

Concordia University, Nebraska
Institutional Report – 2013
Onsite Visit – April 14-16, 2013

Explanation of Attachments: Attachments are coded to the section of the report. 1.3.a would indicate that the exhibit is in Standard 1, element 3, and is exhibit a. “I” indicates an exhibit in the Introduction. The entire report is also available at <http://wp.cune.edu/accreditation>.

Standard 3 – Field Experiences and Clinical Practice

Initial:

Candidates begin their field experiences during the first course in the teacher education program. Teaching as a Profession (Educ 101) includes 10 hours of field experience – two 1-hour observations and an 8-hour shadowing experience. All three of the experiences/observations are completed at different grade levels. The second field experience occurs during Educational Psychology (EDPS 210) when the candidate spends 25 hours in a general education classroom. A 15-hour experience in a resource room or special education setting is attached to Psychology of Exceptionality (Psy 324). Another 15-hour experience in working with students from diverse backgrounds is attached to Differentiated Instruction (Educ 424). The final field experience for all candidates is completed during the literacy course and includes 15 hours in a literacy class at the appropriate grade level in addition to a 3-day capstone experience where the candidate teaches a class each day during that experience. Candidates must be fully admitted to Teacher Education prior to registering for the literacy course. The literacy classes are Literacy Instruction, Assessment, and Intervention (Educ 461 for early childhood and elementary candidates) and Content Area Literacy (Educ 470 for middle level and secondary candidates). Other field experiences for specific programs give candidates additional classroom exposure depending on the endorsement. [3.1.a Field Experience Hours Required](#), [3.1.b-e Field Experience Stats/Assignments](#)

The unit has a close working relationship with area schools used for field experience placements and with schools across the United States that are used for clinical practice (student teaching). Over 80% of our candidates are in our Lutheran Teacher program and many of them will complete their student teaching in a Lutheran school. Cooperating teachers are chosen by the unit and the administrators in the schools. Administrators have the final say as to which of their teachers will have a field experience candidate or student teacher. The Director of Field Experiences meets with school faculty members to discuss the field experience program, clarify

the expectations, and answer questions. Each candidate attends an orientation session for his/her field experience placement. Orientation sessions are either held on campus or at the partner school. An annual Administrator Luncheon is held on campus in August prior to the opening of the school year. Updates are shared with the administrators and they, in turn, share updates about their schools. This luncheon has proved very beneficial over the years in orienting new administrators and in strengthening the collaboration necessary for candidate growth. [3.1.f-o Assignment Schedules-Student Teaching](#) (10 docs)

When field experience placements are made the candidate receives the information and signs an agreement form emphasizing punctuality, appropriate dress, communication, and professionalism. [3.1.p Field Experience Hours required](#) Each cooperating teacher receives information on the expectations for the candidate and the types of activities that would be appropriate. Cooperating teachers fill out an evaluation form on the candidate at the conclusion of each field experience. [3.1.q Teacher Aide Short Form Eval](#) This evaluation becomes part of the candidate's Teacher Education Data (TED) assessment record. The Director of Field Experiences makes regular contact with cooperating teachers and administrators. Candidates write a reflection paper on each of their field experiences.

Evaluation forms have been developed that move from very general to more specific as the candidate moves through the program. All evaluation forms are coded to the Conceptual Framework. [3.1.r Teacher Education Data \(3\) - Mapping](#) The initial instructor evaluation form contains four questions and is completed by each instructor in the candidate's first three courses in the program. [3.1.s Instructor Eval of Candidates](#), [3.1.t Teacher Aide Short Form Eval](#), [3.1.u Teacher Aide Long Form Eval](#), [3.1.v Video Self Evaluation](#), [3.1.w Student Teaching Eval Form](#), [3.1.x Conceptual Framework Eval Form](#), [3.1.y Pre-Student Teaching Data \(TED\)](#), [3.1.z Student Teaching Eval Data \(TED\)](#) The cooperating teachers for field experiences have a 9-question form that they complete on each candidate. A 16-question form is filled out by the cooperating teacher for the candidate's capstone experience. The candidate completes a 34-question video self-evaluation form. The candidate also completes a Conceptual Framework self-evaluation form 4 times during their program (admission, prior to student teaching, prior to graduation, and during their first year of teaching). The cooperating teachers and university supervisors for the clinical experience (student teaching) each complete a 56-question evaluation. Each candidate will have from 2-6 cooperating teachers and two university supervisors. All Student Teaching Forms can be accessed at www.cune.edu/st.

Field experiences are generally scheduled for the three public school buildings in Seward, the Lutheran school and Child Development Center, the Catholic school, two neighboring public school districts, People's City Mission in Lincoln (for diversity placements), and other selected public and parochial schools in Lincoln depending on the number of candidates. Over the past

three full academic years we have had 8,683 hours (09-10), 14,251 hours (10-11), and 11,276 hours (11-12) of field experience in the schools. The unit has scheduled 331, 386, and 314 observations respectively during that time. [3.1.aa Field Exp Stats 09-10](#), [3.1.ab Field Exp Stats 10-11](#), [3.1.ac Field Exp Stats 11-12](#), [3.1.ad Field Experience Assignments 201310](#)

Field experiences are scheduled in a variety of settings and with a variety of students. Candidates will have a placement in a general education classroom, in a setting with students from diverse backgrounds, in a literacy classroom setting, and in a resource room or special education setting. All field-based teachers have experience teaching, have been approved by their administrator, and have willingly accepted candidates in their classrooms. [3.1.ae Diversity Field Experiences required](#), [3.1.af Diversity People's City Mission](#), [3.1.ag Field Experience Site Diversity](#)

The candidate's capstone experience is conducted during the Literacy class that is required in all initial programs. Candidates develop a 3-day lesson unit plan that they teach. The process includes extensive planning in three general areas – identification of desired results (linking to standards), determination of acceptable evidence (assessment), and student self-assessment and reflection. The candidate writes a reflection paper that focuses on the class demographics, an analytical analysis of the unit, and a holistic reflection on the experience. [3.1.ah Capstone Artifacts](#) (8 docs)

During the first student teaching experience (clinical practice) the candidate will complete a teacher work sample which includes context of teaching, Understanding by Design (UbD) stage one, pre-assessment instrument, UbD stage two, unit/lesson plans, and experience reflection. [3.1.ai Teacher Work Sample Artifacts](#) (4 docs), [3.1.aj TWS Changes and Rationale](#)

Candidates in clinical practice (student teaching) will generally have two different placements each lasting 8 weeks. The first placement is considered an on-campus placement since it will be done within 30 miles of campus. During that first eight-week placement candidates are also attending methods classes on campus. The second placement for those in the Lutheran Teacher program will generally be assigned out of state. These placements are in state-approved Lutheran schools throughout the United States. Candidates in public education are generally assigned to schools in the Seward/Lincoln area. [3.1.ak Diversity Stats](#) (4 docs)

During the first placement the candidate and university supervisor meet weekly to discuss progress and concerns. The supervisor will make at least two observations of the candidate in their school during that period. During the second placement the candidate will complete and send a Weekly Activity Report (WAR) to the supervisor. The WAR includes a summary of teaching activities, extracurricular activities, positive experiences, negative experiences or challenges, and other comments. The university supervisor will visit the candidate three times

during that placement. During each visit the supervisor will meet with the candidate, with the cooperating teacher, and with the school administrator. [3.1.al Weekly Activity Reports](#) (4 docs)

Advanced:

All advanced level programs at the institution require a practicum experience.

Educational Administration at the elementary or secondary level or with a dual endorsement requires a 250 hour practicum (Educ 581/582a or Educ 581/582b) that is spread out over the first year of the candidate's program. It is intended to shape the leadership values of candidates, while also deepening their understandings of key administrative processes and providing multiple opportunities to practice specific leadership skills under the guidance of a competent practitioner in a supervised, professional environment. [3.1.am Syllabus Educ 581-582](#)

The Early Childhood program requires a one-semester practicum (Educ 573). The practicum is a capstone class for the program. This course gives the candidate the opportunity to take knowledge and experience, gained through the graduate program, and to integrate it into the learning community. The demonstration of program goals and candidate competence will be seen in the candidate's written philosophy of education, through the completion of core standard four (integration of teaching and learning), and through the process of action research. [3.1.an Syllabus Educ 573](#)

The English as a Second Language/English Language Learners program requires a one-semester practicum (Educ 527). This course is designed to assist the ESL/ELL candidate in the application, synthesis, and evaluation of acquired knowledge and skills in a supervised internship situation where the candidate is assigned to work with a supervisory teacher certified in ESL/ELL. [3.1.ao Syllabus Educ 527](#)

The Literacy program requires a one-semester practicum (Educ 568). This course consists of a practicum experience in which the candidate formally and informally assesses the literacy abilities of students experiencing literacy difficulties, accelerated students, those with cultural differences, and/or varied linguistic backgrounds. Emphasis is placed on: gathering data for a holistic understanding of the literacy proficiency of a student; use of diverse assessment tools; examination and modification of the learning environment, methods, and materials; appropriate intervention based on assessment; and the development of a case study report that is shared with parents and educational professionals. The course adds specialty knowledge in the areas of assessment, intervention, and correction of literacy difficulties and providing for the unique needs of diverse students. [3.1.ap Syllabus Educ 568](#)

The Special Education endorsement program requires a one-semester practicum (Educ 596). This course is designed to integrate field work with material covered in the endorsement program in Mild/Moderate Disabilities as well as provide opportunities for dialogue on the issues and practices related to the education of individuals with mild or moderate disabilities. his practicum is the culminating clinical experience that gives prospective special education teachers the opportunity to apply and synthesize educational theory and pedagogy as they demonstrate skills and abilities in the school setting. [3.1.aq Syllabus Educ 596](#)

The Curriculum and Instruction program that leads to a curriculum supervisor endorsement requires a one-semester practicum (Educ 590). The Curriculum and Instruction practicum is a semester-long course consisting of 100 documented field service hours under the guidance of an administrator, Curriculum and Instruction Supervisor mentor, or Nebraska Department of Education personnel qualified in the discipline. No more than 30 hours of the field experience requirement can be satisfied in a student's own classroom modeling/documenting the endorsement requirements. The balance of the hours must be larger in scope in the school building or the district. [3.1.ar Syllabus Educ 590](#)

For candidates seeking the Master's degree without the curriculum supervisor endorsement, their capstone projects are the practical application of skills and knowledge. Candidates have a choice of three different projects: 1) a 90 minute workshop to present as an in-service or conference, 2) a research curriculum project proposal to revise or introduce a new curriculum to administration for approval, or 3) a professional blog to introduce resources on the each of the standards and professional development opportunities. [3.1.as-3.1.bb C&I Documents \(10 docs\)](#)

Candidate portfolios are evaluated by the program director or by instructors selected to assist in the reading. The content of the portfolios and subsequent evaluations are used for program review and improvement. [3.1.bc-3.1.bg C&I Portfolios and Summaries \(5 docs\)](#)

3.2.b Continuous Improvement

In summer 2012 the first group evaluation of Educational Administration portfolios was completed. Prior to that time the portfolios had been reviewed by the program director alone. The scoring rubric used a scale from '1' to '9' with the following general categories: Minimal – 0 to 3.25, Basic – 3.25 to 5.5, Proficient – 5.5 to 7.75, and Advanced – 7.75 to 9. The averages per rubric item ranged from a low of 2.33 to a high of 5.0. These were lower than expected. All portfolios were submitted based on an artifacts list developed prior to 2010, much earlier than the creation of our rubric. For this reason, we believe the scores reflected a need for a revision in the system. The conceptual framework and Nebraska Department of Education's revised Rule 24 for Principals were used to draft a new curriculum map for the program and courses.

The program level artifacts will be assembled by each candidate in an online portfolio site. The existing rubric will be reconsidered based on the curriculum mapping and artifacts required. Revisions will be made, if needed. New candidates joining the program will be given information about this process as they enter the program. A transition plan will be created for existing candidates and they will be informed of changes to be made in their portfolios at this stage of their program. We plan to continue using faculty as portfolio readers on an annual basis. As the process evolves we hope to read all portfolios submitted during the year. When the data and rubrics are more closely matched with the standards we will also check inter-rater reliability. For the summer reading the average item scores for each cohort were totaled giving a total composite score. The mean (34.86) and standard deviation (2.76) was calculated for the six composite scores. We felt that a standard deviation less than three points was good for a composite involving nine items as it suggests a deviation of 0.3 points per item amongst the raters. When we have more reliable data we will explore this concept in greater depth, possibly with other statistical procedures. In conclusion, we learned more about our procedural shortcomings than our students exit knowledge and abilities. We need to correct those shortcomings so that future student assessments are more meaningful. [3.2.bh-3.2.bi Ed Admin Portfolio Data](#), [3.2.bj Ed Admin Portfolios \(3 docs\)](#)

The group evaluation of Literacy portfolios yielded similar results. The same rubric scale was used. The averages per rubric item ranged from a low of 0.33 to 6.50, lower than expected. A similar review and mapping process was begun immediately. Current NDE standards for Reading Specialist were used to draft a new curriculum map for the program and courses. The existing rubric will be reconsidered based on the curriculum mapping and artifacts required. Formal inter-rater reliability will be evaluated. For the summer reading the average item scores for each cohort were totaled giving a total composite score. The means (40.62 and 37.93) and standard deviations (8.39 and 2.95) were calculated for each set of five composite scores. We felt that the standard deviation of 2.95 was good for a composite involving ten items as it suggested a deviation of 0.3 points per item amongst the raters. The standard deviation of 8.39 wasn't quite as good. When we have more reliable data we will explore this concept in greater depth, possibly with other statistical procedures. A similar conclusion was reached about the shortcomings of the process and the need to make improvements. [3.2.bk-3.2.bl Literacy Portfolio Data](#), [3.2.bm Literacy Portfolios \(3 docs\)](#)

A review of early childhood candidate portfolios was completed in spring 2012. Narratives submitted by the candidates tie directly to the National Association for the Education of Young Children (NAEYC) core standards. Narratives are scored by the course instructor on a 1 to 3 scale (1=needs improvement, 2=meets expectations, 3=exceptional). Nearly all students are meeting or exceeding expectations. Unsatisfactory work must be resubmitted. Results are

shared with instructors, using the core standards as discussion starters and seeking feedback for continual improvement. [3.2.bn-3.2.bp ECE Portfolio Data](#)