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Welcome from the President of the University

Welcome to Concordia University, St. Paul!

Concordia University seeks to serve God and our global community by preparing students for thoughtful and informed living, dedicated service to God and humanity and enlightened care of God's creation, all within the context of the Christian Gospel.

Our alumni consistently tell us that we empowered them to succeed in their academic work, discover a great deal about their own sense of vocation, and prepare for their chosen career field with relevant knowledge, skills and attitudes. Located in the heart of the City of St. Paul, we are committed to our urban community, with its rich racial, ethnic, and multicultural character. Furthermore we honor Jesus Christ as Lord, while at the same time welcoming individuals from many faith traditions to our campus and online cohorts. Our highly educated, trained, and caring faculty and staff offer their knowledge, disciplined research methodology, listening ears and hearts, and Christian values to each student program wide.

Concordia has become known as one of the most affordable private higher education options in the United States and a great value. The result has been extraordinary growth in enrollments across the entire University. The Master of Arts in Teaching is part of that growth.

I encourage you to join us in your educational leadership roles in your home communities and expand the circle of student success wherever you serve. We are here to help you achieve your educational and vocational goals and to that end celebrate your success as well.

Tom Ries, President
Welcome from the College of Education and the Master of Arts in Teaching

Welcome to Concordia University, St. Paul and the Master of Arts in Teaching program.

The mission of the College of Education is to prepare professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research and leadership in our diverse and global community.

The preparation of educators at the initial/undergraduate level has been the pride of Concordia University for nearly 60 years and is centered in the institutional mission to “prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God’s creation, all within the context of the Christian Gospel.” The advanced/graduate programs have been developing during the last 15 years, are growing in enrollment, and are also focused on this mission. Preparation at both levels is designed, as we note in the university’s Promise to Students, to empower students “to discover and engage” their “purpose for life, career and service, in a dynamic, multicultural, urban environment, where Christ is honored, all are welcome, and Lutheran convictions inform intellectual inquiry and academic pursuits.” The educator preparation programs are deliberately created to “prepare professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research and leadership in our diverse and global community” (College of Education mission).

Our teacher education programs – including the Master of Arts in Teaching – are known throughout Minnesota and the country for excellence. We believe our faculty, staff, candidates, and programs are the finest in the state of Minnesota and in the Concordia University system and are exemplary in the preparation of educators. The programs have been fully accredited at the national level by the National Council for Accreditation for Teacher Education (NCATE) continuously since 1968 and now by the Council for the Accreditation of Educator Preparation (CAEP). All licensure-related programs are approved by the Minnesota Board of Teaching (e.g., initial licensure, Reading endorsement). All master’s degrees in the educator preparation programs are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Department of Undergraduate Teacher Education (DUTE) is where initial licensure programs reside at the university.

Concordia University is a great place to prepare for a career working with our most important resource – our children. Welcome aboard!

Lonn David Maly,
Dean of the College and Program Coordinator for the MAT
Part I: Introduction

*Teachers affect eternity; no one can tell where their influence stops.*

*Henry Brooks Adams*

Purpose of the Handbook
Concordia University
National Accreditation – University
National Accreditation – Teacher Education
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Vision for Teacher Education at Concordia University
Directory of Faculty and Staff
Purpose of the Handbook

The purpose of this Handbook is to define, describe, and explain the facets of the Master of Arts in Teaching (MAT) program at Concordia University in Saint Paul, Minnesota. It is intended for participants in the program, faculty teaching in the program, Cooperating Teachers working with candidates, and University Supervisors working with candidates.

Knowledge of the policies, procedures, and responsibilities for all involved with the program will help each to develop a clear understanding of his/her own role.

Questions about the College of Education, the Department of Undergraduate Teacher Education (DUTE), or the Master of Arts in Teaching (MAT) should be directed to those listed in the contact information of the Handbook.

Concordia University

Concordia University, founded in 1893, is a coeducational and comprehensive Lutheran university that currently enrolls 4,535 students (fall 2016 census) at both the undergraduate and graduate levels. Currently there are 2,659 undergraduate students and 1,876 graduate students. Concordia University is a comprehensive Christian liberal arts university, one of 10 operated under the auspices of The Lutheran Church-Missouri Synod. The University is located in the Midway neighborhood of Saint Paul, Minnesota, is an urban campus, and welcomes students of all ages and nationalities and from all religious, racial, ethnic, and financial backgrounds. Of the traditional undergraduate students, 40 percent are persons of color. At the graduate level, 19 percent are persons of color. First-generation students make up 22 percent of the traditional undergraduate populations and 30 percent of the graduate population. Students from Minnesota make up 82 percent of the traditional undergraduates and 79 percent of the graduate students.

The university currently grants the following eight degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Master of Arts, Master of Science, Master of Business Administration, Educational Specialist, Doctorate of Education and Doctorate of Physical Therapy. It also offers over 50 major fields of study and 40 minor fields of study. The university offers 23 graduate master degree programs, two specialist programs, and one doctoral program.

Concordia University offers both initial/undergraduate teacher licensure and advanced/graduate teacher education programs. Initial licensure programs are offered primarily in a face-to-face format while the graduate programs are offered in three modalities: face-to-face, blended, and fully online. The Department of Undergraduate Teacher Education (DUTE) and the Department of Graduate Teacher Education (DGTE) serve as the Education Preparation Provider (EPP) at the university. The undergraduate teacher education program has articulation agreements with most Minnesota community and technical colleges, allowing for a seamless transition to the completion of a licensure program at Concordia University. The university accepts the Minnesota undergraduate transfer curriculum. The graduate programs accept undergraduate degrees from all regionally accredited institutions of higher education.
National Accreditation – University

Concordia University has been accredited by the North Central Association of Colleges and Secondary Schools (NCA) since 1967, with the most recent re-accreditation granted in 2008. Since 2014 the accrediting organization has been known as the Higher Learning Commission (HLC). A comprehensive evaluation site visit is scheduled for April, 2018.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL  60604-1413
(800) 621-7440 or (312) 263-0456
info@hlcommission.org

National Accreditation – Teacher Education

Concordia University’s teacher education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) with the most recent site visit in April, 2017. Concordia University’s graduate teacher education programs hold accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

Council for the Accreditation of Educator Preparation
1140 19th Street NW, Suite 400
Washington, DC  20036
(202) 223-0077

State of Minnesota Approval – Teacher Education

All teacher licensure programs at Concordia University are fully approved by the Minnesota Board of Teaching (BOT). The BOT granted tentative approval for the elementary education program in 1964 and full approval in 1970. The teacher education programs have had continuing approval with the last site visits by the BOT in 2017. The most recent approval was completed in May, 2017 when the BOT provided full continuing unit approval for all teacher licensure programs at the university through June 30, 2022.

Minnesota Board of Teaching
1500 Highway 36 West
Roseville, MN  55113-4266
(651) 582-8833

Vision for Teacher Education at Concordia University

The teacher education programs – at the initial/undergraduate level – have been the pride of Concordia University for nearly 60 years. The advanced/graduate programs have been developing during the last 15 years and are growing in enrollment. The programs, at both levels, are widely recognized for excellence in faculty, staff, candidates, and program offerings. The teacher education faculty, staff, candidates, and programs are the finest in the state of Minnesota.
and in the Concordia University system and are exemplary in the preparation of educators. The programs have been fully accredited at the national level by the National Council of Accreditation for Teacher Education (NCATE) continuously since 1968 and now by the Council for the Accreditation of Educator Preparation (CAEP). All licensure-related programs are approved by the Minnesota Board of Teaching (e.g., initial licensure, Reading endorsement) or the Board of School Administrators (BOSA; principal and superintendent). All master’s degrees in the educator preparation programs are fully accredited by CAEP.

Collaboration between partners on and off campus as well as ongoing assessment ensures that national and state standards are met. The faculty, staff, candidates and programs embrace and live the core values of quality, diversity, fairness, and service – all within the context of the Christian Gospel. An underlying assumption is that all children can learn. The faculty and staff foster a caring, Christian learning environment, rich in technology and wonderfully diverse, in which each candidate receives individualized attention to facilitate personal and professional growth. Candidates, in turn, foster such dispositions.
Directory of Faculty and Staff

Professor Lonn David Maly
Dean, College of Education
Program Coordinator, Master of Arts in Teaching (MAT)
maly@csp.edu (651) 641-8203

Ms. Stephanie Gilbert
Student Advisor
sgilbert@csp.edu (877) 286-4748

Dr. Lynn Gehrke
Chair, Department of Undergraduate Teacher Education (DUTE)
gehrke@csp.edu (651) 603-6206

Dr. Kristin Conrad
Coordinator of Field Experiences and Clinical Practice
conrad@csp.edu (651) 603-6204

Ms. Leah Martin
Associate Director of Graduate and Adult Undergraduate Admissions
lmartin@csp.edu (651) 641-8300

Ms. Anne Heilman
Administrative Assistant, College of Education Licensing
heilman@csp.edu (651) 641-8200

Ms. Debbie Tewes
Executive Assistant, Graduate Teacher Education Faculty Support
tewes@csp.edu (651) 641-8862
Part II: University Foundations

Education is not the filling of a pail, but the lighting of a fire.
-William Butler Yeats

Foundational Statements
Mission
Vision
Motto
Promise to Students
Seal
Logo
College of Education Mission Statements
Concordia University Principles of Graduate Study
Foundational Statements

Mission

The mission of Concordia University, Saint Paul, a university of the Lutheran Church – Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, all within the context of the Christian Gospel.

Vision

The vision of Concordia University, Saint Paul, is to be acknowledged as the leading Lutheran university offering exceptional opportunities for students from all backgrounds who seek relevant career preparation and a challenging academic experience coupled with the insights of Lutheran theology.

Motto

In litteris proficere volo malo deligere Jesum

“I wish to be proficient in academics, but even more I wish to know Jesus.”

Promise to Students

Concordia University, Saint Paul, empowers you to discover and engage your purpose for life, career and service, in a dynamic, multicultural, urban environment, where Christ is honored, all are welcome, and Lutheran convictions inform intellectual inquiry and academic pursuits.
The Concordia University seal was originally designed by Dr. Theodore Buenger for Concordia College in 1895. The Lamp of Learning symbolizes the light of the knowledge of God’s Word illuminating the minds of the students as well as the darkness of the world. The Crossed Quills symbolize the writings of the student and the writings of the great individuals throughout history from which the student learns. The Moccasin Flower symbolizes the State of Minnesota and the beauty of God’s creation. The inscription places learning in the context of the Christian Gospel. Dr. Buenger used the Latin language in keeping with the classical ideals characteristic of our school: *In litteris proficere volo, malo diligere Jesum*. This may be translated, “I wish to be proficient in academics, but even more I wish to know Jesus.” It is based on Ephesians 3:19: “And to know the love of Christ that surpasses knowledge, that you may be filled with all the fullness of God” (ESV).
Logo (above)

The Concordia University, Saint Paul, logo is in the form of a window symbolizing Christian higher education as a window on life. Framed within the window, a cross emerges, which identifies Christ as the center of life. The asymmetrical window and cross reflect that life is not always logical or consistent, but Christ holds all things together. The four complementary colors represent harmony in diversity and harmony in Christ.

Cross: The cross portrays our mission to educate students in the context of the Christian Gospel. The Good News of Jesus Christ forms the basis of life and education at Concordia.

Quill: The quill is taken from our academic seal and represents our tradition and commitment to academic excellence and the love of learning.

Individual: The individual represents our serving the individual student while encouraging their personal development and responsibility the education process. The outstretched arms imply reaching out to others, openness to community

Globe: The globe reminds us of our world community and Christ’s command to teach all nations. It also reflects our concern for enlightened care of God’s creation, which is part of our mission statement.

This mission is achieved when students pursue programs grounded in the liberal arts and focused on education for vocation in home, workplace, community, and congregation.

1. Therefore, the university pursues the following purposes:

2. to relate human learning and experience to the Christian faith as this faith is confessed within our Lutheran heritage;

3. to provide education within the context of a global perspective;

4. to structure personalized and integrated learning experiences in which students share with faculty the responsibility for their own intellectual, social, emotional, and spiritual growth;

5. to offer a variety of experiences in and out of the classroom designed to assist students in acquiring greater self-understanding, in achieving growing realization of their abilities and interests, and in investigating options for service in the home, workplace, community, and congregation.
College of Education Mission

The College of Education prepares professionals in a Lutheran liberal arts environment for lifelong learning and service in teaching, research and leadership in our diverse and global community.

Concordia University Principles of Graduate Study

Coursework at the graduate level is not just different classes than the undergraduate. It is not simply more information on a particular topic. It is designed to be a qualitatively different experience. Concordia University has accepted these principles as the practical ways graduate education will be delivered at Concordia.

The Principles of Graduate Study at Concordia University include the following:

- Graduate coursework is more creative.
- Graduate coursework is more self-directed.
- Graduate coursework is more rigorous.
- Graduate coursework is more attentive to epistemological issues.
- Graduate coursework is more attentive to research.
- Graduate coursework is more a community of learners, rather than merely a teacher-student relationship.
- Graduate students give careful consideration to research, information, and bibliographic references.
- Graduate learning is not just remembering information, it is constructing knowledge.
- Graduate professors are actively engaged in research and learning.
Part III: Program Foundations

*If a child can’t learn the way we teach, maybe we should teach the way they learn.*

-Ignacio ‘Nacho’ Estrada

Introduction to the Master of Arts in Teaching Program
Learner Outcomes
Essential Program Question
Conceptual Framework (summary)
Coursework and Sequence
Minnesota Code of Ethics for Educators
Introduction to the Master of Arts in Teaching Program

The Master of Arts in Teaching (MAT) program is designed to provide an opportunity for candidates with a Bachelor’s degree to earn a Master’s degree and be eligible to apply for a Minnesota teaching license for grades Kindergarten through Grade Six. The program consists of 12, three-credit courses and a one semester long (15 weeks), six-credit, Student Teaching Clinical experience.

Concordia University’s MAT program is delivered through a seven-week cohort-based model and offered online or in a blended format (fall semester only). Online courses meet for 90 minutes each week via WebEx and typically from 6:00 to 7:30 pm. Blended courses typically meet weeks 1, 3, 5, and 7 face-to-face on the Concordia University campus from 5:00 to 7:50 pm and weeks 2, 4, and 6 online via WebEx from 6:00 to 7:30 pm.

A second option is available that leads to eligibility for initial licensure and not the MAT. The first 10 courses (30 credits) and the Student Teaching Clinical semester (6 credits) meet initial licensure requirements (36 credits). Candidates choosing this option do not take the following two courses: ED 521 and ED 590.

Learner Outcomes for the Concordia University Master of Arts in Teaching Program

The Master of Arts in Teaching program leads to eligibility for a Kindergarten through Grade Six teaching license in Minnesota and prepares highly effective professional, decision-making, reflective educators. The outcomes for the program are organized in reference to the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development, also known as the Minnesota Standards of Effective Practice:

1 – **Subject Matter:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create experiences that make these aspects of subject matter meaningful for students.

2 – **Student Learning:** The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

3 – **Diverse Learners:** The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

4 – **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage the students’ development of critical thinking, problem solving, and performance skills.
5 – **Learning Environment**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6 – **Communication**: The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7 – **Planning Instruction**: The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8 – **Assessment**: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

9 – **Reflection and Professional Development**: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10 – **Collaboration, Ethics, and Relationships**: A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students’ learning and well-being.

**Essential Program Question**

In light of what we know about how people learn, how shall we best teach?
COLLEGE OF EDUCATION –
TEACHER EDUCATION

CONCEPTUAL FRAMEWORK (summary)

Educator as Professional Decision Maker, Reflective Practitioner, and Adaptive Expert

Mission of the College of Education: The College of Education prepares professionals in a Lutheran liberal arts environment for lifelong learning and service in teaching, research, and leadership in our diverse and global community.

Vision of the Education Preparation Provider (EPP): The faculty, staff, and programs embrace and live the core values of quality, diversity, and service – all within the context of the Christian Gospel. The faculty and staff foster a caring, Christian learning environment, rich in technology and wonderfully diverse, in which each candidate receives individualized attention to facilitate personal and professional growth. Candidates, in turn, demonstrate exemplary dispositions in their future P-12 classrooms.

Mission of the Department of Undergraduate Teacher Education: The Department of Undergraduate Teacher Education prepares professional, academically capable, and personally responsible entry-level educators who are professional decision makers to serve in diverse and global educational communities.

Mission of the Department of Graduate Teacher Education: The Department of Graduate Teacher Education, prepares professionals at the advanced/graduate level to be decision makers, reflective practitioners, and adaptive experts for teaching, research, and leadership in diverse and global educational communities.

Liberal Arts Tradition and General Education

Concordia University prepares entry-level professional educators for service in public, private, and parochial (primarily Lutheran) schools as well as in-service practitioners for continued professional growth.

The university has established learning outcomes for all students articulated as the “Framework for Learning.” The university catalog notes that The Framework for Learning was created by the faculty as a conceptual model to organize the learning of students at Concordia University. The function of the Framework for Learning is to make explicit how Concordia University understands and applies its mission statement. To help realize the goals of the mission statement, the total educational experience of Concordia students – both in and out of the classroom – is placed within an overarching structure called the Framework for Learning. The Framework includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.
In turn, the 11 University Outcomes have been derived from the Framework for Learning. It is expected that all students will accomplish these University Outcomes through a variety of experiences and various coursework. It is expected that students in the Master of Arts in Teaching (MAT) program come to Concordia University with an undergraduate bachelor’s degree from a regionally accredited institution of higher education where these ends were achieved. Even so, many of the courses in the MAT include some content – the subject matter that is taught in the elementary classroom.

The goals and competencies of the Framework for Learning are identified in eight areas and students in the undergraduate programs and in the MAT program should be able to demonstrate these competencies by the end of their coursework at Concordia University:

**Aesthetic**
Goal: to increase awareness, understanding and informed critical appreciation of artistic expression and to foster creative talents within the student.
Competencies: With the help of the Concordia community, the student will:
- A. understand the importance of artistic expression in reflecting and shaping the life of human communities;
- B. appreciate the arts by exploring them in relation to philosophical, religious and social thought;
- C. appreciate the arts by experiencing major forms of artistic communication;
- D. appreciate and examine the relationship of the arts and ineffable aspects of human experience; and,
- E. value one's self as a contributor to, appreciation of and participant in various avenues of artistic expression.

**Intellectual**
Goal: to develop the ability to think critically, incorporating skills for imagining, organizing, analyzing and evaluating.
Competencies: With the help of the Concordia community, the student will:
- A. reason logically, reflectively and independently;
- B. examine, analyze and integrate ideas, applying inductive, quantitative and abstract thinking;
- C. synthesize and formulate new ideas;
- D. arrive at thoughtful, informed and ethical decisions; and,
- E. use appropriate and current technology in problem solving, research and analysis.

**Physical**
Goal: to foster informed healthful living, balanced service to God and humanity and enlightened care for self.
Competencies: With the help of the Concordia community, the student will:
- A. demonstrate strategies that promote lifelong health;
- B. implement and evaluate a personal physical fitness plan;
- C. implement a health-conscious lifestyle, including intellectual and emotional wellness; and,
- D. balance health of physical self and service to God and humanity.
Spiritual
Goal: to foster understanding of the Gospel and its Biblical source from the perspective of Lutheran theology, including implications of the Gospel for human experience and for vocation in home, workplace, public life and congregation.
Competencies: With the help of the Concordia community, the student will:
   A. appreciate and understand the content of the Bible, with appropriate reference to the Gospel and Lutheran theology;
   B. describe the Christian tradition, noting the university's Lutheran heritage, and examine the range of Christianity's influence on human history and culture;
   C. relate with sensitivity to various religious traditions;
   D. understand the complexities of the intersections of religion and society, including questions of ethics and vocation; and,
   E. serve the larger community and reflect on the significance of that service.

Communication
Goal: to develop an awareness of communication processes and the desire and skill to improve writing, speaking, research, synthesis and analysis.
Competencies: With the help of the Concordia community, the student will:
   A. understand and demonstrate the writing and speaking process, developing theoretical knowledge of and applying skills in interpersonal, public and intercultural communication contexts;
   B. respond to texts with attention to logic, style, voice, organization and effect;
   C. use skills of logic, research, evaluation and synthesis in a variety of contexts;
   D. describe communication factors in the development, maintenance and dissolution of relationships;
   E. demonstrate a responsible, ethical use of all forms of communication; and,
   F. demonstrate application of technology as a communication tool.

Interpersonal
Goal: to develop understanding of self and self in relation to others.
Competencies: With the help of the Concordia community, the student will:
   A. understand human behavior individually, in groups and in organizations;
   B. understand his/her own experience and paradigms, discover biases and their effects on behaviors, thought processes, feelings and spirituality;
   C. develop empathy and understanding for others from similar as well as from different backgrounds;
   D. develop self-understanding within the context of relationships with others; and,
   E. demonstrate cooperative approaches to conflict resolution.

Civic
Goal: to understand the structure and operations of governments as well as the dynamic interplay between individual and corporate identities; to examine patterns and processes of culture and social structure.
Competencies: With the help of the Concordia community, the student will:
   A. evaluate and understand current and historical societal issues;
B. compare and contrast issues, societal institutions and policies in the U.S. with those of other countries;
C. articulate a coherent democratic and just vision for the U.S., including the rights and responsibilities of its citizens and the role of the state; and,
D. participate in the body politic: campus, city, state, national, or international.

Global
Goal: to facilitate an informed understanding of our global interdependence and the ability to interact effectively with people, language and cultures other than a student's own.
Competencies: With the help of the Concordia community, the student will:
   A. relate with an informed perspective to people of at least one other culture of the world;
   B. relate with an informed perspective to people of at least one other culture of the United States;
   C. identify economic, political, religious, scientific, technological, geographical, environmental and other links in our global community;
   D. work towards justice and environmentally responsible living within a global perspective; and,
   E. recognize and act upon the difficulties caused by ethnocentrism.

Conceptual Framework Specific for Teacher Education Programs

The conceptual framework for the teacher education programs – Educator as Professional Decision Maker, Reflective Practitioner, and Adaptive Expert – articulates the multiple dimensions of these programs at Concordia University. The included visual model (Figure 1) presents the components of the framework and communicates the relationships that the components have with one another. The model suggests a dynamic, interactive, energetic, and productive orientation to the preparation of professional educators at Concordia University.

NOTE: The complete conceptual framework will be addressed in the first course in the MAT program and revisited regularly through other coursework.
Educator as Professional Decision Maker, Reflective Practitioner, and Adaptive Expert

FIGURE 1
Coursework and Sequence

September starts

The first 10 courses (30 credits) and the Clinical Practice semester (6 credits) meet initial licensure requirements (36 credits) for coursework. Learners who complete the two educational research courses also may earn the graduate degree, the Master of Arts in Teaching (42 credits).

ED 535 Introduction to Teaching Children (3 semester credits)
Human growth and development from the prenatal stages through the elementary years is reviewed. Concordia University’s teacher education program and its conceptual framework are introduced as learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

Fieldwork
15-hour field experience with children in grades K-6 who are from diverse socioeconomic groups

Diversity Strand
15-hour field experience with children in grades K-6 who are from diverse socioeconomic groups

Technology Strand
Introduction to using a Course Management System (e.g., Blackboard)
Introduction to using a web-based course delivery system (e.g., WebEx)
Introduction to using a digital library

Research Strand
Introduction to using a digital library
Introduction to the Publication Manual of the American Psychological Association for writing and style including citations

Program-Specific Aspects
Introduction to the Teacher Education Conceptual Framework Requirement – take the National Evaluation Series (NES) Essential Academic Skills tests (Mathematics, Reading, Writing)

ED 514 Psychology of Learning and Teaching in Schools (3 semester credits)
An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

Fieldwork
15-hour field experience with children in grades K-6 who are English-language learners

Diversity Strand
15-hour field experience with children in grades K-6 who are English-language learners

Technology Strand
Reinforcement of use of a Course Management System (e.g., Blackboard)
Reinforcement of use of a web-based course delivery system (e.g., WebEx)
Reinforcement of use of a digital library
Enrollment in the LiveText Assessment and ePortfolio System and uploading a personal resume

Research Strand
Reinforcement of use of a digital library
Reinforcement of use of the Publication Manual of the American Psychological Association for writing and style including citations

Program-Specific Aspects
Reinforcement of the Teacher Education Conceptual Framework
Enrollment in the LiveText Assessment and ePortfolio System and uploading of a personal resume
Introduction to the Lesson Planning templates (for Learning Task and Learning Segment)

ED 549 Effective Teaching (3 semester credits)
This course develops the skills of planning, implementing, and evaluating for the decision-making, reflective practitioner. Topics of study will include such things as instructional planning, assessment, differentiation, technology, classroom management, and others.

Fieldwork
15-hour field experience with children in grades K-6 who are from diverse ethnic or cultural groups

Diversity Strand
15-hour field experience with children in grades K-6 who are from diverse ethnic or cultural groups

Technology Strand
Mastery of use of a Course Management System (e.g., Blackboard)
Mastery of use of a web-based course delivery system (e.g., WebEx)
Mastery of use of a digital library
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
Mastery of the use of a digital library
Proficiency in the use of the Publication Manual of the American Psychological Association for writing and style including citations

Program-Specific Aspects
Further development of the LiveText ePortfolio including upload of an artifact or two
Using the Lesson Planning templates (for Learning Task and Learning Segment)
ED 552 Content and Methods for Teaching K-6 Health and Movement (3 semester credits)
A study of the content, philosophy, materials, research, and strategies related to the teaching of health and movement in the K-6 classroom.

Fieldwork
15-hour field experience with children in grades K-6 who are learning **health and/or movement**

Diversity Strand
15-hour field experience with children in grades K-6 who are learning **health and/or movement**

Technology Strand
Continued use of a digital library
Creating a video of teaching
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
Continued use of a digital library
Continued use of the *Publication Manual of the American Psychological Association* for writing and style including citations

Program-Specific Aspects
Further development of the LiveText ePortfolio including upload of artifacts to complete the “Admission to Professional Program” section; see the corresponding section of the Student Handbook
Using the Lesson Planning templates (for Learning Task and Learning Segment)

ED 551 Content and Methods for Teaching K-6 Science (3 semester credits)
A study of the content, philosophy, materials, research, and strategies related to the teaching of science in the K-6 classroom.

Fieldwork
15-hour field experience with children in grades K-6 who are learning **science**

Diversity Strand
15-hour field experience with children in grades K-6 who are learning **science**

Technology Strand
Continued use of a digital library
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
Continued use of a digital library
Continued use of the *Publication Manual of the American Psychological Association* for writing and style including citations

Program-Specific Aspects
Using content source material
ED 553 Content and Methods for Teaching K-6 Social Studies (3 semester credits)
A study of the content, philosophy, materials, research, and strategies related to the teaching of social studies in the K-6 classroom.

Fieldwork
15-hour field experience with children in grades K-6 who are learning social studies

Diversity Strand
15-hour field experience with children in grades K-6 who are learning social studies

Technology Strand
Continued use of a digital library
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
Continued use of a digital library
Continued use of the Publication Manual of the American Psychological Association for writing and style including citations
Completing an Annotated Bibliography

Program-Specific Aspects
Using content source material

ED 548 Content and Methods for Teaching K-6 Literacy (3 semester credits)
A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

Fieldwork
15-hour field experience with children in grades K-6 who are learning literacy

Diversity Strand
15-hour field experience with children in grades K-6 who are learning literacy

Technology Strand
Continued use of a digital library
Uploading an artifact or two to the LiveText ePortfolio
Introduction to using a SmartBoard for instruction

Research Strand
Continued use of a digital library
Continued use of the Publication Manual of the American Psychological Association for writing and style including citations
Completing an Annotated Bibliography

Program-Specific Aspects
Using content source material
Completing an academic language activity (for edTPA)
**ED 550 Content and Methods for Teaching K-6 Mathematics** (3 semester credits)

A study of the content, philosophy, materials, research, and strategies related to the teaching of mathematics in the K-6 classroom.

Fieldwork
- 15-hour field experience with children in grades K-6 who are learning **mathematics**

Diversity Strand
- 15-hour field experience with children in grades K-6 who are learning **mathematics**

Technology Strand
- Continued use of a digital library
- Uploading an artifact or two to the LiveText ePortfolio
- Continuing use of a SmartBoard for instruction

Research Strand
- Continued use of a digital library
- Continued use of the *Publication Manual of the American Psychological Association* for writing and style including citations

Program-Specific Aspects
- Using content source material
- Completing an academic language activity (for edTPA)
- Complete and submit the Application for Placement in a Clinical Experience (include Field Experience chart)

**ED 555 Content and Methods for Teaching K-6 Art and Music** (3 semester credits)

A study of the content, philosophy, materials, research, and strategies related to the teaching of art and music in the K-6 classroom.

Fieldwork
- 15-hour field experience with children in grades K-6 who are learning **art and/or music**

Diversity Strand
- 15-hour field experience with children in grades K-6 who are learning **art and/or music**

Technology Strand
- Continued use of a digital library
- Uploading an artifact or two to the LiveText ePortfolio

Research Strand
- Continued use of a digital library
- Continued use of the *Publication Manual of the American Psychological Association* for writing and style including citations

Program-Specific Aspects
- Using content source material
ED 537 Inclusion in Diverse Classrooms (3 semester credits)

Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practice related to the inclusion of students with unique learning needs in the regular classroom.

Fieldwork
15-hour field experience with children in grades K-6 who have special learning needs

Diversity Strand
15-hour field experience with children in grades K-6 who have special learning needs

Technology Strand
Continued use of a digital library
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
Continued use of a digital library
Continued use of the Publication Manual of the American Psychological Association for writing and style including citations

Program-Specific Aspects
Ensure that National Evaluation Series (NES) Essential Academic Skills tests are adequate for Placement into Student Teaching Clinical

ED 521 Educational Research and Applications (3 semester credits)
(licensure only candidates do not take this course)

Mastering the systematic and rigorous process of posting a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions.

Technology Strand
Continued use of a digital library
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
Continued use of a digital library
Continued use of the Publication Manual of the American Psychological Association for writing and style including citations

Writing of a deliverable related to research – Literature Review

Program-Specific Aspects
Writing of a deliverable related to research – Literature Review
Ensure that National Evaluation Series (NES) Essential Academic Skills tests are adequate for Placement into Student Teaching Clinical

ED 590 Conducting Research and Completing the Capstone (3 semester credits)
(licensure only candidates do not take this course)

A review and critical analysis of current educational research focused on a specific
question. Students complete the capstone project.

Technology Strand
- Continued use of a digital library
- Uploading an artifact or two to the LiveText ePortfolio

Research Strand
- Continued use of a digital library
- Continued use of the *Publication Manual of the American Psychological Association* for writing and style including citations
- Writing of a deliverable related to research – Capstone

Program-Specific Aspects
- Writing of a deliverable related to research – Capstone
- Ensure that National Evaluation Series (NES) Essential Academic Skills tests are adequate for Placement into Student Teaching Clinical

ED 560 Clinical Experience and Professional Foundations (6 semester credits)
This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom. *(This is a 16-week experience from late August through December)*

Diversity Strand
- Working with children from a variety of backgrounds and experiences

Technology Strand
- Completing the edTPA
- Uploading an artifact or two to the LiveText ePortfolio

Research Strand
- TBD

Program-Specific Aspects
- Completing the edTPA
- Completing the MTLE Content and Pedagogy examinations (passing scores needed for licensure)
- Completing the Exit from Student Teaching Clinical Survey
Coursework and Sequence – Take 2

January starts
Different sequence for last three courses

The first 10 courses (30 credits) and the Clinical Practice semester (6 credits) meet initial licensure requirements (36 credits). Learners who complete the two educational research courses also earn the graduate degree (42 credits)

ED 560 Clinical Experience and Professional Foundations (6 semester credits)
This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom. (This is a 16-week experience from late August through December)

Diversity Strand
Working with children from a variety of backgrounds and experiences

Technology Strand
Completing the edTPA
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
TBD

Program-Specific Aspects
Completing the edTPA
Completing the MTLE Content and Pedagogy examinations (passing scores needed for licensure)
Completing the Exit from Student Teaching Clinical Survey

ED 521 Educational Research and Applications (3 semester credits)
(licensure only candidates do not take this course)
Mastering the systematic and rigorous process of posting a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions.

Technology Strand
Continued use of a digital library
Uploading an artifact or two to the LiveText ePortfolio

Research Strand
Continued use of a digital library
Continued use of the Publication Manual of the American Psychological Association for writing and style including citations
Writing of a deliverable related to research – Literature Review

Program-Specific Aspects
Writing of a deliverable related to research – Literature Review
Ensure that National Evaluation Series (NES) Essential Academic Skills
tests are adequate for Placement into Student Teaching Clinical

**ED 590 Conducting Research and Completing the Capstone** (3 semester credits)
(licensure only candidates do not take this course)
A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

Technology Strand
- Continued use of a digital library
- Uploading an artifact or two to the LiveText ePortfolio

Research Strand
- Continued use of a digital library
- Continued use of the *Publication Manual of the American Psychological Association* for writing and style including citations
- Writing of a deliverable related to research – Capstone

Program-Specific Aspects
- Writing of a deliverable related to research – Capstone
- Ensure that National Evaluation Series (NES) Essential Academic Skills tests are adequate for Placement into Student Teaching Clinical
Minnesota Code of Ethics for Educators

Statute 8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS

Subpart 1. Scope.

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct.

These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart 2. Standards of professional conduct.

The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.
Part IV: LiveText and the ePortfolio

“The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.”

- Edward George Bulwer-Lytton
  English novelist (1803-1873)

Gradual Development of a LiveText Assessment ePortfolio and Account
Creating a LiveText Account
Using Your LiveText Account
Gradual Development of a LiveText Assessment ePortfolio and Account

LiveText is a browser-based ePortfolio and assessment management web application used in over 500 national and international colleges and universities including Concordia University. Candidates in the MAT program purchase a LiveText account in their second course in the program and develop an ePortfolio in LiveText during coursework. During the Student Teaching Clinical, LiveText is the primary communication platform among Student Teachers, University Supervisors, and Cooperating Teachers. For example, lesson plans are posted in LiveText during the Student Teaching Clinical and are then available for both the university supervisor and the cooperating teacher to review. The ePortfolio is developed throughout the entire MAT program and demonstrates that candidates have successfully met the state of Minnesota Standards of Effective Practice for teachers.

The first LiveText ePortfolio activity takes place in the second course in the program, ED 514. In this course candidates purchase a license for LiveText, make it their own, and upload a professional resume. During the third course in the program, ED 549, candidates upload one artifact from that particular course into one of the sections called “Standards of Effective Practice” (SEPs) and write a one-paragraph narrative about why this artifact attests to the particular SEP chosen.

Candidate admission to the Teacher Education Profession Program typically occurs after the fourth course in the MAT program and involves further development of the ePortfolio (see Part VII below).

Creating a LiveText Account

1. Log into livetext.com
2. Click “register” and “field experience edition” and “purchase membership”
3. Complete the registration process.

Using Your LiveText Account

1. Log into your LiveText account
2. Click on “LiveText Docs” at the top of the page
3. Click on +New (located under My Work)
4. You are now on the Create a Document page
5. You will choose our CSP Teacher Ed Template by looking under “Choose Template”.
   There you will see MN: Concordia University and the word “E-portfolios”.
   Click on “E-portfolios”
6. Now, click on “Teacher Education ePortfolio-Initial License”
7. On the right of the screen, you will see the template for your ePortfolio. Scroll all the way to the bottom of that screen.
8. Click on Create Document
9. Time to title your document. Leave the title as it is but add your first and last name to the front of the title. So, it will say, for example “Sam Jensen Teacher Education ePortfolio – Initial License”.

   Click OK

10. Your personal Teacher Education ePortfolio will now appear.

11. Along the left hand side you will see the required contents of your ePortfolio. The first thing you will do is personalizing your ePortfolio. To personalize your ePortfolio, click on “Welcome” (the second section in the lineup on the left). Here you will add your professional welcome message, your photo, and your contact information.

12. For students in the undergraduate program, during ED201/2, add all your Admission to Program materials. (see the 3rd section on the left). When you click on “Admission to Professional Program”, you will see a place for uploading and explaining each and every required item for admission.

13. For each of the remaining 10 items, you will add 1-3 artifacts (papers, projects, etc.) from your coursework, fieldwork, and student teaching clinical.

14. Every time you log back into LiveText and click on “LiveText Docs” at the top of the page, you will see your personally named ePortfolio. You can open it and work on it any time!
Part V: Teacher Education Professional Program

*Children are like wet cement, whatever falls on them makes an impression.*

- Haim Ginott
Admission to the Teacher Education Professional Program

All teacher education candidates at Concordia University – and throughout the state of Minnesota – must be officially admitted to their respective Teacher Education Professional Programs in order to be able to be “on track” to eventually be placed into a Student Teaching Clinical experience. This is a process whereby Concordia University "guarantees" cooperating schools, cooperating teachers, and the children they teach that candidates have been vetted in some way and are able to demonstrate an understanding and some level of mastery of the subject matter they teach, of how children develop and learn, of a repertoire of teaching strategies, and that candidates have the personal qualities to engage with children in the school setting. All four of these competencies are important but appropriate personal qualities are absolutely necessary. Candidates not admitted to the Teacher Education Professional Program may be required to complete a remedial plan of improvement or may be excluded from future coursework and dropped from the MAT program. The Admission to Professional Program process takes place after completion of the fourth course in the program, ED 552.

The process to be admitted into the Teacher Education Professional Program for MAT candidates is as follows:

1. A faculty review of candidate scores on the MTLE Basic Skills or NES Essential Academic Skills examinations. These should already be on file at Concordia University. There are minimum scores necessary for Admission to the Teacher Education Professional Program and minimum scores necessary for placement into a Student Teaching Clinical (see below).

2. A faculty review of candidate LiveText ePortfolios. Candidates purchase a license for LiveText and upload a resume in ED 514, the second course in the MAT. A second artifact is added during ED 549, the third course in the MAT. During the fourth course, ED 552, candidates complete the following:
   a) The Welcome section of the ePortfolio.
   b) An upload of the 10 required artifacts to the section called “Admission to the Teacher Education Professional Program.” The artifacts are listed on the “Application to Professional Program” form. This form and others for the MAT program may be found on the Concordia University Teacher Education website. http://concordia.csp.edu/teachered/mat-forms-information/ Examples of some of the required artifacts include the resume uploaded during ED 514, a completed application, unofficial transcripts, and a letter of recommendation from someone who says you will be good teacher.
   c) A couple of artifacts demonstrating address to the Minnesota Standards of Effective Practice (SEPs). Candidates should upload at least one artifact from each course so far in the program to the section called “SEPs.” Certainly more may be included. At least four of the SEP sections should be addressed and artifacts may be included in both the “admission” section and the “SEP” section. For instance, an undergraduate transcript may also be a good artifact that demonstrates
knowledge of subject matter – SEP #1. Thus, it might be included in two places in the ePortfolio.

d) Candidates must share their LiveText ePortfolios with faculty in order for faculty to assess artifacts. Thus, candidates must share their ePortfolios with instructors in ED 514 and ED 549. During the fourth course, ED 552, candidates will share their ePortfolio with several faculty including the Program Coordinator. Sharing is enabled by clicking on “Share” and “My Institutions” and under “Search Viewer” including the names of faculty.

3. A faculty review of completed Field Experience Report Forms (Human Relations and Methods) submitted during the first three courses. These may also be included in the ePortfolio as artifacts addressing SEPs.

4. A survey of faculty with whom candidates have engaged through coursework. Instructors will be queried about the personal qualities of candidates. Professional dispositions must be present for candidates to be admitted to the Teacher Education Professional Program.

5. Approval by the academic department tasked with approving candidates for initial licensure (the Department of Undergraduate Teacher Education).

Concordia University has established minimum scores to be admitted to the Teacher Education Professional Program and for Placement into a Clinical Experience. These minimum scores are in place for all students who began their programs on or after July 1, 2016.

<table>
<thead>
<tr>
<th>NES Essential Academic Skills Test</th>
<th>MN BOT Licensure Minimum</th>
<th>Minimum Score to Be Admitted to Teacher Education Professional Program</th>
<th>Minimum Score to be Placed into a Clinical Experience (Student Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Reading</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Writing</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
</tbody>
</table>

NOTE: For candidates who started at Concordia University prior to July 1, 2016, the MTLE scores would be the ones likely on file rather than the NES scores. For those starting prior to July 1, 2016, minimum scores are not required for Admission to the Teacher Education Professional Program or for Placement into a Clinical Experience. However, if the department determines that a candidate’s scores are low enough to warrant concern, the candidate will be required to submit an Admission to Professional Program Improvement Plan Form prior to being officially admitted.
Part VI: Fieldwork and the Student Teaching Clinical Semester

“The true aim of every one who aspires to be a teacher should be not to impart his own opinions, but to kindle minds.”

-Frederick William Robertson
English clergyman (1816-1853)
Integrated Fieldwork in Coursework

Understandably, the Minnesota Board of Teaching requires candidates for a teaching license to have learning experiences “in the field” prior to placement in a Student Teaching Clinical.

From Minnesota Administrative Rules: “The teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license; the unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought; the unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds.”

Thus, a 15-hour fieldwork experience is required in 10 courses in the Master of Arts in Teaching (MAT) program. Four of the courses require a “human relations” experience and six require a “methods” experience. Candidates are required to arrange for their own experiences, to secure the signature of a cooperating professional at the site(s), and to write a report explaining the experience and articulating what was learned. The Master of Arts in Teaching Field Experience Report Form must be signed by a cooperating professional and submitted as a course assignment in each of the 10 courses. It is suggested that candidates establish relationships with three or four schools throughout the program in order to be able to meet the specific requirements of the field experiences in each of the courses. Questions or assistance with how to establish such relationships may be addressed to the Program Coordinator.

The human relations experiences are housed in the following courses:
- ED 535 Introduction to Teaching Children
- ED 514 Psychology for Learning and Teaching in Schools
- ED 549 Effective Teaching
- ED 537 Inclusion in Diverse Classrooms

Methods courses that house an experience include the following:
- ED 552 Content and Methods for Teaching K-6 Health and Movement
- ED 551 Content and Methods for Teaching K-6 Science
- ED 553 Content and Methods for Teaching K-6 Social Studies
- ED 548 Content and Methods for Teaching K-6 Literacy
- ED 550 Content and Methods for Teaching K-6 Mathematics
- ED 555 Content and Methods for Teaching K-6 Art and Music

Candidates are encouraged to do the following when seeking out school settings in which to complete fieldwork:

a. Contact the school office by telephone and explain that you are taking a course in a teacher preparation program through Concordia University and that you are
required to complete a 15-hour volunteer fieldwork experience in a K-6 setting. Ask with whom you could meet face-to-face to discuss this matter and make an appointment to meet with that individual. It may be the principal or an assistant principal or some other front office staff member tasked with these sorts of things.

b. Take the following to your appointment – 1) a copy of the Master of Arts in Teaching Field Experience Report Form and a copy of your current course syllabus where your requirements are laid out. Plan to leave the form with the administrator.

c. Emphasize that you are not asking to do a clinical experience, or a Practicum, or Student Teaching but rather to complete a fieldwork assignment via a volunteer experience. Reiterate what the assignment for the course includes – e.g., observations, interviews, tutoring a student or two, teaching a 15-minute lesson.

NOTE: Completing fieldwork during the summer months may be more difficult than during the typical school year and candidates may need to be more creative in securing sites for experiences. Candidates are reminded that experiences may be in non-school settings but must be where "teaching and learning" is taking place with elementary-school-aged children. Examples might include summer camp, a history center, a museum, a Saturday program, community education programs, etc. Candidates are to spend time with students who are in Kindergarten through 6th grade who are "learning" from "teachers."
Comparison of How Minnesota State Requirements are Met through Concordia University Fieldwork and Student Teaching Clinical Experiences

<table>
<thead>
<tr>
<th>Fieldwork and Student Teaching Clinical Requirements</th>
<th>Concordia University Undergraduate Initial Licensure Programs</th>
<th>Concordia University Master of Arts in Teaching Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork / Human Relations Activities</td>
<td>60 hours distributed across 4 courses (15 hours each) – candidates find their own experiences; verified with a signature</td>
<td>60 hours distributed across 4 courses (15 hours each) – candidates find their own experiences; verified with a signature</td>
</tr>
<tr>
<td></td>
<td>0 semester credits</td>
<td>0 semester credits</td>
</tr>
<tr>
<td>Fieldwork / Practicum</td>
<td>5 week placement into a school setting (150 hours) – Concordia University does placements and candidates have a University Supervisor; required to teach 12 lessons</td>
<td>90 hours distributed across 6 courses (15 hours each) – candidates find their own experiences; verified with a signature; required to teach 11 lessons beginning with ED 552 (e.g., small group, 20+ minutes each)</td>
</tr>
<tr>
<td></td>
<td>3 semester credits</td>
<td>0 semester credits</td>
</tr>
<tr>
<td>Student Teaching Clinical</td>
<td>15 to 16 weeks – Concordia University does placements in two different classrooms (typically 9 weeks at one level and 6 weeks at a second level); candidates are assigned a University Supervisor and two Cooperating Teachers</td>
<td>15 to 16 weeks – Concordia University does placements in two different classrooms (typically 9 weeks at one level and 6 weeks at a second level); candidates are assigned a University Supervisor and two Cooperating Teachers</td>
</tr>
<tr>
<td></td>
<td>16 semester credits</td>
<td>6 semester credits</td>
</tr>
</tbody>
</table>
Student Teaching Clinical Semester

The Student Teaching Clinical experience consists of two placements across the scope of the teaching license. Candidates in the Master of Arts in Teaching program typically complete the Student Teaching Clinical during the fall semester. The semester is 15 to 16 weeks in length and begins the last week of August when teachers report to their classrooms. Typically two placements are completed – one for nine weeks and one for six weeks; one experience is in grades Kindergarten through second and the other is in grades three through six.

Candidates may not begin the Student Teaching Clinical unless minimum scores have been met on the MTLE Basic Skills or NES Essential Academic Skills examinations. The Student Teaching Clinical semester begins in late August when cooperating teachers report for the fall semester.

Most teachers report that their student teaching clinical semester was the most transformative experience in during their preparation. This is the time that candidates will try out theories and strategies experienced, observed, and learned during coursework and field experiences. The semester will be shared with an experienced teacher who has volunteered to mentor and teach you. This is an exciting time but not an easy time. Candidates will have days that are thrilling and successful as well as days of struggle and frustration. Such is the life of a teacher.

In addition to the Cooperating Teacher, candidates will have a University Supervisor for guidance and support. Remember, teaching is collaborative and reflective and everyone has room for improvement. The constant reflection with colleagues – the Cooperating Teacher and the University Supervisor – will be an excellent strategy to improve and be successful.

The Coordinator of Field Experiences and Clinical Practice determines the Student Teaching Clinical assignments giving consideration to the candidate’s abilities, personality, stated preferences, and availability of qualified teachers.

The Coordinator conducts orientations and monthly seminars with student teachers. Seminars are held on specifically assigned days on most often are on campus. Attendance, professional behavior, and participation are expected. The Student Teacher is responsible for informing the School Principal and Cooperating Teacher of these dates, which are considered “excused” absences from the clinical site. Attendance at the Job/Career Fair in April is also an excused absence if a candidate is doing the Student Teaching Clinical semester in the spring. Contact the Coordinator regarding any absences from the school site or seminars. Unacceptable attendance will result in an incomplete grade for the Student Teaching Clinical experience.

To prepare for this semester consider the following:

During the Student Teaching Clinical, candidates must keep the same morning and afternoon hours as the Cooperating Teacher. The job of the teacher candidate during this semester is to be at the school working alongside the Cooperating Teacher. Candidates must be available before the children arrive in the morning and after their dismissal in the afternoon. After-school time is meant to provide opportunities for planning and conversation with the Cooperating Teacher. Late afternoon, evening, and weekend hours are required for activities such as assessing student work,
developing lesson plans, preparing bulletin boards and/or learning centers, and participating in professional after-school meetings. Student Teachers must also attend all meetings and in-service opportunities required of the Cooperating Teacher. Student Teachers follow the calendar of their school, attend teachers’ conferences, and observe holidays as scheduled by the school.

In addition:
- Student Teachers are expected to be at the school site each day of the experience.
- Coming late and/or leaving early is not acceptable, and must be brought to the attention of the University Supervisor.
- In case of illness or emergency, the candidate is to immediately notify the Cooperating Teacher and the University Supervisor.
- Absences for any other reason must be discussed with the Cooperating Teacher and the Coordinator of Field Experiences and Clinical Practice. Additional days will be added to the experience to make-up the days missed.

Co-Curricular Activities and Employment
- Student Teaching is considered a full-time experience.
- Student Teachers are expected to make the experience their highest priority.
- Participating in co-curricular activities is strongly discouraged.
- Employment during the Student Teaching Clinical semester is strongly discouraged.
- Participation in other classes/seminars during the Student Teaching Clinical semester is strongly discouraged.

When matters go well, candidates can expect to know their placement for the Student Teaching Clinical semester 90 days prior to the start of the experience.

**Calendar for Student Teaching Clinical Semester**

Note that the Student Teaching Clinical semester begins in late August instead of after the Labor Day holiday like other courses in the MAT program. It is 15 weeks in length.

2017: Monday, August 28 through Friday, December 15

2018: Monday, August 27 through Friday, December 14

2019: Monday, August 26 through Friday, December 13

**Application for Placement into a Student Teaching Clinical**

Applications for Placement into a Student Teaching Clinical are due to the Coordinator of Field Experiences and Clinical Practice by February 1 in the year that placement is desired. For example, MAT candidates who begin their program in September will student teach during the fall semester two years later so must apply for placement immediately after completion of their eighth course. Candidates who begin their program in January will also student teach in the fall.
semester so must apply for placement immediately after completion of their sixth course. Candidates may not be placed into a Student Teaching Clinical unless minimum scores have been met on the *MTLE Basic Skills* or *NES Essential Academic Skills* examinations.

Candidates must also present an ePortfolio that demonstrates a thorough understanding of the subject matter they will teach, a thorough understanding of how children develop and learn, a repertoire of teaching strategies, and the personal qualities to engage with children in the school setting. All four of these competencies are important but appropriate personal qualities are absolutely necessary. Candidates may be required to complete a remedial plan of improvement in order to be placed into a Student Teaching Clinical if any of the above are deemed by the Coordinator of Field Experience and Clinical Practice to be deficient.

**edTPA Project**

The edTPA is a state-required project/assessment completed during the Student Teaching Clinical semester. It is a nationally-scored assessment of a candidate’s teaching performance as captured on video and evaluated by the candidate via a written analysis. Passing scores are necessary in order to complete the Concordia University teacher education program and thus, for either the five-year or one-year teaching license through the Minnesota Department of Education. More details are available at the MDE website.

**MTLE Content and Pedagogy Examinations**

The MTLE Content and Pedagogy examinations are required by the state of Minnesota. Concordia University recommends that candidates complete the MTLE Content and Pedagogy examinations during the Student Teaching Clinical semester. Passing scores are necessary to apply for the five-year teaching license through the Minnesota Department of Education. Taking the examinations is required for the one-year license. More details are available at the MDE website.

**Lesson Plan Templates**

See Blackboard for both of the following:
- CSP Learning Task Planning Form (Individual Lesson)
- CSP Learning Segment Plan Form (Unit)
Part VII: Educational Research and the Capstone Project

Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects, teach them to think straight, if possible.

—Robert M. Hutchins

Options for the Educational Research Strand
The Educational Research Strand
Capstone Project – Capstone Paper and Presentation
Options for the Educational Research Strand

Students in the MAT program may choose two paths:

1) earn a Kindergarten through Grade 6 teaching license by successfully completing the 12 courses in the state-approved licensure program and successfully completing the other licensing requirements including the edTPA and testing.

2) do the above and also earn a master’s degree by successfully completing two additional courses including the Capstone Project:

   ED 521 Educational Research and Applications (3 semester credits)
   Mastering the systematic and rigorous process of posing a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions. (This course has been designed for all of the Master of Arts programs in the College of Education).

   ED 590 Conducting Research and Completing the Capstone (3 semester credits)
   A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project. (This course has been designed for all of the Master of Arts programs in the College of Education).

The Educational Research Strand

In the two courses in the educational research strand candidates will have the opportunity to sharpen their skills as a consumer of educational research preparing to become a decision-making teacher and a reflective practitioner. Candidates will have the opportunity to learn about educational research, to become well-versed in the ethics of educational research, to complete a literature review about an educational topic of interest, and to write a more in-depth capstone paper about the particular question. The literature review from ED 521 will be a part of the capstone paper in ED 590. This will give candidates the opportunity to synthesize some of that which has been learned in the MAT program and to address how such learnings and findings from research will make a better teacher of children.

The courses require candidates to address the MAT program’s Essential Question:

   In light of what we know about how people learn, how shall we best teach?

ED 521 addresses the following learning outcomes:

Graduate Student Learning Outcomes

- **Research and Synthesis** Synthesize theoretical and research concepts from multiple perspectives to inform inquiry and practice.
- **Analysis and Application** Formulate creative responses to complex issues through critical analysis.
• **Ethics and Professional Behavior** Model ethical and professional behaviors to guide inquiry and practice in a global and diverse society.

**Course Student Learning Outcomes**

• Demonstrate an understanding of various research designs.
• Understand the application of various designs for use in educational research.
• Demonstrate problem-solving skills leading to confidence in making decisions to engage in educational research.
• Develop a framework for understanding and applying research to professional practice in the field of Education.

ED 590 addresses the following learning outcomes:

**Graduate Student Learning Outcomes**

• **Research and Synthesis** Synthesize theoretical and research concepts from multiple perspectives to inform inquiry and practice.
• **Analysis and Application** Formulate creative responses to complex issues through critical analysis.
• **Ethics and Professional Behavior** Model ethical and professional behaviors to guide inquiry and practice in a global and diverse society.

**Course Student Learning Outcomes**

• Demonstrate the ability to select a topic and develop a research question.
• Demonstrate the ability to select, evaluate, synthesize and apply the research of others to answer the identified research question.
• Demonstrate the ability to present, orally and in writing, the results of this review and study.
• Demonstrate the ability to synthesize and summarize the completion of a program of advanced study and demonstrate a commitment to continuous self-directed professional growth.
• Write a comprehensive Capstone Paper (introduction and statement of the research question, review of the relevant literature, discussion of the findings of the literature review and discussion of application and future studies).
Capstone Project – Capstone Paper and Presentation (An Example)

The Capstone Project includes two parts – the Capstone Paper and the Presentation

**Capstone Paper (An Example)**

Assignment Title: Capstone Paper

*The purpose of the assignment is to write a comprehensive Capstone Paper, which will reflect the student learning experienced and integrated throughout the program of study.*

**REMINDER:** The Capstone paper should be written in third person only, using past tense wording. APA and citations are expected throughout the entire paper. (minimum of 30 pages)

**Components of the Capstone Paper:**

- **Capstone Paper Title Page** (Page 1)
- **Table of Contents** (Page 2) – See further information in the course materials folder
- **Abstract** (Page 3) – A summary of the contents of the Capstone Paper, to include the following (125 to 175 words; double-spaced):
  - topic
  - purpose
  - brief summary of sources
  - key terms
  - conclusions

**Chapter One: Introduction** (850 to 1,000 words). Chapter One will include the following and be titled exactly the same as the Capstone Paper:
  - the topic and scope of the research investigation
Chapter Two: Literature Review (4,000 to 5,000 words). A written narrative summarizing and synthesizing information from the selected research studies to develop a response and answer to the research question proposed in the Introduction. The review will include a minimum of 15 scholarly, peer-reviewed resources and may include, journal articles, online resources, and conference/summit papers. The chapter should not be a list of separate studies or an annotated bibliography, rather a summary that attempts to answer the proposed research question. APA style and format is required for writing, in-text citations, references, etc. The following should be noted for each source cited:
  - type of study
  - number and age/grade level of the participants
  - methodology
  - key findings that support your research question
  - limitations to each study
  - chapter conclusion with transition into the following chapter

Chapter Three: Research Summary and Conclusions (850 to 1,000 words). A succinct and precise summary and conclusion of the Introduction and Literature Review. This section includes the following:
  - a review of the proposed problem that was investigated
  - the importance of the topic
  - a paraphrased summary of the findings from the research studies that were examined in the Literature Review.

Chapter Four: Discussion/Application/Future Studies (1,000 to 1,500 words). This chapter includes the following:
  - a summary of the insights gained from the research that will lead to improved instructional practice
  - specific application examples of how the research will inform instructional practice
  - a minimum of three suggestions for possible future studies

References: An alphabetical listing of resources cited in the paper (APA 6th ed.). A rubric is provided later in the syllabus

Important NOTE: The Capstone demonstrates the ability of the student to successfully complete the program so a failing grade on the Capstone Paper will result in a failing grade for the course.
**Program Completion Summary and Presentation (An Example)**

The purpose of this assignment is to create a summary overview of learning from the Master of Arts in Teaching program and the Capstone Paper. Students will prepare presentations according to the criteria below and post them in Blackboard no later than 11:59 pm the day prior to the Week 7 Class Meeting and make the presentation during the Week 7 Class Meeting. Options for presentation formats include PowerPoint, Prezi, YouTube, or Google Slides. Other formats must be cleared through the instructor.

The Program Completion Summary presentation will be between 10 and 15 minutes in length, include a maximum of 10 slides, and the following:

- title slide
- three key course learnings from your MAT program
- research question (from Capstone Paper)
- concise overview of the key findings from the capstone research
- succinct, yet in-depth responses to the following questions:
  1. How will you advance your research findings in teaching, leadership, and community practice?
  2. Given the outcomes of your capstone research, how will you advocate research as a professional practice in the future? What are possible topics of interest?
  3. What have you learned about yourself as a professional educator, decision maker, reflective practitioner, and adaptive expert?
  4. List a minimum of three personal and three professional applications based on this learning experience.
Part VIII: Program Completion and Teaching Licensure

We are what we repeatedly do.
Excellence then, is not an act, but a habit.

-Aristotle

Teacher Education Program and Licensing Fees
Requirements for Program Completion
Requirements for Initial Teacher Licensure – Minnesota Department of Education
Basic Skills Tests for Teaching Licensure in Minnesota
## Teacher Education Program and Licensing Fees

(As of August 28, 2017)

**DEPENDING UPON THE LICENSURE AREA, YOUR COST WILL RUN BETWEEN $700 and $1,000**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Amount</th>
<th>When Inurred</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Essential Academic Skill Tests     | $100 for 3 tests Reading, Writing, Mathematics | During ED 535                 | http://www.mtle.nesinc.com/
|                                    |                             |                               | The National Evaluation Series™ tests are offered through the MTLE site. |
|                                    |                             |                               | **Note:** The same fee is required for any test retake.               |
| LiveText Registration              | $130                        | During ED 514                 | This is the fee for access to the ePortfolio used for the submission of Admission to Professional Program documents, regular submissions to the ePortfolio, and for the submission of the edTPA and other activities during the Student Teaching Clinical semester. Access is granted for five years with registration. |
| Pedagogy and Content Tests (MTLE)  | $47.50 for each test        | During the Student Teaching Clinical semester | Candidates are encouraged to complete these eight weeks prior to the end of the Student Teaching Clinical semester in order to receive scores in a timely manner. |
|                                    |                             |                               | **Note:** The same fee is required for any test retake.               |
| First Aid/CPR                      | $47 if completed at Concordia University (offered every semester) | Prior to the Student Teaching Clinical semester | Requirement to graduate                                               |
| Education Minnesota                | $25                         | At the beginning of Student Teaching Clinical semester | Professional liability insurance                                      |
| edTPA                              | $300                        | During the Student Teaching Clinical semester (typically submitted by Week 11) | Requirement of the Minnesota Department of Education                  |
Fingerprinting
There may be a nominal fee when you go to your local law enforcement agency ($10-$50)

Near the end of the Student Teaching Clinical semester
Requirement of the Minnesota Department of Education and must be included with the initial licensure application, together with an official transcript.

| Initial Teaching License via MDE | $90.70 Application Processing Fee: $57 | After the Student Teaching Clinical semester | As of July 1, 2015; this is subject to change by the Minnesota Department of Education.
NOTE: Original transcripts must also be included for licensure courses transferred to Concordia University.

Initial Teaching License via MDE
- $90.70 Application Processing Fee: $57
- BCA Background Check: $32
- MDE Convenience Fee: $1.20
- U. S. Bank Fee: 50¢

Requirements for Program Completion

Disclaimer – Information below is for summary purposes only. The University Academic Catalog and Minnesota Board of Teaching requirements are the authoritative voice in these and all matters related to completion of any degree, academic program, or licensure.

For Program Completion

1. Successful completion of all coursework – all coursework must be completed successfully with a grade of C or higher and with a cumulative grade point average 3.00 or higher.

2. Successful completion of field experiences totaling at least 100 hours. Completion requires that reports with signed verification be on file in the education office and are uploaded to the LiveText ePortfolio. Candidates must pay a fee to enroll in LiveText. LiveText registration typically takes place in the second course in the program.

3. Completion of the three subtests of the National Evaluation Series™ (NES®) assessment: Essential Academic Skills – mathematics, reading, and writing. These are required before the completion of the first course in the program. Completion requires that results are on file in the education office and are uploaded to the LiveText ePortfolio. Candidates must pay a fee to complete this assessment. More information is available below. NOTE – Scores on the ACT with Writing and the MTLE Basic Skills examinations may be substituted for the NES Essential Academic Skills examinations.

4. Current certification for first aid and CPR.
5. Completion of the Minnesota Teacher Licensure Examinations (MTLE) Content and Pedagogy subtests. These are typically completed during the Student Teaching Clinical semester but may be taken earlier at the discretion of the candidate. Completion requires that results are on file in the education office and are uploaded to the LiveText ePortfolio. Candidates must pay a fee to complete this assessment.

6. Successful completion of the edTPA assessment. This performance-based assessment is completed during the Student Teaching Clinical semester. Completion requires that results are on file in the education office, surpass the minimum score established by Concordia University, and are uploaded to the LiveText ePortfolio. Candidates must pay a fee to complete this assessment.

7. Successful completion of the Student Teaching Clinical semester with two experiences across the breadth of the license. This experience is fulltime and for a minimum of 15 weeks.

8. Completion of the Student Teaching Clinical Exit survey.
Applications for teaching licensure include all of the above, plus the following.

In order to receive a five-year initial teaching license in Minnesota, candidates must, among other things, complete an approved teacher education program in the state (including successful completion of the edTPA) and post passing scores on the NES Essential Academic Skills and the MTLE Content and Pedagogy examinations.

There has been a significant change for candidates who have taken but not passed each of the three subtests for the NES Essential Academic Skills examination and/or the subtests of the MTLE Content and Pedagogy examinations. Candidates for an initial licensure may receive a one-year standard teaching license by completing a teacher education program and TAKING the NES Essential Academic Skills and MTLE Content and Pedagogy Examinations. Passing scores are not required for the one-year standard license. Candidates are encouraged to use this one-year period to retake tests in order to post passing scores and have the one-year license converted to a five-year license. Candidates may apply for an additional one-year standard teacher license up to three additional times for a total of four years. In order to renew each year, candidates will need to attempt any test(s) not passed during the prior one-year period. Note that this renewal process is completed through the MDE and not through Concordia University.

Please note that it can take up to 30 days after tests are taken for results to reach Concordia University. Further, the university cannot accept any emails about successful testing, scores, etc. Results must come to the university directly from the testing company.

AND …

Candidates are encouraged to NOT apply for the initial license until they have been notified by the university that the degree has been awarded or the program is completed. Once the online application process is completed, candidates have 60 days to complete the licensure process. If 60 days passes, the process will need to be restarted.

Application process:

- Go to the MDE website:

  [http://education.state.mn.us/mde/index.html](http://education.state.mn.us/mde/index.html)

- Under “Quick Links” on the home page, click “Licensing.” About a third of the way down on the Licensing page, will be a link for “Online Licensing System.” Create an account here and begin the online process to create your Verification and Checklist, which will include an online payment.
• Once the account is created, return to the Data Submissions page. Along the left-hand side of that page, scroll down to “Online Licensing System” again, click it, and type in username and password.

• Next is the Welcome page – click “Apply for a first-time Minnesota license”

• Next is the Application page – click “Full Professional Minnesota Education License” – and then “Teaching.”

• Complete the licensure process. When completed, be sure to print the Checklist, make your payment, and be sure to print out the Verification.

You will see that the top portion of your Verification has been completed based on the information you entered online.

YOU DO NOT NEED TO COMPLETE ANYTHING ELSE ON YOUR VERIFICATION!

CONCORDIA UNIVERSITY WILL COMPLETE THE REST OF YOUR VERIFICATION!

• Mail the Verification, the Checklist, and the completed Fingerprint Card to the following:

DO NOT FOLD THE FINGERPRINT CARD – BE SURE TO COMPLETE THE SECTIONS FOR STREET ADDRESS AND SOCIAL SECURITY NUMBER. THE MDE WILL NOT ACCEPT YOUR PRINTERs WITHOUT THIS INFORMATION!

Anne Heilman  
Concordia University  
College of Education  
1282 Concordia Avenue – AD 313  
St. Paul, MN 55104

• Concordia University will complete the Verification – including the one-year/five-year section – have it signed, and will obtain an official transcript from the Registrar’s Office. The university will send all documents to the MDE for processing. When we send in your
licensure packet, we will also update your degree audit with a note as to the date they were sent.

And now, a word to those of you who will be applying for the one-year standard license …

Candidates will NOT be notified by the MDE of license expiration dates. Candidates will NOT be notified by Concordia University of license expiration dates.

CANDIDATES ARE RESPONSIBLE FOR KEEPING TRACK OF EXPIRATION DATES

When the final test is passed, it is time to apply for the five-year license, but no earlier than six months after the application was received for the one-year license.

For example:

If your one-year license was issued to you on July 1, 2017 – and you then pass your last test on August 1, 2017 – the earliest you can apply for your five-year license will be January 1, 2018.

Again, you will not receive any notification from the MDE or Concordia University concerning your license expiration date. **It is up to you** to retake the test(s) you did not pass, and re-apply for your license as needed.

- **MDE Processing:** Please note that it normally takes 6 to 8 weeks for MDE to process an application. During the summer – because of the number of applications being submitted – it can take 8 to 10 weeks for processing. Sometimes you may hear from someone that if you do a “substitute teacher license,” the timeframe is shorter – false. Any application that goes to the MDE has this time frame for processing.

AGAIN, do NOT send your Verification, Checklist and Fingerprints to the MDE – send them to Anne Heilman at Concordia University.

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Questions? Please feel free to call Anne Heilman (651/641-8200; heilman@csp.edu)
Basic Skills Tests for Teaching Licensure in Minnesota

MTLE / NES Basic Skills Test Update – MEMO of October 1, 2016


Effective June 8, 2016, the MTLE Basic Skills Test was discontinued as a requirement for a teaching license in Minnesota. It was replaced by a National Evaluation Series™ (NES®) assessment: Essential Academic Skills, effective August 30, 2016. Candidates are required to take and pass three Minnesota NES® Essential Academic Skills subtests in order to be licensed: Mathematics, Reading, and Writing.

Candidates who did not take the MTLE Basic Skills Tests by June 8, 2016, need to take the Minnesota NES® Essential Academic Skills Tests. Note, the multi-state NES® Essential Academic Skills test was valid if taken between June 8, 2016 and August 28, 2016.

The Minnesota Board of Teaching (MN BOT) has established the passing scores for the NES EAS subtests in order for candidates to be licensed teachers. Candidates must take and pass each subtest to qualify for a Minnesota teaching license. Additionally, Concordia University requires that candidates complete each of the three subtests prior to the completion of the first course in Master of Arts in Teaching (MAT) program. The subtests may be taken prior to enrollment. Further, Concordia University has established minimum scores to be admitted to the Teacher Education Professional Program and to be placed into a Student Teaching Clinical. Admission to the Teacher Education Professional Program typically takes place after successful completion of the fourth course in the program and completion of a process that includes the submission of a LiveText ePortfolio. Minimum scores are as follows:

<table>
<thead>
<tr>
<th>NES Essential Academic Skills Test</th>
<th>MN BOT Licensure Minimum</th>
<th>Minimum Score to be Admitted to Teacher Education Professional Program</th>
<th>Minimum Score to be Placed into a Student Teaching Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Reading</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Writing</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
</tbody>
</table>

ACT Plus Writing or SAT Examinations may be substituted for the Basic Skills Tests in Mathematics, Reading, and Writing

Beginning January 1, 2015, passing scores on the ACT Plus Writing or SAT exams may also be submitted to meet the requirement for a skills exam in reading, writing and mathematics. In 2014 the Board of Teaching adopted the following passing scores:

**ACT Plus Writing**

Composite Score $\geq 22$ and Combined English/Writing or ELA $\geq 21$
SAT
Reading ≥ 510 Writing ≥ 510 Mathematics ≥ 520

NOTE: The ACT Plus Writing must be taken as a complete examination. Candidates who have previously taken the standard version of the ACT must take the new ACT Plus Writing in its entirety, should they choose this option. (http://sat.collegeboard.org/register/sat-us-dates)
SAT score reports must be requested from the following: http://sat.collegeboard.org/register/us-services-fees

Other answers may be found at Access SAT Frequently Asked Questions http://sat.collegeboard.org/about-tests/sat/faq
Part IX: Policies and Procedures

Students don’t care how much you know until they know how much you care.
Anonymous

Graduate Student Code of Conduct

Concordia University eMail Addresses, Frequency of Use, and Blackboard Frequency of Use

eMail Etiquette

Students with Disputes or Grievances
Graduate Student Code of Conduct

Concordia University is recognized for educating students who are prepared to become responsible leaders in their respective disciplines. An effective learning environment where students and faculty value integrity, professionalism and diligence provides a foundation for achieving our mission. To that end, Concordia graduate students are expected to live out this mission in the following areas.

Professionalism

- Exhibiting classroom behavior (email, dress, etc.) that is personally and professionally respectful to faculty and fellow students will lay a foundation for effective learning.
- Being dependable and arriving to class on time (and not leaving early) will foster healthy team norms.
- Remaining current with assigned readings and completing assignments on time will foster a sense of learning and minimize student and faculty stress.

Honesty

- Being the sole author of your work is vital; to that end, be sure to cite provide references and sources in your submissions.
- Sharing personal and professional experiences is paramount to shared learning; however, remember that conversations in the course room should remain confidential.
- Submitting ‘the same’ assignment in more than one course is not good practice for ongoing professional development; you must complete unique work for each deliverable throughout your program.

Respect

- Refraining from the use of phones and other electronic equipment during class gives everyone the opportunity to give full attention to others and the instructor.
- Respecting the university’s staff and being responsible stewards of its facilities creates a collaborative and pleasant environment for learning.
- Going above and beyond minimum expectations helps to develop a culture of learning and high performance.

Collegiality

- Being open to new thoughts, ideas, and people creates a welcoming environment and fosters a sense of creativity.
- Holding oneself accountable and contributing fully to team assignments develops a sense of team spirit and unity.
- Challenging others, celebrating achievements, and being encouraging, patient, and helpful fosters an inspiring learning environment.
• The potential for conflict is a natural part of human interaction; however, it is important that we share such concerns with candor and remain respectful, confidential, and professional.

Concordia University eMail Addresses, Frequency of Use, and Blackboard Frequency of Use

It is a Concordia University policy that instructors only use Concordia University eMail accounts when communicating via eMail with students. It is the responsibility of all students to check eMail daily during courses and frequently when courses are not in session. Note that students should also login to Blackboard with the same frequency in order to be aware of pertinent communication regarding the course or the program.

eMail Etiquette

How to send an eMail to your professor, a peer in the program, or any professional

• Such eMails should be treated like a business letter – at least until you know the professor’s personal preferences well. One can never be too formal in an eMail to your professor or any other professional.
• The subject line should be specific. Do not write something like "hey professor" in that line. Instead, write a few words about your purpose for writing: "Question about assignment," for example.
• Use your professor’s name. Most professors may suggest that you call them a less formal name at some point but always begin by addressing them as “Professor Jones” or “Dr. Jones.”
• “Dear”, “Hi”, “Hey”, or nothing? To some eyes and ears, "Dear Professor Jones" may be too formal for an eMail message – but in fact it will do just fine. To be safe, use the salutation – “Dear,”
• Give your professor time to answer. Although we have all become accustomed to the instantaneous quality of electronic communication, many times faculty simply cannot always answer a message quickly. Allow a full day, depending on the question, to respond. Feel free to resend the message if you have not heard back in two days. Be sure to include your course number and title in the message line.

About eMail Style

• Always set up an eMail signature for your university email. Include things such as your full name, your program, your cohort number, and even you telephone number if you wish to receive calls or messages.
• Please do not use smiley faces or other emoticons when e-Mailing professors, or all those internet acronyms, abbreviations, and shortened spellings (e.g., LOL, or "U" for "you"). Similarly, please do not confuse email style with texting style. All of that electronic shorthand indicates a level of intimacy (and perhaps of age) that is inappropriate for exchanges with your professors.
• **Write grammatically, spell correctly, and avoid silly mistakes.** Proofread your emails. Use the spell checker. Especially double-check for embarrassing errors in your subject header. Show that you care about how you present yourself in writing to your professor, just as you would to an employer or job interview contact.

• **Use paragraph breaks** to help organize your message and it is easier to read.

**On eMail Content**

• **Emails are not for ranting.** Sometimes the very appearance of a message can signal "rant": very long paragraphs, no capital letters, no sentence breaks. These are not fun to read, and may well elicit the exact opposite response that you intend.

• Here is some advice: If you feel the need to rant, rant all you want in an eMail. **But do not send it.** Hit the delete button, and then write a more measured, professional message. (Many faculty members will tell you that they have files full of messages from students that should have been deleted before being sent to them.)

• An email in which you direct a **constructively** worded complaint to the person most able to address such complaints is just fine. For example: “Dear Professor Jones, Would it be possible to respond to the cohort on the DB before the last hour of the last night of DB work each week? It would give us all more time to reply to you. I appreciate your help.”

• **Keep most messages short.** Be sure to include enough information so that your reader can understand what you are requesting. Provide a bit of background or context if necessary. State your request clearly. Many professors advise that you **think about why you are sending an eMail message.** Be respectful, and think about what kinds of things might sound odd or offensive to your professor.

• We value the ease of communication that eMail offers us but we have also learned, over time, that we do not quite want such to feel like an instant-message exchange.

**Students with Disputes or Grievances**

Students in the College of Education (including Teacher Education candidates) who wish to dispute a decision made by Concordia University and/or its faculty and staff regarding recommendation for licensure or other matters in the College of Education must submit an appeal in writing within 60 calendar days after the contested judgment was made. All appeals will be processed within 30 calendar days after the submission of the appeal has been received. To file an appeal candidates should do the following:

1. Consult with the Dean of the College of Education about the process.
2. Complete the Concordia University General Petition form explaining the nature of the dispute and/or grievance and submit it to the Dean of the College of Education.

Teacher Education candidates may contact the Minnesota Board of Teaching (651-582-8888 or board.teaching@state.mn.us) to assist in resolving any dispute between themselves and Concordia University if the matter is related to the institution's recommendation for licensure affecting the person or the person's credentials.