	Teach 2 or more lessons on same topic; videotape
EYC 454	Full time Student Teaching
TEL 212	Synthesis of Program Models
	ELL Research Issue
	Plan, Do, Study, Act Assignment
	Teacher Learning Reflection
TEL 317	Teach ESL/Bilingual Lesson
	Field Work: Practicum Journals
TEL 319	Language Study Assignment
	Narrative Analysis
	Discourse Analysis Project
TEL 439	WIDA Assessment
	Funds of Knowledge Assessment
	Oral Language Assessment
	Reading Assessment
	Writing Assessment
	Student Instructional Plan
TEL 448	Field Work Assignments
	Research Proposal Templates 1-3
	Presentation of Research Proposal

Updated 7/20 Program assessments may **not** be redone to improve a course grade.

**ELEMENTARY EDUCATION (ELM) PROGRAM FIELD RELATED ACTIVITIES – BLOCKS 1, 2, 3, & 4**

Course	Field Experiences Required
<b>BLOCK 1 PRACTICUM</b>	
ELM 300	Observe literacy, math/science, or social science Collect information about each student in the classroom Collect information about school, class and district Observe 2 fine arts classes (one music and one art) Interview teacher about lesson planning and classroom management system used.
ELM 314	Diagnostic assessment with student Detailed diagnostic assessment of student Plan and teach 2 connected literacy lessons
ELM 341	Plan and teach 3 small group math lessons Create social sciences concept formation lessons (do not have to teach)
<b>BLOCK 2 PRACTICUM</b>	
ELM 350	Collect information about each student in the classroom Collect information about school, class and district Observation/implementation of differentiated instruction Observation and interview of teachers about learning environment and student engagement Observe 2 Physical Education/Health classes
ELM 372	Diagnostic assessment with student Whole class content area literacy lesson taught over 2-3 days
ELM 382	Plan and teach 1 whole class integrated math lesson, 2 integrated science lessons, & 2 integrated social studies lessons
<b>BLOCK 3 PRACTICUM</b>	
SPE 440	Work with student in Tier 2 or 3 for Reading intervention; administer 3 different assessments; plan 3-lesson learning segment; analyze results of intervention Observe Tier 2 or 3 reading interventions with 2 different teachers; interview about interventions used
SPE 442	Create a CBM for 1 student who is having difficulty with a math concept Teach 1 whole class lesson and write analysis of data from lesson
ELM 419	Collect data to inform and improve social emotional learning and cultivate classroom community Examine standardized classroom assessment data Use data to change student instruction & inform families
ELM 450	Work with future cooperating teacher and school staff to examine school/district policies & procedures Teach 2 or more lessons on same topic; videotape Select 1 student/family to examine student characteristics & analyze classroom/instructional practices
<b>BLOCK 4 STUDENT TEACHING</b>	
ELM 451	Full time student teaching

Program assessments may **not** be redone to improve a course grade.

Updated 7/18

## SECONDARY EDUCATION FIELD RELATED ACTIVITIES

Course	Field Experiences Required
SEC 100	Participate in field observations and experiences in school and classroom settings appropriate for the area of licensure being sought under the supervision of certified educators. Demonstrate the importance of modeling appropriate dispositions and an ethic of care in the classroom. 12-155 hours of participation at a pre-organized-assigned placement. Students will observe and interview 2 classroom teachers. Observations and interviews will be used to submit the Early Field Experience e-portfolio. Caring in Diverse Classrooms field report.
SEC 223	6 hours of observation in a classroom (preferably in the area of licensure). Students will use observation data to complete an observation and reflection assignment applying inclusion of students with disabilities.
SEC 300	Plan and deliver instruction to students in small groups. Students will submit the Learning to Teach Experience. Completion and submission of field spreadsheet documenting 30 hours of field work
SEC 310	Reflect on teaching experience, and use assessment data to submit the Analysis of Teaching Assignment. Collaborate with a teacher in the area of licensure to plan and deliver instruction. . Reflect on teaching experience, and use assessment data to submit the Analysis of Teaching Assignment.
SEC 311	Collaborate with a teacher in the area of licensure to plan and deliver instruction. .
TEL 317	Collaborate with an ESL or bilingual endorsed teacher in classrooms serving English learners in bilingual, content area ESL, or dual language settings. Plan and video record teaching of small group or whole class lesson in bilingual, content area ESL, or dual language settings. Approximately 20 hrs.
<b>Sec 360 Middle School Methods</b>	Participate and observe in a middle school setting both in classroom and in team meeting settings. Collaborate with a teacher to plan and deliver instruction. Written reflections will be used for the purposes of documentation and discussion. On-site observations and discussions with actual middle school teachers. Approximately 40hrs.
SEC 421	Complete 15 hours of participation in the field. 5 hours of interview and classroom observation. 5 hours of collaboration with mentor teacher. 5 hours of instruction. The five hours of instruction accrue with two mini-lessons, a two-day lesson (consecutive teaching days in one class), and a re-teach (either remediation or advancement) based on the evaluation of students' performance.
440 Special Methods	Collaborate with a teacher in the area of licensure to plan and deliver instruction. Collaborate with a teacher in the area of licensure to plan for assessment of student learning and assess the impact of instruction on student learning.
SEC 450	Completion and submission of field spreadsheet documenting 100 or 150 hours of participation and observation Communicate and collaborate with 3-5 professionals as they collaborate with the future cooperating teacher for different purposes to support student learning. Participate in future student teaching placement in order to describe the school wide and classroom management plan.
SEC 455/457	Full time Student Teaching

### FOR BROADFIELD SOCIAL SCIENCE

SEC 425	Teaching and conferencing
	Observing 5 social science classrooms

### FOR BROADFIELD SCIENCE

SEC 463	Teacher interview and observations
	Planning for small group or whole group instruction of science lessons.

Program assessments may **not** be redone to improve a course grade.

Updated 7/20

## SPECIAL EDUCATION FIELD RELATED ACTIVITIES

Course	Field Experiences Required
SPE 223	Observations & interview(s) about student(s) with disabilities
SPE 300	Document the Block
	Context for Learning
	Observe a Lesson – Deconstruct Using the Lesson Design Framework
SPE 316	Informal Reading Assessment
SPE 320	Digital binder with lesson plans, reflections, observations/interviews, meeting notes, resources/materials, and artifacts.
SPE 338	Child Focus Project
SPE 434	Planning & instructing a justification project.
	IEP Project.
SPE 435	FBA/social skills implementation
SPE 438	Teach reading or math lesson (MSD).
SPE 439	Observe and participate in a multi-needs class.
SPE 440	Assess for reading difficulties/implement remedial reading lessons.
SPE 442	Teach 5 remedial math lessons – 1:1.
	Teach whole class lesson.
SPE 450	Practicum – 2 days/week
	Work with future cooperating teacher and school staff to prepare for and plan the collaboration process for student teaching.
SPE 458	Student Teaching

Program assessments may **not** be redone to improve a course grade.

Updated 7/18

## SAMPLE COURSE PROFESSOR LETTER OUTLINING FIELD REQUIREMENTS

(You can locate the Department's GUIDE TO FIELD EXPERIENCES at <http://public.elmhurst.edu/education/1281647.html>).



January 30, 2012

Dear Educator,

The student providing this letter to you is enrolled in an undergraduate educational psychology course at Elmhurst College (EED/SEC/SPE/PSY 311). Two course assignments require students to apply theoretical and research findings to authentic K-12 school settings. All students are required to observe at the middle school level for one of the assignments and encouraged to also observe at the elementary or high school levels for the other assignment.

We recommend that all Education students participate in field experiences across a series of classroom visits rather than as a one-time visit, spending approximately 3-5 hours at a school for each paper. Speech Pathology, Psychology, Sociology, and Nursing majors typically pursue field experiences with speech pathologists, school psychologists, school counselors, social workers, health educators, or school nurses.

As part of their observations, the students should schedule time to discuss their observations with school-based professionals to help them accurately apply course concepts. All students complete a "Field Evaluation and Verification Form," which is a simple form documenting the location, number, and type of field experiences completed for each assignment. The student records the dates, types of experiences, and hours. At the conclusion of a field experience, students ask one of their "hosts" to evaluate them on simple rating scale and sign the form. Assistance in completing this evaluation is important and appreciated.

All Elmhurst College students should demonstrate professionalism at all times in school settings (e.g., promptness, responsibility, and respect in communications, demeanor, and appearance). If you have questions, concerns, or praise regarding an Elmhurst College student's participation during this semester, please note it on a field experience evaluation form or contact me. Thank you for hosting these essential field-based experiences for future professionals in our schools!

Sincerely,

A handwritten signature in blue ink, appearing to read "Debra K. Meyer".

Debra K. Meyer, Ph.D.  
Professor of Education  
630.617.3773 or [debram@elmhurst.edu](mailto:debram@elmhurst.edu)

Department of  
Education

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## SAMPLE MENTOR TEACHER FEEDBACK FORM & RUBRIC

*Longer complete forms are e-mailed to mentors who host a teacher candidate for 10 or more field participation hours in a term with the following rubric for scoring descriptions.*

### Mentor Teacher Feedback for Pre-clinical Field Experiences

Teacher Candidate: \_\_\_\_\_ Learning/Subject Area(s): \_\_\_\_\_

School: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Licensure Program:     EYC                     ELM                     SEC                     SPE.

**DIRECTIONS.** Please rate the pre-service candidate at their **present** level of experience as per Department of Education Levels of Performance which are listed on the following page.

	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not observed</i>	<i>Comments</i>
<b>Standard 1 – Teaching Diverse Students.</b> Designed instruction that was appropriate for students' diverse characteristics and abilities.					
<b>Standard 2 – Content &amp; Pedagogical Knowledge.</b> Demonstrates strong content knowledge when teaching, questioning, or assessing.					
<b>Standard 3 – Planning for Differentiated Instruction.</b> Plans differentiated lessons to meet all students' characteristics and needs.					
<b>Standard 4 – Learning Environment.</b> Maintains established procedures that support student engagement and learning.					
<b>Standard 5 – Instructional Delivery.</b> Designed differentiated instruction with a variety of evidence-based strategies and recommended modifications based on student feedback.					
<b>Standard 6 – Reading, Writing, and Oral Communication.</b> Facilitates reading, writing, or oral communication to engage students in content area learning.					
<b>Standard 7 – Assessment.</b> Understands and implements formative and summative assessments to determine instructional planning and decisions.					
<b>Standard 8 – Collaborative Relationships.</b> Establishes a collaborative relationship with school personnel that promotes student learning.					
<b>Standard 9 – Professionalism, Leadership, and Advocacy.</b> Is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.					
<b>Professional Conduct/Dispositions</b>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not observed</i>	<i>Comments</i>
<ul style="list-style-type: none"> <li>• Responsibility - Maintained a prompt schedule, was well-organized, sought out resources and supports.</li> </ul>					
<ul style="list-style-type: none"> <li>• Ethics - Maintained confidentiality, followed school guidelines, upheld academic and professional integrity.</li> </ul>					
<ul style="list-style-type: none"> <li>• Attitude – Demonstrated a positive attitude towards students and staff, accepted and acted upon critical feedback.</li> </ul>					
<ul style="list-style-type: none"> <li>• Collegiality – Communicated effectively, offered assistance, and provided support in the learning environment.</li> </ul>					
<ul style="list-style-type: none"> <li>• Honor – Dressed and interacted respectfully, and engaged the learning community professionally.</li> </ul>					
<ul style="list-style-type: none"> <li>•</li> </ul>					

Department of Education: **LEVELS OF PERFORMANCE (MENTOR TEACHER EVALUATIONS)**

Illinois <http://www.isbe.state.il.us/peac/html/faqs.htm>

DOE endorsed using the same levels of performance that have been adopted and are being used to evaluate teachers and administrators in Illinois.

The four performance categories are:

CATEGORY	DESCRIPTION FOR CANDIDATES IN BEGINNING FIELD WORK	LOOK FORS
<p>PROFICIENT = 2</p>	<p>The teacher candidate performing at this level consistently meets expectations for early field experiences. This candidate requires expected levels of support and shows continuous improvement in all areas. The candidate shows strong potential for success as a student teacher.</p>	<p>Shows consistency and growth in all of the following areas:</p> <ul style="list-style-type: none"> <li>• Proficient content knowledge and skills (Goal 1) {IPTS 2, 5, &amp; 6}</li> <li>• An understanding of cultural frames of reference (Goal 1) {IPTS 2, 5, &amp; 6}</li> <li>• Effective instructional interactions that meet learning goals (Goal 2) {IPTS 1, 3, 5, &amp; 7}</li> <li>• Positive and respectful interactions with all students (Goal 3) {IPTS 4}</li> <li>• Effective collaboration and communication (Goal 4) {IPTS 8}</li> <li>• Highest levels of professional conduct (Goal 5) {IPTS 8 &amp; 9}</li> </ul>
<p>NEEDS IMPROVEMENT = 1</p>	<p>The teacher candidate performing at this level meets some expectations and standards but performance is inconsistent. The candidate needs to be more closely supervised in field experiences by University faculty in subsequent field experiences.</p>	<p>Requires improvements in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Proficient content knowledge and skills (Goal 1) {IPTS 2, 5, &amp; 6}</li> <li>• Understanding of cultural frames of reference (Goal 1) {IPTS 2, 5, &amp; 6}</li> <li>• Instructional interactions that meet learning goals (Goal 2) {IPTS 1, 3, 5, &amp; 7}</li> <li>• Maintaining a positive learning environment (Goal 3) {IPTS 4}</li> <li>• Effective collaboration or communication (Goal 4) {IPTS 8}</li> <li>• Willingness or ability to assume teaching responsibilities (Goal 5) {IPTS 8 &amp; 9}</li> <li>• Professional conduct (Goal 5) {IPTS 8 &amp; 9}</li> </ul>
<p>UNSATISFACTORY = 0</p>	<p>The teacher candidate performing at this level consistently performs below the expectations and standards. The candidate's performance in the field needs to be reviewed by the University faculty before continuing in any field experiences.</p>	<p>Demonstrates unsatisfactory performance in the following areas even after support and feedback have been provided:</p> <ul style="list-style-type: none"> <li>• Accurate content knowledge and skills (Goal 1) {IPTS 2, 5, &amp; 6}</li> <li>• An understanding of cultural frames of reference (Goal 1) {IPTS 2, 5, &amp; 6}</li> <li>• Instructional interactions that met learning goals (Goal 2) {IPTS 1, 3, 5, &amp; 7}</li> <li>• Positive and respectful interactions with all students (Goal 3) {IPTS 4}</li> <li>• Effective collaboration or communication (Goal 4) {IPTS 8}</li> <li>• Willingness or ability to assume teaching responsibilities (Goal 5) {IPTS 8 &amp; 9}</li> <li>• Professional conduct (Goal 5) {IPTS 8 &amp; 9}</li> </ul>
<p>NOT OBSERVED = 0</p>	<p>The teacher candidate was not observed performing the expectation and standard.</p>	

Adapted from [www.doe.virginia.gov](http://www.doe.virginia.gov), [www.louisianaschools.net/de/uploads/20118.pdf](http://www.louisianaschools.net/de/uploads/20118.pdf)

Updated 6/17



DEPARTMENT OF EDUCATION AT ELMHURST UNIVERSITY

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Music (K-12)..... Ms. Deborah Peot, Department of Music
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Broadfield Social Science (5-12).....Dr. Karen Benjamin, Department of History
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CONTACTS:

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630.617.3242, Shannon Ray, Administrative Assistant

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# NOTES

Mentor teachers may contact the Department of Education at 630.617.3545, any of the program directors or coordinators directly, or e-mail a general question to [teacherleadership@elmhurst.edu](mailto:teacherleadership@elmhurst.edu). All e-mails will be forwarded to the appropriate staff for a prompt reply.

*Information you may find helpful during this experience:*

*Candidate E-mail Address:* \_\_\_\_\_

*Candidate Cell Phone:* \_\_\_\_\_

*Candidate Emergency Contact Information:* \_\_\_\_\_