



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

2024-2025

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## 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 timesheets in the Sonia database system, which will often begin in their 100/300 level courses. Candidates also must document field experiences at different schools and in grade levels that span their licensure area(s). Candidates should use the ILLINOIS SCHOOL REPORT CARD for each school in which they complete experiences since they will need to record the demographics of the field site in the Sonia database system. The report card provides information on the percentage of students by racial/ethnic background, low-income status, English proficiency (% English learners), mobility and homelessness, and special education services (% with IEPs). 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 timesheets in the Sonia database 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 which will be documented in the Sonia database. Most candidates exceed these minimal requirements. At least 50 hours must be documented in diverse field experiences. Every teacher candidate's field experience should extend beyond the time needed to complete just the assignments. 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 in the Sonia database for each course that has field-based requirements. These course-based field assignments may be increased in practicum courses, which are often taken simultaneously. Practicum courses can be found in the Special Education, Educating Young Children, Elementary Education and in the Secondary Education program. The 100 pre-clinical hours are built into the assignments for courses in the Secondary Education program.

- 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 will be documented in the Sonia database.
- All student teaching hours will be documented in the Sonia database.
- All documented fieldwork must have been completed in settings that do not represent a professional conflict of interest.

***Fieldwork in private schools or private 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 by the candidate and signed by the Program Director during the first semester in the program. These hours will be entered into the Sonia database.

(See page 10, *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. 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. Teacher candidates are responsible for checking their Elmhurst University email and communicating with the school district regarding the onboarding requirements. Failure to respond promptly to the school district's communication may lead to a loss of site placement and a delay in completing the program requirements.

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 Director of Field Experiences will provide the school district and its mentor teacher with a letter from the course professor that explains the field requirements for the entire term. The mentor teacher will also log into the Sonia database and verify the field hours and the completion of field hours and assignments. **During the teacher candidate's first visit to the school each term, all information on assignments for the entire semester should be shared.**

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. The Director of Field Experiences, Dr. Elizabeth Bell, will be responsible for placing all teacher candidates in their field sites. Teacher candidates must be in communication with Dr. Bell regarding their field placements and cannot seek placements on their own.

**Evaluation of field assignments.** Mentor teachers provide formative evaluation on field assignments in a variety of ways. As mentioned above, the mentor teacher verifies hours in the Sonia database. For some participation field assignments, mentors also may be asked to complete a rubric or checklist that offers more specific comments in addition to verifying hours. Professors review all mentor feedback for each assignment. Any mentor concerns noted 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. 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 a practicum course, 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 an 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 *Developing*, *Needs Improvement*, or *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, Dr. Elizabeth Bell, who oversees all field experiences and serves as the School of Education’s liaison to our school partners. Dr. Bell can be reached at 630.617.3546 or [elizabeth.bell@elmhurst.edu](mailto:elizabeth.bell@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 for licensure. 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 temporarily removed the edTPA requirement for aspiring teachers. The bill also created a task force to study different evaluation tests for teachers, and looked at creating a new one that could be implemented across the state. Teacher candidates completing student teaching in Fall 2024 will not be required to complete the edTPA.

University supervisors and student teachers will provide mentors and cooperating teachers with specific guidelines related to our ePortfolio and the Capstone.

The Illinois State Board of Education will make a decision by Spring 2025 whether the edTPA requirement will return as a part of teacher licensure requirements.

## **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 in Sonia that officially document the field experience. 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.

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 at the end of this document).

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 a 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 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 Dr. Elizabeth Bell at 630.617.3546 or [elizabeth.bell@elmhurst.edu](mailto:elizabeth.bell@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 and the Director of Field Experiences, who has the 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
<b>EYC Birth-2<sup>nd</sup></b>	Birth-3yr 45 Hours	PreK 3-5 45 hours	K <sup>dg</sup> -2 <sup>nd</sup> 45 hours (If they student teach in a preK classroom, they would only do half of their hours in a K-2 class)	10 hrs max. with approval		10 hrs max. with licensed teacher	50 hours minimum	25 hrs max.
<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.
<b>SPE K-21 years of age</b>	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.
<b>SEC – (recommended) 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.
<b>MIDDLE GRADES (recommended) 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.
<b>MUSIC/PE / THR PK-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.

**All candidates must record field hours in the Sonia database that indicate:**

- A maximum of **20 hours of observation**
- 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.
- TEL 317 has a **20-hour observation requirement set by ISBE**. These hours need to be conducted in a classroom with Multilingual (English Learner) identified students and an Illinois ESL or Bilingual endorsed teacher. These hours can count towards your 100 preclinical hours required for Checkpoint 1. All hours need to

be logged in Sonia. If you have any questions regarding the TEL hours, please contact Dr. Simeon Stumme at [simeon.stumme@elmhurst.edu](mailto:simeon.stumme@elmhurst.edu)

- Candidates in the Special Education program who are attaining an ESL Special Education Approval are required to complete the field-based assignments in their 3 TEL courses: TEL 212 (Foundation), TEL 317 (Methods/Materials), and TEL 439 (Assessment).
- Candidates in the Educating Young Children (EYC) program must be placed in a preventive care site for their Block One placement (please see p. 28 for a criteria checklist) either in a PI funded home visiting program or a school-based program.
- Candidates in Block Programs [Educating Young Children, Elementary Education, Special Education] will be placed in a school site in Block Three that will then serve as their student teaching site in Block Four, unless circumstances change and we need to find an alternative site placement.
- However, if an EYC candidate is student teaching in a preschool site in Block Four, they will need an additional placement in a primary classroom (K-2) in order to complete Block Three class assignments.
- Candidates in the EYC program who are seeking the Developmental Therapist credentials must complete the EYC 318 Early Intervention Internship and Seminar and record the clinical hours in the Sonia database.
- A teacher candidate earning a TEL minor (ESL and Bilingual Education) in the EYC and ELM programs must be placed with a cooperating teacher who has an active ESL/Bilingual endorsement attached to their PEL. A bilingual candidate can be placed with a cooperating teacher who has an ESL endorsement but may not have a Bilingual endorsement. Ideally, a bilingual candidate should be placed in a classroom in which the cooperating teacher is using the target language for instruction.

### 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
<b>BLOCK ONE</b>	
<b>EYC 300:</b> Introduction to Curriculum, Planning and Instruction for Birth-Three	Complete Doc the Block
	Complete Context for Learning
	Interview teacher about planning practices
<b>EYC 321:</b> Early Intervention Methods	Create A Family Routines Matrix
	Plan, Videotape & Evaluate a Play Intervention Session
<b>EYC 323:</b> Typical/Atypical Infant Toddler Assessment	Administer a Developmental Assessment
	Collect artifacts for portfolio to showcase toddler's skills
<b>EYC 326</b> Typical-Atypical Child Development B-5	Observation of a child B-3 yrs across the semester and write up a developmental observation paper linking theory to development.

<b>EYC 327: Typical/Atypical Language Development and Emergent Literacy</b>	Observation of Language/Natural Interactions
<b>EYC 328: Family and Community Relationships</b>	Design and facilitate a family engagement learning activity
	Attend 3 school sponsored family events
<b>J-Term TEL 212 Theoretical Foundations</b>	Interview school's EL program coordinator
	Observe and assist teachers in classrooms serving ELs.
<b>BLOCK TWO</b>	
<b>EYC 412: Assessing Young Children</b>	Construct Work Sampling System Portfolio
	Administer Assessment: IDGI, ECERS and Teaching Strategies GOLD
<b>EYC 414: Early Childhood Special Education Methods</b>	Create Routines Based Matrix – Embedding IEP Objectives
	Plan and teach lessons with adapted curriculum
	Constructing and adapting learning materials
<b>EYC 416: STEAM Curriculum for 3-5 Year Olds</b>	Complete The Project Approach: Planning, Implementing and Assessing the Project
<b>EYC 350: Curriculum, Instruction, and Assistive Technology</b>	Observe a student using assistive technology and write a case study report
<b>TEL 317: Methods and Materials for Teaching English Language Learners</b>	Participate/assist teachers in classrooms serving ELs.
	Video recording of teaching small group or whole class lesson in sheltered English or bilingual classroom (last two weeks in April).
<b>TEL 319: Linguistics</b>	Participate/assist teachers in classrooms serving ELs. and written field reflection.
	Language case study project
<b>BLOCK THREE</b>	
<b>EYC 314: Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms</b>	Complete detailed diagnostic assessment of a student
	Plan and teach 2 connected literacy lessons
<b>EYC 341: Primary Classroom Methods in Elementary Mathematics, Science and Social Science</b>	Plan and teach 1 whole group math lesson and 1 science or social studies lesson (2 total). Both

	<p>lessons should be taught to the whole class with differentiation.</p> <p>Determine integration of content across primary grade curricula</p>
<b>ELM/EYC 419: Evidence-Based Elementary Classroom Assessment and Learning Environments</b>	<p>Participate 2x weekly; create pre-/diagnostic, formative, and interim assessments; teach 2 sequential literacy lessons; analyze whole-class and individual learning outcomes; prepare family collaborative communication</p> <p>Participate 2x weekly; collect and analyze qualitative and quantitative observational data; plan a 10-day SEL instructional sequence with formative assessments; create a plan for collaborating with colleagues and families to reach SEL outcomes</p>
<b>EYC 450: Practicum III-Collaboration and Professional Practice</b>	<p>Practicum – 2 days per week: Work with future cooperating teacher and school staff to examine school/district policies &amp; procedures.</p> <p>Teach 2 or more connected literacy-based lessons</p>
<b>TEL 439: Assessment of English Language Learners</b>	<p>Participate/assist teachers in classrooms serving ELs*.</p> <p>Assessment case study of an EL student with audio recording of oral language, reading, and funds of knowledge assessment with focal student. Collect student writing samples.</p>
<b>TEL 448: Inquiry and Application of Bilingual Methods I</b>	<p>Lead and assist classroom teacher. Collect data including field notes, student work and video recording of teaching.</p>
<b>BLOCK FOUR</b>	
<b>EYC 454: Student Teaching in Early Childhood Education</b>	<p>Complete full time student teaching</p>
<b>TEL 449: Inquiry and Application of Bilingual Methods II</b>	<p>Collect data including field notes, student work, and video recording of teaching.</p>

## 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
<b>BLOCK ONE</b>	
<b>ELM 300:</b> 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
<b>ELM 314:</b> Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms	Detailed diagnostic assessment of student
	Plan and teach 2 connected literacy lessons
<b>ELM 341:</b> Primary Classroom Methods in Elementary Mathematics, Science and Social Science	Plan and teach 1 whole group math lesson
	Plan and teach 1 whole group social science lesson OR whole group science lesson
<b>BLOCK TWO</b>	
<b>ELM 350:</b> 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
<b>ELM 372:</b> 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
<b>ELM 382:</b> 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



<b>BLOCK THREE</b>	
<b>SPE 440: Diagnosis and Remediation of Reading Difficulties</b>	Assess for reading difficulties/implement remedial reading lessons.
<b>SPE 442: Remediation of Difficulties in Understanding and Applying Mathematics</b>	Design and an implement a 1 on 1 math intervention utilizing data-based decision making
<b>ELM/EYC 419: Evidence-Based Elementary Classroom Assessment and Learning Environments</b>	Participate 2x weekly; create pre-/diagnostic, formative, and interim assessments; teach 2 sequential literacy lessons; analyze whole-class and individual learning outcomes; prepare family collaborative communication
	Participate 2x weekly; collect and analyze qualitative and quantitative observational data; plan a 10-day SEL instructional sequence with formative assessments; create a plan for collaborating with colleagues and families to reach SEL outcomes
<b>ELM 450: Elementary School Practicum and Professional Practice Seminar</b>	Work with future cooperating teacher and school staff to examine school/district policies & procedures
	Teach 2 connected lessons on same topic & video record learning environment
	Teach total of 6 lessons (supervisor observes 2)
<b>BLOCK FOUR</b>	
<b>ELM 451: Student Teaching in Elementary Education</b>	Full time student teaching

### Elementary Education Candidates with a Reading Minor

<b>EDU 445 Reading Practicum</b>	This course requires field experience hours.  Candidates will demonstrate effective diagnosis and remediation techniques and professional interactions with children during tutoring sessions that are observed by the Elmhurst University Supervisor for the course.
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### Elementary Education Candidates with a TEL (Teaching English Learners) Minor

Course	Hours	Type of Classrooms	Field Experience Requirements
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<b>TEL 204</b> Cross-cultural Studies in Teaching English Language Learners	10hrs	Bilingual, Sheltered English, Dual Language	<ul style="list-style-type: none"> <li>• Observe and interview an ESL/Bilingual Resource Teacher.</li> <li>• Observe a classroom that is classified as “multi-lingual,” “bilingual,” or “dual language.” Brief Interview with the classroom teacher.</li> </ul>
<b>TEL 212</b> Theoretical Foundations of Teaching English Language Learners	10hrs	Bilingual, Sheltered English, Dual Language	<ul style="list-style-type: none"> <li>• Interview school’s EL program coordinator</li> <li>• Observe and assist teachers in classrooms serving ELs.</li> </ul>
<b>TEL 317</b> Methods and Materials for Teaching English Language Learners	20hrs	Bilingual, Sheltered English, Dual Language*	<ul style="list-style-type: none"> <li>• Participate/assist teachers in classrooms serving ELs*.</li> <li>• Video recording of teaching small group or whole class lesson in sheltered English or bilingual classroom (last two weeks in April).</li> </ul>
<b>TEL 319</b> Linguistics for Second Language Learning	20hrs	Bilingual, Sheltered English, Dual Language*	<ul style="list-style-type: none"> <li>• Participate/assist teachers in classrooms serving ELs*.</li> <li>• Language case study project.</li> </ul>
<b>TEL 439</b> Assessment of English Language Learners	20hrs	Bilingual, Sheltered English, Dual Language*	<ul style="list-style-type: none"> <li>• Participate/assist teachers in classrooms serving ELs*.</li> <li>• Assessment case study of an EL student. Will audio record oral language, reading, and funds of knowledge assessment with focal student. Will collect student writing samples.</li> </ul>
<b>TEL 448</b> Inquiry and Application of Bilingual Methods I	10hrs	Bilingual, Sheltered English, Dual Language*	<ul style="list-style-type: none"> <li>• Student teaching placement*</li> <li>• Lead and assist classroom teacher. Collect data including field notes, student work and video recording of teaching.</li> </ul>
<b>TEL 449</b> Inquiry and Application of Bilingual Methods II	20hrs	Bilingual, Sheltered English, Dual Language*	<ul style="list-style-type: none"> <li>• Student teaching placement*</li> <li>• Collect data including field notes, student work, and video recording of teaching.</li> </ul>

\* For students earning the ESL Endorsement, the field evaluation hours must be in a setting where students are receiving services in an ESL/sheltered English program by an ESL endorsed teacher. For the Bilingual Endorsement, students may be in an ESL/sheltered English program and/or bilingual classroom with an ESL or bilingual endorsed teacher. Students may also complete hours in dual language programs.

## SECONDARY EDUCATION FIELD RELATED ACTIVITIES

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

<b>COURSE</b>	<b>Field Experience Required</b>
<b>SEC 100:</b> Introductory Seminar to Teaching as a Caring Profession	Participate in field observations and experiences in diverse school and classroom settings under the supervision of licensed 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.
<b>SEC 300:</b> 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.
<b>SEC 310:</b> 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.
<b>TEL 317:</b> 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.
<b>SEC 360:</b> The Middle School: History, Philosophy, Organizational Structures and Best Practices	Participate and observe in a middle school setting for approximately 40 hours both in the 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.

<b>SEC 421:</b> 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.
<b>SEC 450:</b> 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.
<b>SEC 455/457:</b> Student Teaching in Secondary and Middle Schools	Full time Student Teaching

**FOR BROADFIELD SOCIAL SCIENCE**

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

**FOR BROADFIELD SCIENCE**

<b>SEC 440:</b> 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.

<b>COURSE</b>	<b>Field Experience Required</b>
<b>BLOCK ONE</b>	
<b>SPE 300:</b> Introduction to Curriculum, Planning and Instruction	Complete Document the Block
	Complete Context for Learning
	Interview teacher about planning practices
	Do a read aloud with students

<b>SPE 316:</b> K-12 Literacy Instructional Strategies and Interventions	Teach a literacy lesson
	Complete Informal Reading Assessment
<b>SPE 338:</b> Characteristics of Learners with Exceptionalities	Complete Child Focus Project
<b>SPE 434:</b> Curriculum, Assessment, Instructional Strategies for Learners with High Incidence Disabilities	Plan a lesson based off student IEP goal
<b>TEL 204</b> Cross-cultural Studies in Teaching English Language Learners	Observe and interview an ESL/Bilingual Resource Teacher.
	Observe a classroom that is classified as “multi-lingual,” “bilingual,” or “dual language.” Brief Interview with the classroom teacher.
	Student and/or Family Interview
<b>J-TERM</b> <b>TEL 212</b>	Interview school’s EL program coordinator
	Observe and assist teachers in classrooms serving ELs.
<b>BLOCK TWO</b>	
<b>SPE 438:</b> Curriculum, Assessment, Instructional Strategies for Learners with Low Incidence Disabilities	Teach reading or math lesson (MSD).
<b>SPE 439:</b> Characteristics and Specific Needs of Students with Physical, Health and Sensory Impairments	Observe and participate in a multi-needs class.
<b>SPE 350:</b> Curriculum, Instruction, and Assistive Technology	Observe a student using assistive technology and write a case study report
<b>TEL 317:</b> 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.
<b>TEL 319:</b> Linguistics	Participate/assist teachers in classrooms serving ELs. and written field reflection.
	Language case study project

<b>BLOCK THREE</b>	
<b>SPE 435:</b> The Learning Environment/Positive Behavior Support	Complete an FBA/BIP on a student
<b>SPE 440:</b> Diagnosis and Remediation of Reading Difficulties	Assess for reading difficulties/implement remedial reading lessons.
<b>SPE 443:</b> Remediation of Difficulties in Understanding and Applying Mathematics	Design and an implement a 1 on 1 math intervention utilizing data-based decision making
<b>SPE 450:</b> Special Education Practicum: Collaboration and Professional Practice	Participate in Practicum – 2 days/week Teach at least 4 times – two observed lessons by practicum supervisor, one observed by teacher Interview principal and other school personnel about school safety plan and trauma informed practices
<b>TEL 439:</b> Assessment of English Language Learners	Participate/assist teachers in classrooms serving ELs*. Assessment case study of an EL student with audio recording of oral language, reading, and funds of knowledge assessment with focal student. Collect student writing samples.
<b>J-TERM</b> <b>SPE 320:</b> Establishing Professional Relationships: Communication and Collaboration	Participate in student teaching classroom: teach a collaborative lesson with cooperating teacher, participate in a collaborative activity, create a plan for collaboration Identify an area for improvement in collaboration and implement over the course of the term
<b>BLOCK FOUR</b>	
<b>SPE 458:</b> Student Teaching in Special Education	Student Teaching

## 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>Developing</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>Developing</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.

Here are the four performance categories:

CATEGORY	DESCRIPTION FOR CANDIDATES IN BEGINNING OF FIELD WORK	LOOK FORS
<p>PROFICIENT =4</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>DEVELOPING =3</p>	<p>The teacher candidate performing at this level meets most expectations and standards but their performance is not consistent at this time. The candidate needs some guidance and support from supervisors and/or faculty. (2+ areas of Developing will be flagged)</p>	<p>Requires some additional support and time for demonstrating 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>NEEDS IMPROVEMENT =2</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. (2+ areas in Needs Improvement will be flagged)</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</li> </ul>



		(Goal 4) [IPTS 8] <ul style="list-style-type: none"> <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>
UNSATISFACTORY =1	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.	Demonstrates unsatisfactory performance in the following areas even after support and feedback have been provided: <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>
NOT OBSERVED =0	The teacher candidate was not observed performing the expectation and standard.	

- If a candidate receives 2 or more of “Needs Improvement” scores during the mid-evaluation stage in their student teaching semester, then a remediation plan is developed with the teacher candidate, Program Director, and with the clinical supervisor and mentor teacher’s feedback.
- If a candidate receives 2 or more “Developing” assessments during their pre-clinical practicum Blocks and/or pre-clinical courses, then the Program Director will meet with the teacher candidate to discuss progress in the program with actionable steps.
- A teacher candidate cannot receive more than one “Needs Improvement” score in their final assessment during student teaching in order to gain licensure.
- A teacher candidate may be referred to the Performance Review Committee if they need further support in their field experiences.

## 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:

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.

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.

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.

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

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: \_\_\_\_\_

### Forma Para Participación de Estudiante

Nombre del estudiante \_\_\_\_\_ La escuela del estudiante \_\_\_\_\_

Soy el padre o padre legal del niño/a nombrado arriba y acepto lo siguiente (por favor marque la línea abajo).

\_\_\_\_\_ DOY permiso para que mi hijo/a aparezca en grabaciones de video/audio como parte del trabajo del curso requerido por el programa de preparación del candidato maestros. Entiendo que el nombre de mi hijo/a y cualquier otra información de identificación personal sobre mi hijo/a no aparecerán en la grabación de video/audio.

\_\_\_\_\_ NO doy permiso para que mi hijo/a aparezca en grabaciones de video/audio como parte del trabajo del curso requerido por el programa de preparación del candidato maestros. Entiendo que mi hijo/a estará sentado fuera de las actividades grabadas.

La firma del padre o padre legal \_\_\_\_\_ La fecha \_\_\_\_\_

### **Elmhurst University School of Education: Criteria/checklist for EYC Block 1 Placements**

1. \_\_\_\_\_ Program adheres to Section 2-3.89 of the Illinois School Code [105 ILCS 5/2-3.89], Prevention Initiative for at-risk children from birth to age 3 and their families.
2. \_\_\_\_\_ Public or private not-for-profit or for-profit entity with experience in providing educational, health, social and/or child development services to young children and their families.
3. \_\_\_\_\_ Program is based on research of successful prevention services for at-risk families.
  - a. \_\_\_\_\_ Research is used to structure types of services and strategies to be offered as effective in addressing the needs of the families to be served,
  - b. \_\_\_\_\_ Program model (e.g., home visiting, site based)
  - c. \_\_\_\_\_ Implementing research-based curriculum (e.g., Baby Talk or Parents as Teachers).
4. \_\_\_\_\_ Serving children and families, most in need of prevention activities and services, within catchment area.
5. \_\_\_\_\_ Coordinating services (e.g., screening children, transitioning children) with other entities.
6. \_\_\_\_\_ Services target family needs,
  - a. \_\_\_\_\_ Implementing research-based family needs assessment,
  - b. \_\_\_\_\_ Creating individual family service plans for each family in program.
7. \_\_\_\_\_ Continuum of different services offered (e.g., different number of hours, locations, variety of activities and services)
8. \_\_\_\_\_ Families incentivized and encouraged to attend regularly and remain in the program a sufficient time to make sustainable changes.
9. \_\_\_\_\_ Referral/transition supports in place ensure 3-year-olds are placed into other early childhood education programs that meet their specific developmental.

### PROGRAM CONTACT INFORMATION

<b>Early Childhood Teacher Education</b> (EYC – Birth - Grade 2)	Dr. Jaime Zurheide, Director Email: <a href="mailto:jaime.zurheide@elmhurst.edu">jaime.zurheide@elmhurst.edu</a> Phone: 630.617.6498
<b>Elementary Teacher Education</b> (ELM -1-6)	Dr. Jeanne White, Director Email: <a href="mailto:whitej521@elmhurst.edu">whitej521@elmhurst.edu</a> Phone: 630.617.6485
<b>Special Education Teacher Education</b> (SPE - K-Age 22)	Dr. Jaime Zurheide, Director Email: <a href="mailto:jaime.zurheide@elmhurst.edu">jaime.zurheide@elmhurst.edu</a> Phone: 630.617.6498
<b>Secondary and Middle Grades Education</b> (SEC 5-8, 5-12, 9-12 & PK-12)	Dr. Theresa Robinson, Director Email: <a href="mailto:theresa.robinson@elmhurst.edu">theresa.robinson@elmhurst.edu</a> Phone: 630.617.3232
<b>ESL/Bilingual Coordinator</b> (PreK-12)	Dr. Simeon Stumme Email: <a href="mailto:simeon.stumme@elmhurst.edu">simeon.stumme@elmhurst.edu</a> Phone: 630.617.3586

### 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

<b>Director of Education Admissions</b>	Mr. William Slodki Email: <a href="mailto:slodkiw@elmhurst.edu">slodkiw@elmhurst.edu</a> Phone: 630.617.3482
<b>Licensure Officer</b>	Dr. Michael Jankiewicz Email: <a href="mailto:michael.jankiewicz@elmhurst.edu">michael.jankiewicz@elmhurst.edu</a> Phone: 630.617.6120
<b>Director of Field Experiences</b>	Dr. Elizabeth Bell Email: <a href="mailto:elizabeth.bell@elmhurst.edu">elizabeth.bell@elmhurst.edu</a> Phone: 630.617.3546
<b>Dean, School of Education</b>	Dr. Samina Hadi-Tabassum Email: <a href="mailto:samina.hadi-tabassum@elmhurst.edu">samina.hadi-tabassum@elmhurst.edu</a> Phone: 630.617.6423

**SCHOOL OF EDUCATION – GENERAL CONTACT INFORMATION - EMAIL:** [teacherleadership@elmhurst.edu](mailto:teacherleadership@elmhurst.edu)

### CONTACTS:

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