



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

2023-2024

Table of Contents

1. School of Education Mission and Core Values	p. 1
2. School of Education Goals and Objectives	p. 2
3. Diversity Statement	p. 3
4. Guide to Field-Based Assignments	p. 3-6
5. Teacher Performance Assessment	p. 6
6. Summary of Field Experience Policies	p. 6-7
7. Criminal Background Policies	p. 8-9
8. Program Requirements for Field Experience	p. 10
9. Course Assignments Aligned to Field Experiences	p. 11-17
10. Sample Course Professor Letter Outlining Field Requirements	p. 18
11. Sample Mentor Teacher Feedback Form & Rubric	p. 19
12. Mentor Teacher Evaluation Performance Scale	p. 20
13. Confidentiality Agreement	p. 21
14. Release Form for Student Participation	p. 22
15. School of Education Directory	p. 23

SCHOOL OF EDUCATION MISSION

The School of Education at Elmhurst University prepares innovative and responsive professionals to uphold diversity, equity, and social justice through engagement in transformative education.

CORE VALUES

The values of the School of Education at Elmhurst University provide the foundation for all of our professional interactions and teacher education programs. Our core values are grounded in an understanding of learning that permeates in all coursework and clinical experiences.

Advocacy

We will listen, communicate, and question to provide the best possible educational environment and experience for all students and their families.

Anti-racism

We will explore and identify inequalities in educational systems and processes to provide inclusive and equitable experiences and opportunities for ALL students.

Collaboration

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

Reflectiveness

We achieve excellence through on-going reflection, 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

SCHOOL OF EDUCATION UNIT GOALS & OUTCOMES

Our teacher education goals and candidate outcomes provide a strong core curriculum, taught in the context of practice, grounded in knowledge of child and adolescent development, learning in social and cultural contexts, curriculum, assessment, and subject matter pedagogy.

Teacher Education Goals	Teacher Candidate Outcomes		
#1: Develop and implement innovative approaches to content knowledge development that integrate cross-disciplinary knowledge through culturally responsive pedagogy.	1A: Implement and evaluate innovative, responsive, and evidence-based practices to advance content knowledge while affirming student identity. (IPTS 1, 2, 5)	1B: Utilize culturally relevant, critical, and anti-racist pedagogies demonstrating use of diverse and complex materials with opportunities for critical thinking to fully engage the curriculum. (IPTS 1, 3, 5)	
#2 Demonstrate how instructional planning, delivery, and assessment utilizes multiplicity of literacies present in our changing and interdependent world.	2A: Apply a multiplicity of literacies required for learning new content knowledge in order to guide students in processes to navigate their communities. (IPTS 2, 3, 5, 6)	2B: Apply multi-textual, multicultural, and multi-modal resources representing diverse ways of thinking within learning concepts. (IPTS 2, 3, 5)	
#3: Transform student learning opportunities using equitable and responsive instructional practices and assessments.	3A: Ensure equitable student-driven engagement in learning by leveraging student diversity through culturally responsive teaching. (IPTS 1, 5)	3B: Meet the individual needs of all students through developmentally appropriate practices with high expectations. (IPTS 2, 3, 5)	3C: Utilize non-biased assessments of student learning coupled with meaningful student feedback and self-assessment. (IPTS 1, 7)
#4: Create classroom environments that are inclusive and representative of students' cultural backgrounds within the classroom, school, and community.	4A: Uses classroom organizational routines and norms that align with restorative justice practices and are responsive to democratic and cultural values of all students and their families. (IPTS 4)	4B: Create an inclusive community of learners by using systems of support, materials, resources, and authentic artifacts that are welcoming and representative of all students and their families. (IPTS 4)	
#5 Engage in authentic experiences with stakeholders (learners, families, colleagues, community) to develop collaborative practices both in and outside of the classroom that cultivate equitable and socially just learning environments.	5A: Candidates will collaborate with stakeholders to create learning opportunities that affirm the lived experiences, diverse histories, and languages of the learning community. (IPTS 8)	5B: Candidates will collaborate with stakeholders to create equitable, supportive, and reflective learning environments. (IPTS 4, 8)	5C: Candidates will use a variety of resources to develop relationships with families and community agencies to recognize, develop, and implement plans that address the impacts of prejudice, bias, discrimination, and racism on student learning. (IPTS 8, 9)
#6 Engage as critical reflective practitioners who are committed to inclusive schools that ensure a quality anti-racist education for all students.	6A: Explains how critical reflection is utilized before, during, and after instruction through collaboration with others, interaction with theory and research, and analysis of student data and feedback. (IPTS 9)	6B: Advocates for self, students, and families by listening, communicating, and questioning that lead to the evaluation and adaptation of instructional practices and supports to address the needs of all students and families. (IPTS 9)	6C: Identifies issues relating to inequalities in teaching and learning by analyzing school policies and practices and ways to serve as agents of change in the school and community. (IPTS 9)

School of Education Diversity Statement

Our goal is that upon completion of the teacher education program, the candidate will be able to serve diverse groups 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, lenses and frames. We expect candidates to largely achieve these outcomes through our strong core curriculum and clinical experiences coupled with instructional support. In the School 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 conceptual frameworks and research on best practices.

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, extracurricular 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 School of Education requires extracurricular candidates to complete 50 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.

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

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 embedded in the coursework are important programmatic assessments because the feedback teacher candidates receive about their field participation helps to evaluate their readiness for student teaching.

All candidates must document multiple and varied field experiences in diverse school settings on their Field Experience Spreadsheets, which they create in their 100/200 level courses. 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, 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. The Field Experience Spreadsheets will be verified at specific checkpoints in the program.

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 PK-12 or transitional settings.
- (b) Participation experiences include interacting one-on-one, in small groups, or in whole-class instruction with PK-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 in which the teacher candidate is working directly with students.
- 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.

Prior field experiences must be documented on an official university/college letter or signed form and may include experiences such as afterschool programs, coaching, tutoring or study away; all must be supervised by licensed educators or college faculty. 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.

(See page 9, *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 PK-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 an electronic 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 Director of Field Experiences 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 for their own professional development. Feedback forms that indicate any *Unsatisfactory* ratings are followed-up by the Program Director, who contacts the mentor 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 Field Experiences, Jane Bailey, who oversees all field experiences and serves as the School of Education’s liaison to our school partners. Ms. Bailey can be reached at 630.617.3546 or jane.bailey@elmhurst.edu.

Teacher Performance Assessment

In previous years, student teachers completed a performance-based assessment (edTPA), to demonstrate their understanding of teaching and student learning. It required student teachers to develop and teach a learning segment of three to five lessons, and collect a variety of artifacts - including learning materials, video footage of instruction, and student work.

In August 2023, a bill was passed by the Illinois General Assembly that **removed the edTPA requirement** for aspiring teachers. The bill also creates a task force to study different evaluation tests for teachers, and looks at creating a new one that could be implemented across the state. Teacher candidates completing student teaching in 2023-2034 will **no longer be required to complete the edTPA**.

Regardless of the edTPA waiver, university supervisors and student teachers will provide mentors and cooperating teachers with specific guidelines related to our **Teacher Performance Assessments: the ePortfolio and the Capstone**.

SUMMARY OF FIELD EXPERIENCE POLICIES

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

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 School 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 School 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.

To prepare for the student teaching semester, teacher candidates often “practice” their teaching and may video/audio record in methods courses to receive feedback and guidance. As they video/audio record their teaching, PK-12 students may appear on the video or audio recording. Permission forms will be shared with families and only students whose parent/guardian has given consent will be part of these recorded lessons; teacher candidates will keep these signed forms in a secure location for the duration of the semester. No student’s name will appear on any materials and will be kept confidential at all times. Permissions forms will be stored in a secure location used by Elmhurst University.

All teacher candidates at Elmhurst University have signed a confidentiality agreement which has been reviewed by the Elmhurst University attorney stating they will not share the video/audio with anyone other than course instructors and/or university supervisors (see Confidentiality Agreement on the second page).

Please be assured that digital recording will be nonintrusive and limited to specific lessons the teacher candidate is teaching under the supervision of a licensed teacher, the university faculty or supervisors, or parent/guardians. Documenting evidence-based practice by observing and analyzing one’s teaching is important throughout an educator’s preparation and development.

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 School 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 3 to 6 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 the *Collaborative Student Teaching Handbook*, available at:

[Field Experience | Elmhurst University School of Education.](#)

To learn more about serving as a cooperating teacher, contact Jane Bailey at 630.617.3546 or jane.bailey@elmhurst.edu.

CRIMINAL BACKGROUND POLICY FOR TEACHER CANDIDATES AT ELMHURST UNIVERSITY

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 School 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 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 School 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 School of Education Dean or designee. Candidates will be asked to acknowledge this formal notification and to allow the School 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 School's Performance Review Committee as outlined in the School'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 school 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 PK-12 students if they have a record of any criminal offense unless they have been expressly approved to work with PK-12 students by the school district/board in question. To participate in schools with any offense requires that the School 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 School of Education's Academic Integrity policy as outlined in the School'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 School of Education's policies and procedures are not a substitute for actions that may be taken by Elmhurst University as set forth in the Student Handbook.

A copy of the criminal history records check results will only be retained by the school 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 School of Education Dean 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.

FIELD EXPERIENCE REQUIREMENTS BY PROGRAM
(only hours toward student teaching grade levels can be recorded)

	<i>Minimum</i> hours required by grade level for each program			Prior fieldwork	Charter Schools	Private Sites	Diverse Sites	Nonpaid, out of classroom or local
EYC Birth-2nd	Birth-3yr 45 Hours	PreK 3-5 45 hours	K ^{dg.} -2 nd 45 hours	10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV
ELM 1st-6th	1 st -3 rd 50 hours	4 th – 6 th 50 hours		10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV
SPE K-21 years of age	Mild disabilities 45 hours	Moderate to severe disabilities 45 hours	Diagnostic or intervention based 45 hours	10 hrs max. with approval		20 hrs max. with approval	50 hours minimum	25 hrs max. with FEV
SEC – (recommended) 9th-12th OR 5th-12th	5 th -8 th 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
MIDDLE GRADES (recommended) 5th-8th	5 th 25 hours	6 th -8 th 20 hours	9 th -12 th 20 hours	10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max. with FEV
MUSIC/PE/THR PK-12th	K-5 25 hours	6 th -8 th 25 hours	9 th -12 th 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** with students.
- 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.

PROGRAM ACTIVITIES FOR REQUIRED UNDERGRADUATE PROGRAM COURSES

THE FOLLOWING PROGRAM ASSESSMENTS CANNOT BE REDONE TO IMPROVE A COURSE GRADE.

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

COURSE	Field Experiences Required
EYC 300: Introduction to Curriculum, Planning and Instruction for Birth-Three	Complete Doc the Block
	Complete Context for Learning
	Observe a Lesson and Deconstruct a Lesson Plan
EYC 314: Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms	Complete detailed diagnostic assessment of a student
	Plan and teach 2 connected literacy lessons
EYC 321: Early Intervention Methods	Create A Family Routines Matrix
	Videotape a Play Intervention Session
EYC 323: Typical/Atypical Infant Toddler Assessment	Administer a Developmental Assessment
	Collect artifacts for portfolio to showcase toddler's skills
EYC 327: Typical/Atypical Language Development and Emergent Literacy	Observation of Language/Natural Interactions
EYC 328: Family and Community Relationships	Attend 3 school sponsored family events
	Design and facilitate a family engagement learning activity
EYC 341: Primary Classroom Methods in Elementary Mathematics, Science and Social Science	Plan and teach 3 small group math, science and/or social studies lessons
	Determine integration of content across primary grade curricula
EYC 412: Assessing Young Children	Construct Work Sampling System Portfolio
	Administer Assessment: IDGI, ECERS and Teaching Strategies GOLD
EYC 414: Early Childhood Special Education Methods	Create Routines Based Matrix – Embedding IEP Objectives
	Plan and teach lessons with adapted curriculum
	Constructing and adapting learning materials
EYC 416: STEAM Curriculum for 3-5 Year Olds	Complete The Project Approach: Planning, Implementing and Assessing the Project

ECE/EYC 419: Evidence-Based Elementary Classroom Assessment and Learning Environments	Complete weekly visits with participation; apply theory to practice; develop class management plan
	Complete weekly visits; use pre-/diagnostic, formative, and summative assessments; teach 2 lessons evaluated by mentor teacher
EYC 450: Practicum III-Collaboration and Professional Practice	Practicum – 2 days per week: Work with future cooperating teacher and school staff to examine school/district policies & procedures.
	Teach 2 or more connected literacy-based lessons
EYC 454: Student Teaching in Early Childhood Education	Complete full time student teaching
TEL 212: Theoretical Foundations of Bilingual/ESL	Conduct Synthesis of Program Models
	Complete ELL Research Issue
	Complete Plan, Do, Study, Act Assignment
	Complete Teacher Learning Reflection
TEL 317: Methods and Materials for Teaching English Language Learners	Teach ESL/Bilingual Lesson
	Complete Field Work: Practicum Journals
TEL 319: Linguistics in Second Language Learning	Complete Language Study Assignment
	Write Narrative Analysis
	Discourse Analysis Project
TEL 439: Assessment of English Language Learners	WIDA Assessment
	Funds of Knowledge Assessment
	Oral Language Assessment
	Reading Assessment
	Writing Assessment
TEL 448: Inquiry and Application of Bilingual Methods I	Student Instructional Plan
	Complete Research Proposal Templates 1-3
	Present Research Proposal

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

THE FOLLOWING PROGRAM ASSESSMENTS CANNOT BE REDONE TO IMPROVE A COURSE GRADE.

Course	Field Experience Required
BLOCK ONE PRACTICUM	
ELM 300: Elementary Curriculum, Planning and Instruction for the Primary Grades	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: Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms	Detailed diagnostic assessment of student
	Plan and teach 2 connected literacy lessons
ELM 341: Primary Classroom Methods in Elementary Mathematics, Science and Social Science	Plan and teach 1 small group and 1 whole group math lesson
	Plan and teach 1 whole group social science lesson
	Plan and teach 1 whole group science lesson
BLOCK TWO PRACTICUM	
ELM 350: Elementary Curriculum, Planning and Instruction for the Intermediate Grades	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: Methods and Materials for Literacy Learners in Diverse Intermediate and Middle-Level Classrooms	Diagnostic assessment with student
	Whole class content area literacy lesson taught over 2-3 days
ELM 382: Intermediate Classroom Methods in Elementary Mathematics, Science and Social Science	Plan and teach 1 whole class integrated math lesson & 1 integrated social studies lessons; teach science lessons in after-school science practicum

BLOCK THREE PRACTICUM	
SPE 440: Diagnosis and Remediation of Reading Difficulties	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: Remediation of Difficulties in Understanding and Applying Mathematics	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: Evidence-based Elementary Classroom Assessment and Learning Environments	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: Elementary School Practicum and Professional Practice Seminar	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
BLOCK FOUR PRACTICUM	
ELM 451: Student Teaching in Elementary Education	Full time student teaching

SECONDARY EDUCATION FIELD RELATED ACTIVITIES

THE FOLLOWING PROGRAM ASSESSMENTS CANNOT BE REDONE TO IMPROVE A COURSE GRADE.

COURSE	Field Experience Required
SEC 100: Introductory Seminar to Teaching as a Caring Profession	Participate in field observations and experiences in diverse school and classroom settings under the supervision of certified educators.
	12-15 hours of participation at a pre-organized-assigned placement
	Understand the importance of modeling appropriate dispositions and an ethic of care in the classroom.
EDU/SEC 223: Education of PK-12 Learners with Exceptionalities	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: Intermediate Seminar for Teaching in Diverse and Inclusive Schools	Plan and deliver instruction to students in small groups.
	Submit the Learning to Teach Experience assignment.
	Complete and submit field spreadsheet documenting 30 hours of fieldwork.
SEC 310: Methods and Best Practices in Middle and Secondary Education	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.
EDU/SEC 311: Educational Psychology	Collaborate with a teacher in the area of licensure to plan and deliver instruction.
TEL 317: Methods and Materials for Teaching English Language Learners	Collaborate with an ESL or bilingual endorsed teacher in classrooms serving English learners in bilingual, content area ESL, or dual language settings for approximately 20 hours.
	Plan and video record teaching of small group or whole class lesson in bilingual, content area ESL, or dual language settings.
SEC 360: The Middle School: History, Philosophy, Organizational Structures and Best Practices	Participate and observe in a middle school setting for approximately 40 hours both in classroom and in team meeting settings.

	Complete on-site observations and discussions with middle school teachers.
	Written reflections will be used for the purposes of documentation and discussion.
SEC 421: Theory and Practice for Building Academic Literacies in K-12	Complete 15 hours of participation in the field: 5 hours of interview and classroom observation; 5 hours of collaboration with a mentor teacher; and 5 hours of instruction.
	The 5 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.
SPE 440: Diagnosis and Remediation of Reading Difficulties	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: Advanced Seminar in Teacher Collaboration and Professional Practice	Completion and submission of field spreadsheet documenting 100 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: Student Teaching in Secondary and Middle Schools	Full time Student Teaching

FOR BROADFIELD SOCIAL SCIENCE

SEC 425: Teaching Social Studies in Middle and Secondary Schools	Teaching and conferencing
	Observing 5 social science classrooms

FOR BROADFIELD SCIENCE

SEC 440/441: The Teaching of Middle School and Secondary School Science	Teacher interview and observations
	Planning for small group or whole group instruction of science lessons.

SPECIAL EDUCATION FIELD RELATED ACTIVITIES

THE FOLLOWING PROGRAM ASSESSMENTS CANNOT BE REDONE TO IMPROVE A COURSE GRADE.

COURSE	Field Experience Required
SPE 300: Introduction to Curriculum, Planning and Instruction	Complete Document the Block
	Complete Context for Learning
	Observe a Lesson – Deconstruct Using the Lesson Design Framework
SPE 316: K-12 Literacy Instructional Strategies and Interventions	Complete Informal Reading Assessment
SPE 320: Establishing Professional Relationships: Communication and Collaboration	Maintain a digital binder with lesson plans, reflections, observations/interviews, meeting notes, resources/materials, and artifacts.
SPE 338: Characteristics of Learners with Exceptionalities	Complete Child Focus Project
SPE 434: Curriculum, Assessment, Instructional Strategies for Learners with High Incidence Disabilities	Planning and instructing a justification project
	Complete IEP Project
SPE 435: The Learning Environment/Positive Behavior Support	Complete an FBA/social skills implementation
SPE 438: Curriculum, Assessment, Instructional Strategies for Learners with Low Incidence Disabilities	Teach reading or math lesson (MSD).
SPE 439: Characteristics and Specific Needs of Students with Physical, Health and Sensory Impairments	Observe and participate in a multi-needs class.
SPE 440: Diagnosis and Remediation of Reading Difficulties	Assess for reading difficulties/implement remedial reading lessons.
SPE 442: Remediation of Difficulties in Understanding and Applying Mathematics	Teach 5 remedial math lessons—1:1
	Teach whole class lesson
SPE 450: Special Education Practicum: Collaboration and Professional Practice	Participate in 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 in Special Education	Student Teaching

SAMPLE COURSE PROFESSOR LETTER OUTLINING FIELD REQUIREMENTS

(You can locate the School's GUIDE TO FIELD EXPERIENCES at

<https://www.elmhurst.edu/academics/departments/education/field-experience/>).



August 30, 2023

Dear Educator,

The student providing this letter to you is enrolled in an undergraduate educational psychology course at Elmhurst University (EDU 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 other assignments.

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 a simple rating scale and sign the form. Assistance in completing this evaluation is important and appreciated.

All Elmhurst University 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 University 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,

Debra K. Meyer, Ph.D.

Professor of Education

630.617.3773 or debram@elmhurst.edu

SAMPLE MENTOR TEACHER FEEDBACK FORM & RUBRIC

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 and/or Supervisor 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 School 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>
Standard 1 – Teaching Diverse Students. Designed instruction that was appropriate for students’ diverse characteristics and abilities.					
Standard 2 – Content & Pedagogical Knowledge. Demonstrates strong content knowledge when teaching, questioning, or assessing.					
Standard 3 – Planning for Differentiated Instruction. Plans differentiated lessons to meet all students’ characteristics and needs.					
Standard 4 – Learning Environment. Maintains established procedures that support student engagement and learning.					
Standard 5 – Instructional Delivery. Designed differentiated instruction with a variety of evidence-based strategies and recommended modifications based on student feedback.					
Standard 6 – Reading, Writing, and Oral Communication. Facilitates reading, writing, or oral communication to engage students in content area learning.					
Standard 7 – Assessment. Understands and implements formative and summative assessments to determine instructional planning and decisions.					
Standard 8 – Collaborative Relationships. Establishes a collaborative relationship with school personnel that promotes student learning.					
Standard 9 – Professionalism, Leadership, and Advocacy. 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.					
Professional Conduct/Dispositions	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not observed</i>	<i>Comments</i>
Responsibility - Maintained a prompt schedule, was well-organized, sought out resources and supports.					
Ethics - Maintained confidentiality, followed school guidelines, upheld academic and professional integrity.					
Attitude – Demonstrated a positive attitude towards students and staff, accepted and acted upon critical feedback.					
Collegiality – Communicated effectively, offered assistance, and provided support in the learning environment.					
Honor – Dressed and interacted respectfully, and engaged the learning community professionally.					

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

<https://www.isbe.net/Pages/Performance-Evaluation-Advisory-Council-Meetings.aspx>

Teacher candidates in our School of Education are evaluated on 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"> • Proficient content knowledge and skills (Goal 1) [IPTS 2, 5, & 6] • An understanding of cultural frames of reference (Goal 1) [IPTS 2, 5, & 6] • Effective instructional interactions that meet learning goals (Goal 2) [IPTS 1, 3, 5, & 7] • Positive and respectful interactions with all students (Goal 3) [IPTS 4] • Effective collaboration and communication (Goal 4) [IPTS 8] • Highest levels of professional conduct (Goal 5) [IPTS 8 & 9]
<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"> • Proficient content knowledge and skills (Goal 1) [IPTS 2, 5, & 6] • Understanding of cultural frames of reference (Goal 1) [IPTS 2, 5, & 6] • Instructional interactions that meet learning goals (Goal 2) [IPTS 1, 3, 5, & 7] • Maintaining a positive learning environment (Goal 3) [IPTS 4] • Effective collaboration or communication (Goal 4) [IPTS 8] • Willingness or ability to assume teaching responsibilities (Goal 5) [IPTS 8 & 9] • Professional conduct (Goal 5) [IPTS 8 & 9]
<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"> • Accurate content knowledge and skills (Goal 1) [IPTS 2, 5, & 6] • An understanding of cultural frames of reference (Goal 1) [IPTS 2, 5, & 6] • Instructional interactions that met learning goals (Goal 2) [IPTS 1, 3, 5, & 7] • Positive and respectful interactions with all students (Goal 3) [IPTS 4] • Effective collaboration or communication (Goal 4) [IPTS 8] • Willingness or ability to assume teaching responsibilities (Goal 5) [IPTS 8 & 9] • Professional conduct (Goal 5) [IPTS 8 & 9]
<p>NOT OBSERVED = 0</p>	<p>The teacher candidate was not observed performing the expectation and standard.</p>	

Confidentiality Agreement

In order to protect the privacy of all individuals who appear in any photos or video/audio recordings that I create and present as part of course and licensure requirements while I am a teacher candidate in the School of Education at Elmhurst University, I _____ do hereby agree to the following stipulations:

initials Prior to photographing or video/audio recording and subsequently submitting a photo or video/audio of any subject, I must secure appropriate permission from the parents/guardians of students and from adult students who will appear in the recording.

initials I may not upload any photograph or video/audio recording to any platform other than the secure designated platform provider system required by the Elmhurst University Teacher Education Program.

initials I may not share classroom recordings to family, friends, or any other individual, institution, or entity, nor share it with family, friends, or any other individual, institution, or entity.

initials I may not share or post the recordings to any online agency or site (e.g., YouTube) or in any public posting.

initials I may not retain any permitted video/audio copy in a non-secure location (e.g., local desktop) longer than necessary (i.e., after I have been notified that my video/audio recordings have been successfully submitted to the secure designated platform provider system).

Print Name: _____

Signature: _____ Date _____

Witness: _____

Program: EYC SPE SEC ELM

RELEASE FORM FOR STUDENT PARTICIPATION

Student name: _____ Student's school: _____

I am the parent or legal guardian of the child named above and agree to the following (please check the appropriate line below):

I DO give permission for my child to appear on video/audio recordings as part of the coursework required by the candidate's teacher preparation program. I understand my child's name and any other personally identifiable information about my child will not appear in the video/audio recording.

I DO NOT give permission for my child to appear on video/audio recordings as part of the coursework required by the candidate's teacher preparation program. I understand my child will be seated outside of the recorded activities.

Signature of Parent or Guardian: _____ Date: _____

PROGRAM CONTACT INFORMATION

Early Childhood Teacher Education (EYC – Birth - Grade 2)	Dr. Jaime Zurheide, Director Email: jaime.zurheide@elmhurst.edu Phone: 630.617.6498
Elementary Teacher Education (ELM -1-6)	Dr. Jeanne White, Director Email: whitej521@elmhurst.edu Phone: 630.617.6485
Special Education Teacher Education (SPE - K-Age 22)	Dr. Jaime Zurheide, Director Email: jaime.zurheide@elmhurst.edu Phone: 630.617.6498
Secondary and Middle Grades Education (SEC 5-8, 5-12, 9-12 & PK-12)	Dr. Theresa Robinson, Director Email: theresa.robinson@elmhurst.edu Phone: 630.617.3232
ESL/Bilingual Coordinator (PreK-12)	Dr. Beverly Troiano Email: beverly.troiano@elmhurst.edu Phone: 630.617.3329

Content Area Coordinators in 5-12, 9-12 & PK-12 Education Programs

English (9-12)	Dr. Nicholas Behm, Dept. of English
Mathematics (5-12)	Dr. Allen Rogers, Dept. of Mathematics
Middle Grades English Language Arts	Dr. Kwadwo Oppong-Wadie, School of Education
Middle Level Mathematics (5-8)	Dr. Allen Rogers & Dr. Theresa Robinson
Music (PK-12)	Ms. Deborah Peot, Dept. of Music
Physical Education (PK-12)	Dr. Krista Diedrich, School of Education
Broadfield Science (5-12)	Dr. Theresa Robinson, School of Education
Broadfield Social Science (5-12)	Dr. Karen Benjamin, Dept. of History
Theater (PK-12)	Ms. Janice Pohl, Dept. of Communication Arts & Sciences
World Languages (PK-12)	Ms. Frederica Bando, Dept. of World Languages & Literatures

SCHOOL OF EDUCATION STAFF

Director of Education Admissions	Mr. William Slodki Email: slodkiw@elmhurst.edu Phone: 630.617.3482
Licensure Officer	Mr. Michael Jankiewicz Email: michael.jankiewicz@elmhurst.edu Phone: 630.617.6120
Director of Field Experiences	Ms. Jane Bailey Email: jane.bailey@elmhurst.edu Phone: 630.617.3546
Dean, School of Education	Dr. Samina Hadi-Tabassum Email: samina.hadi-tabassum@elmhurst.edu Phone: 630.617.6423

SCHOOL OF EDUCATION – GENERAL CONTACT INFORMATION - EMAIL: teacherleadership@elmhurst.edu

CONTACTS:

630.617.3645 Monica Anderson, Senior Administrative Assistant
630.617.3242 Bea Martino, Administrative Assistant of Accreditation & Special Projects