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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 20 years, are growing in enrollment, and are 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 in its programs, faculty, staff, and candidates. 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 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 Professional Educator Licensing and Standards Board (e.g., initial licensure, Reading endorsement). All master’s degrees in the educator preparation programs are fully accredited by CAEP.

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, College of Education

MAT 2019/2020
Part I: Introduction

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

Henry Brooks Adams

Purpose of the Handbook
Concordia University
Accreditation – University
State of Minnesota Approval – Teacher Education
The Vision of Teacher Education
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 4,792 students (fall 2017 census) at both the undergraduate and graduate levels. Currently there are 2,851 undergraduate students and 1,941 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 Fine Arts, Bachelor of Science, Bachelor of Business Administration, Master of Arts, Master of Science, Master of Business Administration, Master of Fine Arts, Educational Specialist, Doctorate of Education and Doctorate of Physical Therapy. It also offers over 75 major fields of study and 45 minor fields of study. The university offers 25 graduate master degree programs, three educational specialist programs, and two doctoral programs.

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.

MAT 2019/2020
**Accreditation – University**

Concordia University has been accredited by the North Central Association of Colleges and Secondary Schools (NCA) since 1967. Now known as the Higher Learning Commission, reaccreditation was most recently granted in 2018 and through the 2027-28 academic year. Concordia University’s teacher education programs are fully approved by the Minnesota Board of Teaching (BOT), with the most recent re-approval in June, 2015. Concordia University’s teacher education programs are also accredited by the Council for the Accreditation of Educator Preparation (CAEP). Concordia University’s graduate teacher education programs hold accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

**State of Minnesota Approval – Teacher Education**

All teacher licensure programs are approved by the PELSB. The most recent approval was completed in May, 2017.

Professional Educator Licensing and Standards Board (PELSB)
1500 Highway 36 West
Roseville, MN 55113-4266
(651) 539-4200 x 2

The then Minnesota Board of Teaching (BOT) granted tentative approval for the elementary education program in 1964 and full approval in 1970. The teacher education program has had continuing approval with the last visit by the BOT in 2015. In March, 2016, Concordia University was notified that the then BOT had granted full continuing approval for all of its licensure programs that were submitted through the Program Effectiveness Reports for Continuing Approval (PERCA) process in December, 2015. This action is through June 30, 2018. Reapplication was completed in December, 2017.

**Vision for the Preparation of Educators 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 PELSB (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**

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MAT 2019/2020
Part II: University Foundations

*Education is not the filling of a pail, but the lighting of a fire.*

- William Butler Yeats

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**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.

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.

Therefore, the university pursues the following purposes:

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

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

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

4. 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.

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 want to become an educated person, but even more important I want to love 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.
Seal

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 want to become an educated person, but even more important I want to love 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).
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.
College of Education Mission

The College of Education prepares professionals in a Lutheran liberal arts environment for life-long 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.

b-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 Blackboard Collaborate Ultra 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 Blackboard Collaborate Ultra from 6:00 to 7:30 pm.

NOTE: Blackboard Collaborate Ultra is an online, real-time education and communication platform integrated into the Blackboard course interface. It includes audio and video, annotation tools and session recording capabilities. Instructors can share materials with session participants including files, whiteboards, applications, and polls. Participants can also be split out into “breakout groups.”

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.

Of note, however, is that the design of the program, the delivery of courses, and the intended outcomes pale in comparison to the reality of what makes a good teacher.

Here is a story. In a 1992 Calvin and Hobbs cartoon (Watterson), 6-year-old Calvin asks his teacher whether he is being adequately prepared for the challenges of the 21st century. He wants to know if he will have the skills and competencies that will allow him to succeed in a tough, global economy. In response, the teacher suggests he start working harder because what he will get out of school depends on how much effort he puts into it. Calvin ponders this advice for a moment and says, "Then forget it."

The exchange between Calvin and his teacher illustrates an important point about what matters when it comes to student learning and personal development – that which must happen for someone to become a teacher. Indeed, one of the unequivocal conclusions from How College Affects Students (Pascarella & Terenzini, 2005) is that the amount of time and energy students put forth is positively linked with the desired outcomes of education (undergraduate education in this research). This is known as student engagement. Unfortunately, Calvin’s response is all too common, if not according to what students say, then by what they do or do not do. It is time to become a “doer” and to become “engaged” in the learning process to become a teacher.
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.

11 – **Educational Research:** Synthesize, evaluate and apply the research of others and present orally and in writing the results of such study and research.

**Essential Program Question**

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

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**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., Blackboard Collaborate Ultra)
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 Minnesota 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., Blackboard Collaborate Ultra)
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., Blackboard Collaborate Ultra)
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

MAT 2019/2020
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 I (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
20-hour field experience with children in grades K-6 who are learning literacy

Diversity Strand
20-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

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 558 Content and Methods for Teaching K-6 Literacy II (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 the Minnesota National Evaluation Series (NES) Essential Academic Skills test scores 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 posing 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 the Minnesota National Evaluation Series (NES) Essential Academic Skills test scores 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 the Minnesota National Evaluation Series (NES) Essential Academic Skills test scores 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 typically a 15-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
- Upon completion of the MAT program, you should have three to five artifacts for each of the ten SEPs uploaded in your LiveText ePortfolio.

**Research Strand**
- TBD

**Program-Specific Aspects**
- Completing the edTPA
- Completing the MTLE Content and Pedagogy examinations (passing scores needed for licensure, see syllabus for specific score requirements)
- 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 the Minnesota National Evaluation Series (NES) Essential

MAT 2019/2020
Academic Skills test scores 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 the Minnesota National Evaluation Series (NES) Essential Academic Skills test scores 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 by Watermark 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. It will be reviewed for Admission to the Teacher Education Professional Program, just prior to the Student Teaching semester by the University Supervisor and the Cooperating Teacher, and at the end of the Student Teaching semester by faculty in the teacher education program at Concordia University.

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. Candidates decide which artifacts to upload, where the artifacts “best fit”, and what to say in the narrative. There is not one right way to complete this task. Artifacts can really be anything “uploadable” that is completed during the MAT program – assignments (including papers, lesson plans, field experience reports) or things done “on the job” if working in an educational-type setting, etc.

Candidate admission to the Teacher Education Profession Program typically occurs after the fourth course in the MAT program and involves “presentation” of the ePortfolio (see Part V below).

As candidates move through the MAT program they continue to add artifacts and rationale statements from each course paying careful attention to which artifacts are “best fits” for a particular standard. At least one artifact should be uploaded from every course but additional artifacts are encouraged. It is up to each candidate to “make the case” that they have met each of the 10 Minnesota Standards of Effective Practice. By the end of Student Teaching all standards must be addressed by at least two or three artifacts. Just prior to the Student Teaching semester candidates will make their ePortfolios available to their Cooperating Teachers and their University Supervisor.

Creating a LiveText Account

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

MAT 2019/2020
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. 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 anytime!
13. When it is time to submit your ePortfolio click on “Share this document” near the top of the page. Where it says “Look in” click “My Institutions”. In the “Search View” box enter the first and last name of the faculty member with whom you are sharing your ePortfolio.
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 Minnesota 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.
   
   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>MN NES Essential Academic Skills Test</th>
<th>PELSB 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 MN 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 Professional Educator Licensing and Standards Board 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.”

From Minnesota Administrative Rules 8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION

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 I
- ED 550 Content and Methods for Teaching K-6 Mathematics
- ED 558 Content and Methods for Teaching K-6 Literacy II

Candidates are encouraged to do the following when seeking out school settings in which to complete fieldwork:
- 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 *MN 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 past experiences, and availability of qualified teachers. Please note that Concordia University is an urban education institution. Therefore clinical field experience placements will reflect that mission.

The Coordinator conducts orientations and regular seminars with student teachers. Seminars are held on specifically assigned days and 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 notify immediately 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.
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. (The application for clinical placement can be found on the MAT teacher education website). 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 *MN 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**

The edTPA is a state-required 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. Completion of the EdTPA assessment is required for Minnesota licensure. 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 Tier 3 teaching licensure through the Minnesota Department of Education. More details are available at the MDE website.

**Lesson Plan Templates**

See Blackboard for the current template.
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)  
This course will develop an understanding of experimental, descriptive and qualitative research designs and the application of these designs to educational research. Problem-solving and decision-making are primary reasons to engage in reading educational research. Students will develop a framework for understanding and using research literature in their educational practice.

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.

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).
The Capstone Project includes two parts – the Capstone Paper and the Program Completion Summary and Presentation

**Capstone Paper** 420 points

The purpose of the assignment is to write a comprehensive Capstone Paper that will reflect the learning experienced and integrated throughout the program of study. The Capstone Paper should be written using APA (6th ed.) style with a title page, an abstract, in third person only, using past tense wording, using APA in-text citations, references, etc.

The Capstone Paper is due on the day prior to the Week Seven Class Meeting no later than 11:59 pm. More details are available in the grading rubric later in the syllabus. Note that when the Capstone Paper is submitted in Blackboard it will be analyzed using the SafeAssign feature. The Similarity Index must be 15% or less in order to be acceptable.

NOTE: A second reader is assigned for each capstone course in graduate programs at Concordia University. The purpose of the second reader is to support learning outcomes. The assistance of a second reader is considered a “best practice” in graduate education and is required by the Graduate School at Concordia University. The second reader will collaborate with the ED 590 course instructor to provide feedback to the learner via the Capstone Paper rubric.

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
Title of the Paper from Title Page
Scope of the Research (heading)
Importance of the Study (heading)
Research Question and Connection to the Program Essential Question (heading)
Definition of Terms (heading)
Summary (heading)

Chapter Two: Literature Review
(include an introduction without a heading;
should include at least three section but could include more;)
Section Title (heading)
Section Title (heading)
Section Title (heading)
Chapter Summary (heading)

Chapter Three: Research Summary and Conclusions
Review of the Proposed Problem (heading)
Importance of the Topic (heading)
Summary of the Main Points of the Literature Review (heading)

Chapter Four: Discussion, Applications, and Future Research
Insights Gained from the Research (heading)
Applications (heading)
Recommendations for Future Research (heading)

References
Appendix A
Appendix B: (if necessary)

• Abstract (Page 3) – A summary of the contents of the Capstone Paper, to include the following (125 to 175 words; double-spaced):
  o topic
  o purpose
  o brief summary of sources
  o conclusions
  o keywords

• Chapter One (850 to 1,000 words). Chapter One will include the following and be titled exactly the same as the Capstone Paper:
  o include an introduction without a heading
  o Scope of the Research (heading)
  o Importance of the Study (heading)
  o Research Question and Connection to the Program Essential Question (heading)
  o Definition of Terms (heading)
  o Summary (heading)
• **Chapter Two: Literature Review** (4,000 to 5,000 words). A written narrative summarizing and synthesizing findings 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 sources that are mostly peer-reviewed qualitative and quantitative studies and from the last seven years but may include an online resource or two or a conference paper, etc. 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 sections must be included:

  o include an introduction without a heading that includes a restating of the Research Question; the Literature Review could be more than three sections
  o Section Title (heading)
  o Section Title (heading)
  o Section Title (heading)
  o Chapter Summary (heading)

The following should be noted somewhere in the narrative for each source cited:
  o Research methodology
  o Research design
  o Description of participants
  o Findings related to the research question of the Literature Review
  o Limitations of the studies

• **Chapter Three: Research Summary and Conclusions** (850 to 1,000 words). A succinct and precise summary of the Introduction and Literature Review. This section includes the following:

  o include an introduction without a heading
  o Review of the Proposed Problem (heading)
  o Importance of the Topic (heading)
  o Summary of the Main Points of the Literature Review (heading)

• **Chapter Four: Discussion, Applications, and Future Research** (1,000 to 1,500 words). This chapter includes the following:

  o include an introduction without a heading
  o Insights Gained from the Research (heading)
  o Applications (heading)
  o Recommendations for Future Research (heading)

• **References**: An alphabetical listing of resources cited in the paper (APA 6th ed.). A rubric is provided later in the syllabus. All must include a “doi” or “retrieved from”.

• **Appendix A**: A table that includes the following:

MAT 2019/2020
An alphabetical listing of the 15 studies cited in the paper and then included in the reference section – in the first column include authors, year of publication, and journal title.

In column two, note the research methodology and research design identified for each of the 15 studies.

In column three, include a brief statement of findings for each of the 15 studies.

<table>
<thead>
<tr>
<th>Studies (authors, year of publication, journal title)</th>
<th>Research Methodology and Design</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith &amp; Gregory (2016). <em>Journal of Educational Research</em></td>
<td>Quantitative; Correlation</td>
<td>Ability grouping seems to facilitate better student understanding of place value in fourth-grade mathematics when Base 10 blocks are used.</td>
</tr>
<tr>
<td>Veenstra, Rubble, &amp; Flinstone (2015) <em>Journal of Educational Psychology</em></td>
<td>Qualitative; Case study</td>
<td>Third-grade students seem to demonstrate a better understanding of place value when working in small groups led by the teacher.</td>
</tr>
</tbody>
</table>

Important NOTE: The Capstone demonstrates the ability of the learner to complete the program successfully so a failing grade on the Capstone Paper will result in a failing grade for the course. Any Capstone Paper not receiving at least 319 points will result in zero points, or an F on this paper, thus a failing grade in the course.

Program Completion Summary and Presentation 80 points

The purpose of this assignment is to create a summary of the capstone paper. Learners will prepare a presentation according to the criteria below and post it in Blackboard no later than 11:59 pm the day prior to the Week 7 Class Meeting and give 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 Capstone Presentation will be between 8 to 12 minutes in length, include a maximum of eight slides, and include each of the following:

- title slide
- research question (from Capstone Paper)
- concise overview of the key findings from the capstone research
- address how these findings will impact your teaching and/or educational practice
- address how you will advocate for the use of research as a professional, reflective practitioner in the future and what topics might be of interest
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
**Teacher Education Program and Licensing Fees**

*(As of September 1, 2018)*

**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 Incurred</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading, Writing, Mathematics</td>
<td></td>
<td>The Minnesota National Evaluation Series™ tests are offered through the MTLE site. They are referred to as the “Essential Academic Skills” tests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Note:</strong> The same fee is required for any test retake.</td>
</tr>
<tr>
<td>LiveText Registration</td>
<td>$135 – $145</td>
<td>During ED 514</td>
<td>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.</td>
</tr>
<tr>
<td>Pedagogy and Content Tests (MTLE)</td>
<td>$47.50 for each test</td>
<td>During the Student Teaching Clinical semester</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Note:</strong> The same fee is required for any test retake.</td>
</tr>
<tr>
<td>Education Minnesota (National Education Association)</td>
<td>$25</td>
<td>At the beginning of Student Teaching Clinical semester</td>
<td>Professional liability insurance</td>
</tr>
<tr>
<td>edTPA</td>
<td>$300 *</td>
<td>During the Student Teaching Clinical semester</td>
<td>Requirement of the Professional Educator Licensing and Standards Board (PELSB) * Students are responsible for the cost of resubmission if passing scores are not obtained</td>
</tr>
<tr>
<td>Fingerprinting</td>
<td>There may be a nominal fee when you go to your local law</td>
<td>Near the end of the Student Teaching Clinical semester</td>
<td>Requirement of PELSB and must be included with the initial licensure application, together with an official transcript.</td>
</tr>
</tbody>
</table>
**Requirements for Program Completion**

Disclaimer – Information below is for summary purposes only. The University Academic Catalog and the Professional Educator Licensing and Standards Board (PELSB) 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. Candidates seeking a license complete 15 hours of fieldwork for each course required.

3. Completion of the three subtests of the Minnesota 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 MN NES Essential Academic Skills examinations. Candidates seeking a second license typically have this requirement waived as they completed similar examinations for initial licensure.

4. 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. Candidates seeking a second license must successfully complete the MTLE Content and Pedagogy subtests.
5. 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.

6. Successful completion of the Student Teaching Clinical semester typically includes two experiences across the breadth of the license. This experience is fulltime and for a minimum of 15 weeks. Candidates seeking a second license complete a 6-week experience in one classroom.

7. Successful completion of the LiveText ePortfolio. All candidates are to include three to five artifacts under each of the 10 Standards of Effective Practice to demonstrate that they have successfully met each of the standards. Each artifact must also include a one-paragraph rationale statement. The ePortfolio is typically presented to teacher education faculty at the final Student Teaching Seminar. More information will be available during the Student Teaching seminars.

8. Completion of the Student Teaching Clinical Exit survey.
Requirements for Initial Teacher Licensure

Professional Educator Licensing and Standards Board (PELSB)

TIERED LICENSING WENT INTO EFFECT JULY 1, 2018

Paper Applications for All Tiered Teacher Licenses Now Available Online

Because the online licensure system is not yet operational, PELSB will use paper applications. Applications can be found on the PELSB website homepage under "Apply" - https://mn.gov/pelsb/. Please download and print the Application - complete your portion (if you are applying for a Tier 2 license, have your District complete its portion) - then mail or deliver your Application to Anne Heilman in the Education Office with your payment. We will complete the appropriate Section of your Application (student teaching), have it signed by a certifying officer, obtain your transcript from the Registrar's Office, and forward the packet on to PELSB for processing. If you currently have a PELSB File Number, you do not need to complete the fingerprinting process again and your fee will be $57. If you are applying for your initial license, you will need to obtain your fingerprints (cards are available in the Education Office; please email Anne Heilman at heilman@csp.edu), and your fee will be $90.25. There is information available on the Application to help you determine your Tier. If you have any questions, please feel free to contact Anne Heilman at 651-641-8200.

All of the forms and additional information at the PELSB website:

https://mn.gov/pelsb/

Please note that the tiered licensing system will be online at some point during the 2019-2020 academic year.

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.
The PELSB has established the passing scores for the MN 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>MN NES Essential Academic Skills Test</th>
<th>PELSB 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 then Board of Teaching adopted the following passing scores:

**ACT Plus Writing**  
Composite Score ≥ 22 and Combined English/Writing or ELA ≥ 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](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](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](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. Students are required to respond all CSP emails within 24 hours. 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 your 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 Professional Educator Licensing and Standards Board at (651) 539-4200 or pelsb@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.