

2016-2017

*Education Department
Handbook*



**Calumet College
of St. Joseph**



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1. Student Teaching Handbook
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8. Disposition Rubric





The Education Handbook

The Handbook of the Education Department at Calumet College of St. Joseph (CCSJ) provides an overview of the curriculum, policies, and procedures for education candidates. If additional information is needed, please contact the Administrative Assistant, Ana Andrade.

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Calumet College of St. Joseph
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Whiting, Indiana 46394

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Accreditation Statement

Calumet College of St. Joseph is accredited to offer master's, bachelor's and associate's degrees, as well as certificates and diplomas by the Higher Learning Commission of the North Central Association (30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504, telephone number (800) 621-7440). The College has been approved by the Indiana Department of Education (IDOE) Office of Education Licensing and Development (OELD) for the preparation and licensing of elementary and secondary teachers. The Education Program of the College is also fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly known as NCATE. The Education Department holds membership in state, regional and national education and professional associations including the Independent Colleges of Indiana, the Indiana Conference of Higher Education, the National Catholic Educational Association, the American Association of Colleges of Teacher Education (AACTE), the Indiana Association of Colleges of Teacher Education (IACTE), and the Association of Teacher Educators (ATE).

Note: Information contained in this publication is subject to change without prior notice and shall not constitute a binding agreement on the part of Calumet College of St. Joseph.





Calumet College of St. Joseph

Overview



*Empowering Individuals
to Become Effective Educators*



History of the Institution

Calumet College of St. Joseph grew from humble origins. In 1951, St. Joseph's College of Rensselaer, Indiana opened an extension in Lake County, Indiana. It was known as the Calumet Center. Most of its courses were taught in borrowed classrooms provided by Bishop Noll Institute in Hammond and St. John the Baptist Church in Whiting. In 1960, the Board of Control authorized the expansion of this two-year extension into a full four-year, degree-granting College. In doing so, the institution became the first College in the Calumet Region to offer baccalaureate degrees. At that time, St. Joseph's College Calumet Campus moved into a new home, a former furniture store in East Chicago. Classes and administrative work were conducted in this building, which served the College well for 15 years and later became the Administration Building.

The East Chicago Campus continued to grow throughout the 1960s. Buildings were donated or acquired on Indianapolis Boulevard and Olcott Avenue to provide classroom and office space, a Library, laboratories, a theater, a communications center, and student recreational facilities. In the Summer of 1971, the College was renamed St. Joseph Calumet College. It officially separated from St. Joseph's College on November 15, 1973, when Articles of Incorporation were filed with the State of Indiana. On December 31, 1973, the American Oil Company deeded its research and development facilities and 256 acres of land to Calumet College. The College moved into its new facilities in January 1976 and is now using the largest of the 23 buildings on the site.

The building underwent an initial \$2 million renovation. That and ongoing improvement projects have resulted in a facility that provides an excellent learning environment. The building is efficient and comfortable, and houses a chapel, an art gallery, a Library, a bookstore, and numerous classrooms and meeting rooms. The building is fully accessible to the physically impaired. Calumet College of St. Joseph's facilities can serve more than 2,000 students during any given semester. Library holdings have increased to more than 110,000 items. Parking is ample and free.

The curriculum continues to improve, and the College presently offers programs in some 20 fields of study. The College offers services designed to assist new students in adapting to the pressures and problems facing today's college students, and provides tutoring and mentoring services to ensure student success.



Years before it was fashionable, programs were practical and diverse, encompassing four-year baccalaureate degrees, two-year associate's degrees, and one-year certificates. Classes are offered during both the day and the evening. Recently, the College added master's degrees in Public Safety Administration, Education, Quality Assurance and Psychology.

The College is committed to eliminating time and space barriers that impede the pursuit of educational opportunities. Thus, it offers weekend classes, a credit for Life Experience Program, and course offerings at different sites in Northwest Indiana and Chicago. The College's Accelerated Programs, started in the late '80s, now flourish in communities throughout Northwest Indiana and Chicago. Adults with two years of college credit can attend class one night each week for approximately 18 months at locations near their homes or places of work to earn a B.S. degree in Organization Management, Public Safety Management, or Management Information Systems. Additionally, online and hybrid courses are now being offered in certain academic programs. The new School of Adult Learning now allows those with little or no college credit to earn their Bachelor's Degree in as little as five and a half years attending part-time.

Calumet College of St. Joseph has served as many as 1,900 students in a semester. The student population includes one of the largest percentages of minority students of any independent college in Indiana. Nearly half of the students in the College's master's, baccalaureate, and associate's degree programs are of African-American or Hispanic descent. U.S. News & World Report has named Calumet College of St. Joseph as one of the most diverse four-year institution of higher learning in the Midwest every year since 2000.

In the Fall of 1997, the College launched a capital campaign with a goal of \$5 million over five years. The campaign exceeded this goal and significantly strengthened the College's ability to provide high quality educational programs for Northwest Indiana and Northeast Illinois. In the 2000-2001 academic year, the College launched its first intercollegiate athletic program and joined the National Association of Intercollegiate Athletics. The College now competes in 18 sports and has 180 student athletes.

In 2001, the College was reaccredited for 10 years. In 2007, the College was accepted into the Alternate Quality Improvement or AQIP accreditation process.



The first Master's Degree class in Law Enforcement Administration began in 2002 and graduated in May 2003. Master's Degrees in Education and Quality Assurance were initiated in 2006 and a Master's Degree in Psychology was added in 2011.

In 2006, the College initiated a \$7 million capital campaign "Changing Lives, Growing the Vision." There were three components to this campaign: the construction of a student/community activity center, renovation of the 2400 New York Avenue site to include new science and computer labs, and an increase in the College's endowment. Through the efforts of its family, alumni, and friends, the campaign was successfully concluded in 2011. The student/community activity center, dedicated in 2009, was the first new building in the College's history and testifies to the ongoing vitality and growth of the institution. Renovation of our vertical campus began in August, 2011. This addition will add new science labs, art studios, a new bookstore, and other student areas, and is scheduled for completion in 2012. The endowment fund has been increased as proposed. This campaign has changed the footprint of our campus.

Meeting the changing educational needs of the community with relevant, career-focused programs delivered in a friendly student-oriented environment is Calumet College of St. Joseph's formula for success. To this end, two new programs have recently been added to the curriculum: International Studies and Service and General Sciences with concentrations in Sports Science, Life Science, Restoration Ecology and Forensics.

After serving Calumet College of St. Joseph since 1987, President Dennis Rittenmeyer retired in June, 2011. His guidance took the institution from storefront classrooms to new facilities, and from college to university status. A new era began as Dr. Daniel Lowery was inaugurated as President on September 23, 2011. Dr. Lowery had previously served the College as the Vice President of Academic Affairs.

Calumet College of St. Joseph can now boast over 10,000 alumni. We have changed the future, one life at a time. No matter where you happen to be on your road in life, the College has a program for you. Thank you for making us "Your University of Choice."



CCSJ Mission Statement

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

Education Department Mission Statement

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the Education Program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement educational experiences for our teacher candidates and professional educators that reflect current theory and best practice in the profession according to the three essential and interrelated pillars of professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

Education Department Vision Statement

The Education Department is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility. Through quality education, teacher candidates can contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Department contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in community.

Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), the vision of the Department empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and



transformation. These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

Education Department Goals

Five major objectives have been defined under the three pillars: Preparation, Reflection and Transformation that graduates are required to:

1. Demonstrate Understanding of How Students Learn and How They Differ
2. Demonstrate Knowledge of What to Teach
3. Demonstrate How to Teach Effectively
4. Demonstrate Effective Implementation of Technology
5. Demonstrate Continuous Personal and Professional Growth

Education Program Outcomes

In alignment with the directives of the national teacher preparation accrediting agency CAEP (Council for the Accreditation of Educator Preparation), the Education Program has identified the InTASC Standards as the outcomes to be mastered by the CCSJ teacher candidates in order to demonstrate proficiency as professional educators. The Standards can be found at:

http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html

Click on link named: [InTASC Model Core Teaching Standards At a Glance 2011](#)



Conceptual Framework

The Department is deeply committed to the Calumet College of St. Joseph educational mission to prepare diverse candidates for professional careers and graduate education. Consonant with the mission, the Department contributes to the building of a socially just society so that the inherent dignity and rights of the individual are respected and protected. Through quality education, teacher candidates are challenged to engage in the transformation of values and social structures within the community. The result is the flourishing of human dignity, freedom, responsibility, and creativity, fulfilling an essential tenet of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility.

Drawing vision from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), this conceptual framework empowers teacher candidates to become effective P-12 educators, demonstrating the requisite knowledge, dispositions, and performances outlined in the guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). The conceptual framework of the Education Department consists of three essential and inter-related pillars: 1) professional preparation, 2) continuous and critical reflection, and 3) ongoing personal and professional transformation.

The pillar of professional preparation provides teacher candidates with appropriate content knowledge and skills that reflect current scholarly research on effective teaching and best practices in the field. The pillar of continuous and critical reflection affords teacher candidates opportunities to evaluate research based best practices with a view towards appropriating the knowledge, dispositions, and performances that will foster effective teaching. The pillar of ongoing personal and professional transformation engages teacher candidates in a dual process of becoming an effective professional educator and consciously applying social justice values to service as quality involvement in society.



Calumet College of St. Joseph

Education Department

Faculty and Staff



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Education Department Full-Time Faculty

Dr. John Shields

Chair of Education and Program Director, 2013
Director, Leadership in Teaching Graduate Program, 2005
Associate Professor in Education, 2002
Ph.D., Loyola University, 2004
M.A., University of Notre Dame, 1999
Ph.D., Loyola University, 1987
M. Ed., Loyola University, 1976
B.A., Tolentine College, 1968

Mr. Bruce Wisowaty

Licensing Advisor, 2013
Academic Advisor, 2005
Assistant Professor in Education, 2002
Administrative Certification, Govenors State University, 1990
Ph.D., Candidate, 2013
M.S., Govenor's State University, 1990
B.S., Southern Illinois University, 1977

Dr. Dawn Greene

Director of Field Experience/Charter Authorization 2014
Assistant Professor in Education, 2012
Ph.D., Purdue University, 2012
M.A., Purdue University, 2004
M.A., Indiana Wesleyan University 1998
B.A., Organizational Management, Calumet College of St. Joseph 1995



Education Department Part-Time Instructors

Dr. Michele Dvorak, PHJC

Lecturer in Education, 2013
Director of Education Programs, 2011
Licensing Advisor, 2011
Chair of Education Department, 2011
Associate Professor, Education, 2006
Lecturer in Education, 1998
Ed.D., University of San Francisco, 1998
M.A., University of Dayton, 1985
B.A., Alverno College, 1979

Mr. Christopher Gloff

Lecturer in Education 2010
M.A.T., Calumet College of St. Joseph, 2009
B.S., Purdue University, 1992

Dr. Barbara O'Block

Lecturer in Education, 2004
Ed.D., Loyola University, 2004
M. Ed., Loyola University, 1971
B.S., St. Joseph's College

Mr. John Potocki

Lecturer in Education, 2000
M.A., Governor's State University, 1980
B.S., Northern Illinois University, 1971

Dr. Joi Patterson

Lecturer in Education, 2012
Director of Education, 2011
Licensing Advisor, 2011
Chair of Education Department, 2007
Associate Professor in Education, 2001
M.S., Chicago State University, 1998
Ph.D., Walden University for Advanced Studies, 1995
M.S., Governor's State University, 1993
B.A., Sam Houston State University, 1989

Ms. Alyssa Rodriguez

Assistant Professor, Calumet College, 2013
Ph.D. Candidate, Loyola University, present
M.S., Calumet College, 2007
B.S., Purdue University, 2004



Education Department Part-Time Instructors

Dr. Kesha Henry

Lecturer in Education, 2016
Ph.D. Purdue University, 2012
M.S., NC A&T State University, 2008
B.Tech., Nova Scotia College, 2004
A.S., Nova Scotia College, 2000

Mr. Daniel Hadary

Lecturer in Education, 2012
M.S., Indiana Wesleyan
B.A., Purdue University

Mrs. Marianne Culver

Lecturer in Education, 2014
M.A.T., Calumet College, 2013
J.D., University of Chicago

Mrs. Angela Szczepanik-Sanchez

Lecturer in Education, 2013
M.S., Indiana University Northwest, 2012
M.Ed., National Louis University, 2006
B.S., Calumet College of St. Joseph, 2002

Dr. Mark Sperling

Lecturer in Education, 2014
Ed.D., Wayne State University, 1999
Ed.S., University of Detroit, 1991
M.S.W., University for Humanistic Studies, 1980
M.A., Eastern Michigan University, 1975
B.A., University of Detroit, 1972

Mr. Scott Tabernacki

Lecturer in Education, 2016
M.Ed., Concordia University Chicago, 2015
B.A., Marquette University, 2007



Education Department Part-Time Instructors

Mr. Philip Dietrich

Lecturer in Education, 2016
M.A.T., Calumet College of St. Joseph, 2013
B.S., Ball State University, 2001

Mrs. Eileen Germek

Lecturer in Education, 2016
M.Ed., Purdue University Calumet, 1983
B.S., Calumet College of St. Joseph, 1979

Mr. Fredrick Greene

Lecturer in Education, 2016
Ph.D. Candidate, Loyola University, present
M.A.T., Calumet College of St. Joseph, 2010
M.A., Marian College, 2000
B.A., Wabash College, 1990

Education Department Staff

Mrs. Ana Andrade,
Administrative Assistant





Calumet College of St. Joseph

Education Department

Admission



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Admission Procedures to the Education Department

Phase I: Admission to the College

All students must be admitted to the college prior to applying to the Education Department. Students must apply through the Admissions Office, located on the first floor of the college (ext. 215). All admissions and transfer of credit are dependent upon previous secondary and post-secondary work, verified by an official transcript and all submitted required records.

Admission to the Traditional Cohort Education Program

Students must successfully meet the following requirements:

- Good standing with CCSJ
- Transcript review
- Successful completion of CASA exams according to IDOE cut scores scores **Or** one of the following:
 - ACT (Math, Reading, Grammar, Science Composite) 24 or higher–Waived from CASA
 - SAT (Reading, Math Composite) 1100 or higher – Waived from CASA
- 75 percent of General Education coursework completed
- Over all GPA of at least 3.0
- Current Resume
- Participation in VIRTUS Training
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)

Admission to the Education Department for Transition to Teaching/Master of Arts in Teaching Students

Transition to Teaching (T2T)/Master of Arts in Teaching (MAT), a federal/state mandated alternative teacher certification program, is designed to license individuals who possess a bachelor's degree. The admission requirements for Transition to Teaching/Master of Arts in Teaching include:

- Graduate Application
- \$25 Application Fee (**Non Refundable**)
- Statement of Purpose
- Two Letters of Recommendation
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)
- Current Resume
- Successful completion of CASA exams according to IDOE cut scores **Or** one of the following to Waive from CASA:
 - ACT - 24 or higher (Math, Reading, Grammar, and Science)



- SAT - 1100 or higher (Reading, Math Composite)
 - GRE - 1100 or higher based on Verbal & Quantitative prior to 8-1-11
 - GRE - 301 or higher based on Verbal & Quantitative on or after 8-1-11
 - Praxis I composite 527 based on (Reading, Writing, Math) prior to 9-1-13
 - Earned Master's Degree or higher from a regionally accredited institution
- Official Transcripts: GPA 3.0 or 2.5 with 5 years of experience in licensing area
 - Transcript Review with licensure advisor
 - CCSJ Acceptance

Continuation in the Education Program: Phase II

The Education Program, (Phase II), requires a performance review of teacher candidates by the Education Department advisor each semester. The review includes examination of the candidate's Strategic Plan (*Refer to Attachment 1: Academic Plan*), grade point average in content courses, education courses, overall G.P.A., and discussion of any dispositional issues that may have arisen during the semester.

Continuing Education students must meet the following assessment requirements:

- Transcript review and advising
- Demonstrate professional knowledge, disposition, and performance
- Maintain a G.P.A. of 3.0/4.0 in education courses
- Maintain a G.P.A. of 3.0/4.0 in content courses
- Maintain an overall G.P.A. of 2.75/4.0
- Meet performance and dispositional criteria outlined in the Education Department, and National/State standards or principles
- Register for and attend Education Seminars each semester
- Maintain a current Criminal History Clearance
- Successfully complete Cardio Pulmonary Resuscitation (CPR) certification with Automated External Defibrillator (AED) certification from the American Red Cross, American Heart Association or a company recognized by either the American Red Cross or American Heart Association.
- Successfully complete Suicide Prevention training

Candidates who have not met all the above criteria will receive a letter informing them of their deficiencies or a letter of non-continuation in the program. (*Refer to Attachment 2: Notice of Requirements Not Met*). If a student receives a letter of non-continuation yet wishes to return to the program, the candidate may apply to the Education Program only after a two-year waiting period.



Appeals Process

Candidates who have received a letter of non-continuation may appeal the decision in writing to the Education Department faculty. The Education Department faculty reviews documentation and makes a recommendation to the Education Program Director.

Candidates may pursue further appeal to the VPAA according to procedures indicated by the VPAA.

Student Teaching Acceptance Process: Phase III

Student teaching is the culminating experience in the professional preparation of teachers. Building on the competence based professional preparation, the student teacher experiences classroom teaching responsibilities to prepare for entrance into the education profession.

Even though the Education Department has prepared the student teacher for this process, new and challenging situations may occur. Alternatives to handling classroom situations are varied, and the Cooperating Teacher in conjunction with the Student Teacher Supervisor may provide advice to the student teacher. This collaborative arrangement seeks to provide opportunities for ongoing professional growth through the sharing of current best practices.

Acceptance for Student Teaching

The teacher candidate completes a student teaching application (*Refer to Attachment 3: Student Teaching Application*) and submits it to the Director of Field Experience. The applicant is assessed on the successful completion and submission of the following:

- Current resume
- Current philosophy of education
- Successful completion of CASA and CORE content exam (Secondary)
- Documentation of attendance at Education Seminars
- Minimum cumulative grade point average of 2.75/4.00
- Minimum G.P.A. 3.00/4.00 in Professional Education courses
- Minimum G.P.A. 3.00/4.00 in content courses
- Current Criminal History Clearance (within 3 months)
- Completion of all prerequisite education and major content courses



The Teacher Candidate not approved for student teaching will receive a letter indicating a reason and/or reasons for the denial. Candidates may discuss the denial with the Director of Field and Clinical Experiences and the Department Chair.

Student Teaching Placement Criteria

Student teaching placement schools must meet the following requirements:

1. Environment is culturally diverse.
2. Technology is implemented throughout the classroom curriculum.
3. Students with exceptionalities are serviced.
4. The licensed cooperating teacher has at least five years of teaching experience (in content area for secondary students) in accredited schools.
5. A conflict of interest does not exist (as determined by the Education Department).*
6. Placement is within a 30 mile radius of the main campus.
7. Placement is full-time for a minimum of 14 weeks, 455 clock hours.
8. In the event that a student has a middle school addition, placement could possibly be split between disciplines.
9. The school of placement must meet all accreditation, performance and size requirements as specified by CCSJ Education Department.

* It is against College and Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which her or his child is enrolled or where a family member is employed as a building administrator. If a conflict of interest arises, the student teaching experience will be immediately terminated. If the student teaching experience is terminated, the candidate must reapply for student teaching according to prescribed deadline dates.

Criteria for Licensing: Phase IV

Teacher candidates must meet the following criteria to apply for an Indiana State License. To apply for a State of Indiana license, all teacher candidates must successfully meet the following qualifications:

- Complete student teaching with a minimum grade of “B”
- Successfully complete CPR/AED Certification Training
- Successfully complete Suicide Prevention Training



- Successfully complete all IDOE OELD licensing exam
- Submit license application (online) by way of LVIS

Education Department Delivery Systems

Traditional Program

Elementary Cohort Program

- Designed for Full-Time Day Students
- Leads to a Bachelor's degree or post-secondary degree in elementary education in 15 months (plus student teaching)
- Classes meet: Monday-Thursday: 8:00 a.m. – 12:00 p.m.
- 3 week sessions per course with a week of reflection time in between courses
- Field and clinical experience as well as student teaching are integrated into the program.
- Fourteen week student teaching required after successful completion of all course work.

Graduate Program

MAT Program (Transition to Teaching)

- Designed for degreed career changers; leads to licensure: 8 months of course work for secondary education and 11 months for elementary education (plus 14 weeks student teaching).
- Saturday classes for 8:00am – 4:00pm
- Field and clinical experience as well as student teaching are integrated into the program.
- Fourteen-week student teaching required after successful completion of all course work.
- Final Phase: an additional 15 credits of course work leads to the Masters of Art in Teaching (MAT) degree in 6 months.



Calumet College of St. Joseph

Education Department

General Requirements



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Course Requirements

The course requirements both general and education courses are listed in Attachment 5: Elementary Education Checklists.

EDUC 299 Teacher Education Seminar

The Education Department offers two (2) to three (3) seminars each semester. These seminars address current issues, timely concerns, and employment procedures often not addressed elsewhere. All teacher candidates are required to attend all seminars.

Teacher Candidate Dispositions

Teacher candidates should display professional behavior and dispositions throughout matriculation in the Education Program. Teacher candidates are required to demonstrate the following characteristics to be considered as having an appropriate professional disposition for educators and to remain in the Program.

- Committed, positive, and enthusiastic
- Truthful and trustworthy
- Well prepared
- Warm and friendly and supportive of others
- Intrinsically motivated
- An ability to come across challenging situations and rebound with a means to improved performance
- Foster productive and positive relationships with others while respecting and appreciating diversity
- The ability to cooperate and support the decisions of others and make relevant contributions to discussions
- Commitment to professional goals and objectives that correlate with required standards for educators
- High expectations for achievement
- Appropriate and professional responses to adverse situations
- Foster a caring attitude and behavior toward the wellbeing of children
- Model a lifestyle of a productive and moral citizen
- Flexibility



Realizing that the safety of children is of paramount concern for all school personnel, especially teacher candidates, the Education Department at Calumet College of St. Joseph, in the interest of preparing teacher candidates to serve children, reserves the right to regularly inquire about teacher candidates' dispositions toward the profession of teaching and the ongoing safety of children.

(Refer to Attachment 7: Disposition Rubric)

CASA Information

Effective 9/1/2013, the state qualifying exam for teacher candidate is Core Academic Skills Assessment (CASA). Refer to the website to receive the most up to date information on CASA. Information can be obtained at [CASA](http://www.in.nesinc.com) (www.in.nesinc.com). CASA can be administered here at the College. Contact the Enrollment Clerk at (219) 473-4258.

CASA Alternatives are as follows:

- ACT (Reading, Math, Science Composite) 24 or higher – Waived from CASA
- SAT (Reading, Math Composite) 1100 or higher – Waived from CASA
- GRE (Verbal, Quantitative) 1100 or higher - Waived from CASA
- Earned Master's Degree – Waived from CASA

Note: Teacher Candidates must have passing CASA scores at the time of acceptance into the program. CASA pass scores are subject to change at the state's discretion.

Concluding Remarks

Calumet College of St. Joseph has transformed competent teacher candidates into professional exemplary teachers. Throughout the years, the Education Department has adapted to the changing responsibilities of professional educators.

The Education Department Chair welcomes any comments or suggestions for the improvement of this handbook. Please call (219) 473-4385.



Calumet College of St. Joseph

Resources



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Student Support Services

Student Success Center

For more information or to set up an appointment, you can contact the Student Success Center at (219) 473-4287.

Financial Assistance

Call the financial aid office for more information (219) 473-4296.

Specker Memorial Library

For information, see the Library's web page: <http://www.ccsj.edu/library/index.html>

Disability Services

For more information or to set up an appointment, you can contact the Academic Support Programs at (219) 473-4349.



Education Department

Student Handbook and Attachments

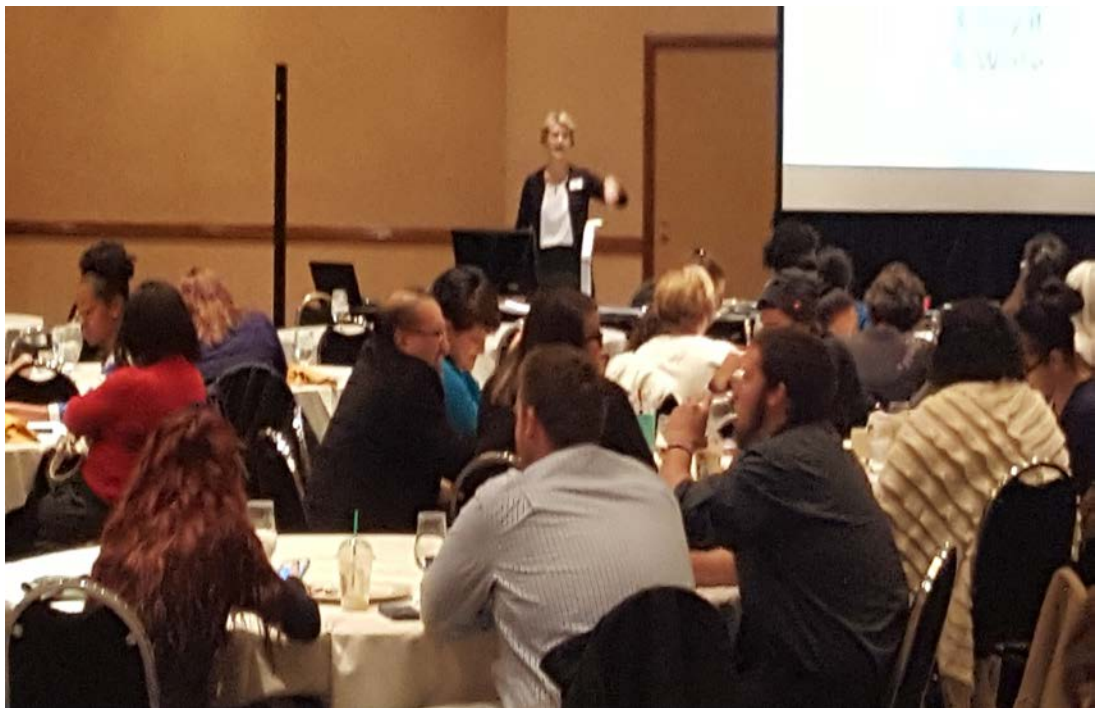


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Calumet College of St. Joseph

Cooperating and Student Teacher Handbook 2016-2017





The Cooperating Teacher and Student Teacher Handbook of the Education Department at Calumet College of St. Joseph (CCSJ) is designed to provide necessary information and documents regarding the clinical experiences related to student teaching for the supervising, cooperating, and teacher candidates. This handbook is a reference guide for teacher candidates, cooperating teachers, supervisors, and cooperating principals. If you need additional information, please contact the following:

Education Department
Calumet College of St. Joseph
2400 New York Ave
Whiting, IN 46394
Telephone: 219-473-4306
Toll Free: 877-700-9100 X385
Fax: 219-473-4259

General information regarding the Student Teacher Acceptance Process & Placement Criteria can be found on pages 15 and 16 of the Education Handbook.

Note: Information contained in this publication is subject to change without prior notice and shall not constitute a binding agreement on the part of Calumet College of St. Joseph.



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Role of the Cooperating Teacher

I. Qualification

- A. To qualify as a cooperating teacher, the teacher must meet the standards of a highly qualified teacher, hold a practitioners or advanced practitioners license, have a minimum of five years of experience in the subject/grade being requested and be recommended by the building administrator of the school as well as the District School & Building Principal.
- B. The cooperating teachers attend an orientation provided by CCSJ on general guidelines and timelines associated with student teaching placement. More importantly the cooperating teacher is in-serviced to provide productive and on-going feedback to the teacher candidate, how to counsel the student if necessary, and procedures for completing the mid-term and final student teaching inventories.

II. Fostering Relationship with Teacher Candidate

- A. The teacher candidate may have a feeling of insecurity and uncertainty, even though he/she has completed previous clinical and field experience. It is often a difficult process to acquire the poise and confidence needed for a good appearance. The cooperating teacher is encouraged to foster a comfortable relationship with the teacher candidate as quickly as possible, so that the students can see the cooperating teacher as a supportive ally.
- B. As the cooperating teacher prepares for the teacher candidate's arrival, the following is recommended:
 - 1. Inform the class(es) of the teacher candidate's arrival, indicating the purpose of the student teaching experience, and acquaint the pupils of their role with the teacher candidate.
 - 2. Provide a place for the teacher candidate in the classroom. A desk can give the teacher candidate a sense of security and belonging.
 - 3. Acquaint the teacher candidate with the school and community policies, emphasizing punctuality, school loyalty, conservative use of materials, good human relationships with the professional staff, participating in extracurricular activities, and playground class or hall supervision, and so on.
 - 4. Discuss with the teacher candidate: school emergency plans, illness procedures for both cooperating and teacher candidates, school policy on medication distribution, and school policy on alcohol, tobacco, or drugs as well as legal implications on these issues.



5. Collaborative development of a pre/post assessment by student and cooperating teacher to evaluate student knowledge of skills in the specified content area.
 6. Allow the teacher candidate to observe your teaching using the *Guidelines for Class Observation* form provided.
 7. Give direction for involvement in classroom activities when necessary, while working collaboratively with the teacher candidate as an equal in the classroom.
- C. If possible, the cooperating teacher should set aside particular time daily to confer with the teacher candidate. During conference time, the teacher candidate should review lesson plans and explain his/her class outlines and specific goals.

III. Observation

- A. During the first week of observation the cooperating teacher demonstrates a variety of teaching methods, e.g., the discussion lecture, small group reports, audio-visual presentations, and so on for the teacher candidate to observe and make observation notes using the Classroom Observation Form.
- B. The cooperating teacher is responsible for observing the teacher candidate on a daily basis and provides on-going feedback on how the teacher candidate can continue to improve.

IV. Teaming

- A. The cooperating teacher and teacher candidate should collaborate the planning of lessons together. The teacher candidate is responsible for completing lesson plans according to CCSJ guidelines and should submit prepared lesson plans to the cooperating teacher prior to implementation. Lesson plans for each subject/content area taught should be submitted to the cooperating teacher weekly.
- B. It is important that K-12 students do not suffer academically due to instruction delivered by the teacher candidate. At times, it may be necessary for the cooperating teacher to engage in a team teaching situation with the teacher candidate to ensure that learning is taking place for both the K-12 students as well as the teacher candidate.

V. Counseling

- A. Scheduled counseling occurs at two times during the student teaching experience. 1) At the mid-term evaluation period and 2) at the final evaluation period. The cooperating teacher should schedule time with the teacher candidate to review the mid-term or final evaluation. The cooperating teacher should explain in detail, deficiencies that the teacher candidate has and provide strategies by which he or she can improve.



- B. Extensive counseling occurs when the cooperating teacher or the teacher candidate reveals that a problem exists which was not able to be resolved between the cooperating teacher and the teacher candidate. The supervising teacher should be notified anytime an investigation or decision needs to be made regarding the student teaching experience.
- C. If the situation warrants serious actions or further counseling the supervising teacher will notify the Director of Field Experience and Director of the Education Department to intervene.

VI. Assessment

- A. The cooperating teacher assesses the teacher candidate on three levels:
 - 1. Daily Observation – The cooperating teacher observes the teacher candidate and provides on-going feedback to assist the teacher candidate in improving.
 - 2. Assessment – Assist the teacher candidate with the development of a pre/post-test assessment to identify student needs to improve achievement based upon specific content.
 - 3. Mid-Term Evaluation – The cooperating teacher completes the mid-term evaluation during the 7th week of student teaching (week 4 for a dual placement.). The cooperating teacher is responsible for reviewing the evaluation with the teacher candidate and supplying both the teacher candidate and the supervising teacher with a copy.
 - 4. Final Evaluation – The cooperating teacher completes the final evaluation during the 13th week of student teaching (week 6 for a dual placement.) The cooperating teacher is responsible for reviewing the evaluation with the teacher candidate and supplying both the teacher candidate and the supervising teacher with a copy.

VII. Mentoring

- A. Each teacher candidate brings an intricate combination of strengths and areas of expertise to the classroom. Therefore, skillful guidance will help the teacher candidate prepare for classroom duties. The teacher candidate will share with the cooperating teacher a list of strengths and areas of proficiency challenge. Experiences should be arranged to assist the teacher candidate with these areas of challenge.
- B. Specific help in the area of planning may be needed to show the hierarchy and interrelatedness of lessons to emphasize individual differences, classroom conditions, and curriculum responsibilities.
- C. Refining professionalism in the teacher candidate is an important aspect of the student teaching experience. The cooperating teacher is encouraged to gently challenge the



teacher candidate in areas of inconsistency. Sharing resources and materials is encouraged.

- D. The teacher candidate has many theoretical resources while the cooperating teacher has classroom resources.

VIII. Compensation

Cooperating Teachers are compensated at current rate for year. Cooperating teachers are responsible for completing and signing the CCSJ Request of service at the teacher candidate/cooperating teacher/supervisor orientation.

IX. Professional Development

In accordance to Rules 2002, the cooperating teacher can receive up to 30 PGP's for participating in the student teaching experience by hosting a teacher candidate. A certificate will be awarded at the conclusion of student teaching after the Final Evaluation is received.

Role of the Teacher Candidate

I. Observation

The actual period of introduction and observation varies from teacher candidate to teacher candidate. The cooperating teacher and the teacher candidate can best decide the time when the teacher candidate should enter into more hands-on experiences. Two weeks of observations are suggested at the start of the student teaching experience: one week observation of the cooperating teacher at the beginning of the student teaching experience and one week observation with other recommended quality teachers at the end of the student teaching experiences.

II. Pre/Post Assessment

The teacher candidate must know and understand the needs of P-12 students based-upon the academic and developmental levels. As the teacher candidate begins student teaching, it is imperative that they evaluate student knowledge and provide instruction according to appropriate academic and developmental needs. Therefore, teacher candidates will implement a pretest at the beginning of the experience to identify specific needs and a posttest at the end of the experience to evaluate progress.



II. Instruction

The teacher candidate is embarking on one of the last phases of professional preparation before assuming the full-time role as a teacher. The teacher candidate needs to be aware of the following guidelines:

- Lesson plans must be submitted to the cooperating teacher for review at least one week before implementation.
- The teacher candidate must read the faculty and student handbooks (including union agreements if applicable) and comply with all policies and procedures, such as professional dress and conduct.
- All learning activities should be relevant, well planned and organized.
- Various learning resources, aids, and technology should be used.
- Various pedagogical theories should be practiced.
- Inquiry and creativity are encouraged.
- Learning experiences should be conducted to ensure success for all students.
- Positive professional rapport with students and colleagues is developed and maintained.
- The teacher candidate should consult with the cooperating teacher on a daily basis regarding lesson plans, instructional growth, student concerns, assessment issues, and general overall professional development.
- The teacher candidate should actively seek direction from both teaching mentors, that is, the supervising and cooperating teachers.
- The teacher candidate should vigilantly maintain a positive learning environment for all students.
- The teacher candidate is strongly encouraged to use comprehensive assessment utilizing both traditional and alternative methods.

III. Teaming

The Education Department of CCSJ encourages the “team” approach for student teaching. This approach emphasizes that the teacher candidate and the cooperating teacher share ideas and pool resources in planning, implementing, and evaluating the various teaching and learning experiences.



- A. The cooperating teacher and teacher candidate should collaborate the planning of lessons. The teacher candidate is responsible for completing lesson plans according to CCSJ guidelines.
- B. It is important that K-12 students do not suffer academically due to instruction of the teacher candidates. At times, it may be necessary for the cooperating teacher to engage in a team teaching situation with the teacher candidate to ensure that learning is taking place for both the K-12 students as well as the teacher candidate.

IV. Assessment

Multiple assessments of student teaching and clinical practice support the requirements for student teaching, including the systematic documentation and analysis of student learning. Student teaching also provides the opportunity for personal professional development and reflection that many school systems expect of their teachers.

- A. Lesson Plans – Teacher candidates are required to write daily lesson plans in accordance with CCSJ guidelines and submit them using CCSJ’s Blackboard system. Lesson plans are submitted to the cooperating teacher one week prior to the lesson being taught. A copy of the lesson plans should be kept in a binder and made available to the supervising teacher at the time of each bi-weekly visit.
- B. Instruction – Teacher candidates are required to teach in accordance with CCSJ guidelines and the school curriculum. Teacher candidates must effectively demonstrate:
 - 1. Understanding of how students learn and how they differ
 - 2. Knowledge of what to teach
 - 3. How to teach effectively
 - 4. Effective implementation of technology
 - 5. Continuous personal and professional growth
- C. Mid-Term Evaluation- The cooperating teacher is responsible for observing and evaluating the teacher candidate via the Student Teaching Assessment Inventory based on instruction, curriculum, lesson plans and effective communication.
- D. Journal – Teacher candidates are responsible for reflecting and journaling on a weekly basis and submitting to Blackboard. Teacher candidates continually evaluate the effects of their choices and actions on others through instructional delivery and continuous contact with school faculty and administration. Teacher candidates are able to analyze and provide feedback about the effectiveness of instructional delivery in relationship to



improvement of student performance while addressing strengths and weaknesses. As a result of reflection and changes to lesson plans, teacher candidates implement instruction based upon student need and best practice. In addition to implementation of instruction, teacher candidates reflect on parent conferences concerning student progress and how professional development such as workshops, in-services and faculty meetings correlate with professional growth and the effectiveness of an educator.

- E. Case Study – Teacher candidates are responsible for conducting a case study on one student. The teacher candidates should consult with the cooperating teacher regarding a candidate for this assignment. The K-12 student should be one who has been identified as having an academic and or social need or excels beyond required standards in some way. Teacher candidates will record day-to-day events about the chosen student for approximately thirty days and then create a narrative about data collected according to a specified rubric.
- F. Video Tapes/Reflections – Being able to observe oneself teaching provides remarkable feedback and opportunities for growth. Teacher candidates are responsible for videotaping their instruction on two separate occasions: at the beginning, and end of the student teaching experience. Teacher candidates are required to reflect about each videotaped lesson to ensure maximum opportunity for critiquing and improving instruction. Video should be submitted on DVD, uploaded to Blackboard, or uploaded to a Private You-Tube account. Prior to videotaping an academic lesson, the teacher candidate must secure written permission from parent/guardian of the K-12 students.
- G. Final Evaluation - The cooperating teacher is responsible for observing and evaluating the teacher candidate via the student teaching inventory based on instruction, curriculum, lesson plans and effective communication.

V. Participation

Educational experiences for the teacher candidate during the initial phase of participation include:

- A. Classroom activities - such as taking attendance and performing other routines; preparing bulletin boards, grading tests and other papers, assisting with homeroom activities, guiding learning activities for individual pupils and/or small groups, and, on occasion, teaching a lesson.
- B. Extra-class activities - such as attending school club meetings, musical events, sports events and plays, supervising the lunchroom, hall and/or playground, taking field trips with students.



- C. Professional activities - such as attending faculty, professional, school committees and PTA/PTO/HSA meetings, and participating in parent-teacher conferences.
- D. On-site workshops - that provide opportunities for teacher candidates to share with classroom teachers, discuss classroom challenges, and learn practical issues related to planning, classroom management and assessment. Teacher candidates are responsible for attending on-site workshops and seminars whenever scheduled. All workshops are mandatory.

VI. Professionalism

A. Attire

1. Dress shirts, ties (at a minimum), dress slacks and preferably a sport coat are appropriate professional attire for male teacher candidates. Dresses, skirts, or dress slacks are appropriate professional attire for female teacher candidates. Short skirts, shorts, sandals, t-shirts or revealing casual outfits are considered inappropriate.
2. Jeans are not considered appropriate professional attire for a Calumet College of St. Joseph teacher candidate during student teaching. On School-Spirit days teacher candidates may dress in prescribed attire for school staff.

The above professional dress codes may not be required in the school where the teacher candidate is placed. You are, however, a representative of the Education Department of Calumet College of St. Joseph and not an employee of the school in which you are student teaching. This means that the teacher candidate is responsible to meet both (a) the expectations of the school and cooperating teacher and (b) those set by the Education Department of Calumet College of St. Joseph with the expectations of CCSJ taking precedence. Failure to comply with the dress code could have an effect on the student teaching grade.

Note: If there are “extenuating circumstances” that will not allow you to fulfill this policy, please contact your supervising teacher as soon as possible.

B. Communication

Written and verbal communication must always be appropriately constructed. Teacher candidates must have the ability to articulate oral communication effectively and write according to grade, school, and district guidelines. Teacher candidates should have the ability to stimulate a discussion and allow for student questions and feedback. They are aware of the cognitive and affective domain of their students and provide opportunities for classifying and constructing questions and feedback based on this criteria.



Instructional delivery must be presented professionally with the use of correct grammar and syntax. When communicating with parents, teacher candidates should utilize effective techniques for providing information about student progress and classroom performance. Teacher candidates should communicate student behavior through some kind of contract or strategy with the parent that has been developed collaboratively with the cooperating teacher. Teacher candidates must utilize technology as an ongoing form of communication throughout the student teaching field experience to enhance student learning with understanding.

C. Attendance

During the period of student teaching, no personal days off or absences are permitted, except in cases of severe illness and emergencies. The teacher candidate must be present whenever the school class meets, even though CCSJ may officially be on vacation. Any planned absence must be reported to the school where the candidate is student teaching, their cooperating teacher, and the supervisor prior to the absence. A first unexcused absence will result in a serious warning, and the second absence may result in dismissal from Student Teaching. Habitual tardiness is unprofessional and, therefore, is not acceptable.

The teacher candidate must notify in advance his/her cooperating teacher and supervising teacher of any tardiness or absences. The teacher candidate is required to make up absences with the approval of the Director of Field Experience. If an absence is extended over a period of time preventing continuation in the student teaching assignment, the Student Teacher Supervisor and the Director of Field Experience along with the Cooperating Teacher, will evaluate teacher candidate's performance (on an individual basis). Credit cannot be given for time and work not completed. If possible, the opportunities to resume the assignment in the same situation for completion will be allowed. If this is not possible, the teacher candidate will be required to initiate the experience in another classroom for a full 14 weeks. Any teacher candidate, who experiences anxiety or personal difficulties during the student teaching experience, should contact your Student Teaching Supervisor or the Director of Field Experience immediately.



Do not abruptly abandon your assigned placement or discontinue the student teaching experience without conferencing with your Student Teaching Supervisor and the Director of Field Experience. Discontinuance of student teaching without implementing appropriate steps may result in immediate Academic Withdrawal from Student teaching without the opportunity to reapply for three years.

D. Management

The purpose of classroom management is to effectively support student learning. An inviting classroom environment is a positive classroom environment. Characteristics of a well-managed classroom include such variables as:

- Students are on task, little time wasted changing tasks, and a work oriented climate that is relaxed and pleasant (Wong p. 86).
- The teacher candidate develops procedures and routines and displays these for students.
- It is evident that students are aware of procedures and routines and implements these daily.
- The environment is conducive to learning and the teacher candidate is organized and it is evident that materials, resources, and lesson plans that will be utilized for instructional delivery have been previously prepared and are available at all times.
- Rapport and voice level/tone is professional and developmentally appropriate and positive verbal feedback is provided during instruction.
- Teacher candidates make adjustments of plans to meet the needs of students and responds to misconduct appropriately and in accordance with guidelines developed by the teacher candidate and/or cooperating teacher.
- Area and/or classroom space has been developed to meet the needs of the students as a group and individually in order to minimize potential problems and maximize student engagement in the learning process.

V. Disposition

Teacher candidates should display professional behavior and disposition throughout the Education Department. Teacher candidates are required to meet the following criteria and guidelines to be considered as having an appropriate disposition for educators:

- Committed, positive and enthusiastic
- Truthful and trustworthy



- Well-prepared
- Warm, friendly, and supportive of others
- Demonstrates intrinsic motivation
- Exhibits the ability to face challenging situations and then rebound back with a means to improved performance
- Develops productive and positive relationships with others while respecting and appreciating diversity
- Maintains the ability to cooperate, support the decisions of others, and make relevant contributions to discussions
- Develops professional goals and objectives that correlate with required standards for educators
- High expectations for achievements
- Responds appropriately and professionally to adverse situations

Role of the Supervising Teacher

The supervising teacher is a CCSJ faculty member with education content expertise and elementary and/or secondary classroom experience. Each teacher candidate will have a supervising teacher who will serve as a liaison between CCSJ and the cooperating school. Working cooperatively, the teacher candidate, cooperating teacher, and the supervising teacher form a team to provide meaningful experiences and evaluations for the teacher candidate to experience a successful pre-service teacher practicum.

I. Supervision Visits

- The supervising teacher visits/observes the teacher candidate on a minimum of four visits.
- The supervising teacher evaluates the teacher candidate's performance.
- The supervising teacher meets with the cooperating teacher and the teacher candidate to discuss the progress of the teacher candidate.

II. Support for Cooperating Teacher

- The supervising teacher aids the cooperating teacher and other school personnel in understanding the teacher candidate and the concerns that the dual role as a teacher candidate and a teacher imply.
- The supervising teacher is responsible for ongoing communication with the cooperating teacher regarding the teacher candidate's progress.



III. Support for Teacher Candidate

- The supervising teacher offers ideas, feedback, and evaluation of assignments.
- The supervising teacher helps develop effective ways of working together in the interest of the teacher candidate and of the school corporation in the light of the total Education Department.
- The supervising teacher provides support to the teacher candidate during the first year of teaching at the graduate teacher's request.
- The supervising teacher counsels the teacher candidate on professional placement procedures.

IV. Assessment

Teacher candidates are evaluated by the supervising teacher on the basis of disposition; classroom participation; video evaluation; pre/post assessment, journal reflections; professional development participation; instruction; rapport with students, parents, colleagues and administration; lesson plans; case study; and classroom management. The cooperating teacher assesses the teacher candidate daily and uses the student teaching inventory for the mid-term and final evaluation. The supervising teacher visits the teacher on a bi-weekly basis and uses the student teaching assessment book to evaluate the candidates' performance. Both the cooperating and supervising teacher provide ongoing written and verbal feedback to assist the teacher candidate with improvement.

When counseling is necessary, the cooperating teacher and supervising teacher meet with the teacher candidate together to discuss concerns and strategies for improvement. If significant improvement does not occur after counseling, the Director of Field Experience observes the teacher candidate and meets with all parties involved. The Education Department Director and/or the Director of Field Experience make(s) the final decision as to whether the teacher candidate is able to continue the assignment. Each case is evaluated on its uniqueness: in some cases, teacher candidate are removed without the option to reapply; others may have the student teaching experience extended over the sixteen-week period to allow for additional observation, team teaching and guided instruction.



V. Professional Development

The Director of Field Experience is responsible for arranging on-site workshops that cover special topics such as lesson planning, classroom management, assessment and licensing. The Director of the Education Department and the Director of Field Experience are responsible for assisting in the student teaching orientation and the training of the cooperating teacher.

Criteria for Licensing

Teacher candidates complete the following process to apply for an Indiana State License:

Procedure for Initial (Original) Licensure

Teacher Candidate	CCSJ Licensing Advisor
Step 1	Successfully complete Student Teaching
Step 2	Successfully complete applicable Core Content Test/Generalist tests/Pedagogy
Step 3	Successfully complete Cardio-Pulmonary Respiratory (CPR) certification program (Red Cross or American Heart Association). Must include AED training on front of card and completion of Suicide Prevention. Email copy to Education Office.
Step 4	Clear all balances in the Business Office
Step 5	Check for current Criminal History
Step 5	Create an account on LVIS (Licensing Verification and Information System Portal) Upload CPR card, Suicide Prevention document, and Test scores
Step 6	Licensing advisor will review file, code for the license, send email of congratulations. Then the State will send email of congratulations and license.
Step 7	Teacher will print license (color printer).
	Congratulations! You did it!



Liability and Legal Issues

Student teaching is recognized by the states of Indiana and Illinois as a licensing requirement; the legislature has defined guidelines for the establishment of agreements between colleges, universities, and school systems outlining the roles and responsibilities during the student teaching assignment. CCSJ maintains current agreements with neighboring parochial and public school systems in which teacher candidates are placed. Teacher Candidates should review all relevant handbooks to learn school policies and procedures, legal guidelines, liability definitions, and any pertinent school laws. One of the first items for discussion between the cooperating and teacher candidate should be the response to emergency situations such as medical emergencies, drug overdose, pupil fights, fires, etc., in the classroom, as well as, school policies regarding these incidents. Clear understanding of the appropriate course of action prior to such emergencies will promote a more effective response by the teacher candidate.

Substitute Teaching

CCSJ does not allow the student teacher to be assigned as a substitute teacher.

Teacher Candidates are required to work under conditions of direct supervision. Student teaching is not a paid assignment. For these two reasons, the teacher candidate is not permitted to serve as a paid or unpaid substitute teacher in any classroom. As the experience progresses, the teacher candidate may be left more and more on his/her own, but the cooperating teacher or a substitute teacher must be in attendance, in the building, and available to supervise the teacher candidate. However, in emergency situations and for a brief period of time, the teacher candidate may continue in the assignment in the absence of the cooperating teacher if the school provides sufficient supervision. The lack of a cooperating or substitute teacher being present is a violation of CCSJ's agreement with the school corporation, and the Education Department Director or Director of Field Experience should be notified if such a situation arises. In the case of prolonged absence of the cooperating teacher, the supervising teacher will work with the school administration to reassign the teacher candidate to another cooperating teacher.



Alternative Student Teaching

Holding a long-term teaching position of three or more years at one school may be a form of alternative student teaching whereby the teacher candidate receives a mentor instead of a cooperating teacher who will evaluate his/her teaching abilities. The criteria for acceptance, as well as the processes and procedures of traditional student teaching remain the same.

Transportation

The teacher candidate is responsible for transportation to and from the student teaching assignment. The teacher candidate is prohibited from driving a student/students for any purposes, including field trips, special school functions, etc. The teacher candidate may be held personally liable for any accident, which might occur when transporting students if this restriction is ignored.

Teacher Strike/Work Stoppage

Although teacher/employee strikes rarely occur, the teacher candidate is not to report to the assigned school and must report to the supervising teacher should a strike occur. If the strike extends for more than three days, the supervising teacher will determine further action.

Problems/Reassignment

If any problem should arise with the cooperating teacher or assignment, the teacher candidate should notify the supervising teacher immediately. Generally, problems are resolved if they are addressed promptly. Request for a change of assignment will be considered and evaluated by the supervising teacher and Education Department Director with input from the cooperating teacher.

Termination

Professional conduct is a major requirement for student teaching. Any teacher candidate that jeopardizes the welfare of student(s) through unprofessional attitude, conduct, or lack of skills will be removed immediately from the assignment. If, after a careful review of the case, the Education Department Director and Director of Field Experience recommends that the teacher candidate be removed from Student Teaching, the Education Department faculty will review the



case and make final recommendations. Although the teacher candidate will be given every consideration, if the conditions warrant that a teacher candidate be dropped from student teaching, she/he will not be permitted to continue as a teacher candidate. The teacher candidate can appeal the Education Department Faculty's decision to the VPAA according to procedures indicated by VPAA.

Supervisory Consultations

The CCSJ supervising teacher consults with the teacher candidate a minimum of four times during the student teaching experience to evaluate the progress of the teacher candidate. During an on-site visit, normal classroom procedures should continue. If the schedule permits, these occasions also provide a convenient time for a conference between the cooperating teacher and supervising teacher.

Concluding Remarks

Student teaching plays a major role in the development of the pre-service teacher. For over forty years, Calumet College of St. Joseph has guided competent students into the professions who have continued as exemplary teachers. This tradition continues as the Education Department adapts to the changing responsibilities of education professionals. The Education Director of Field Experience will welcome any comments or suggestions for the improvement of this Handbook. Your commitment and efforts to making student teaching a beneficial and memorable experience are greatly appreciated.

The Education Department of Calumet College of Saint Joseph has made a commitment to prepare teachers for the challenges of the future-teachers who are prepared, reflective, and transformational professionals.

Calumet College of St. Joseph Education Department Handbook

Attachment 1: Academic Plan



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph Education Department



Date: _____

Teacher Candidate Academic Plan

STUDENT: _____ ADVISOR: _____

① Available:

Monday	Tuesday	Wednesday	Thursday	Friday

② Preference:

<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary	<input type="checkbox"/> Day Cohort	<input type="checkbox"/> Sat MAT
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③ Course Plan

Year 1				Year 2		
Fall	Spring	Summer		Fall	Spring	Summer

Year 3				Year 4		
Fall	Spring	Summer		Fall	Spring	Summer

Comments:

Calumet College of St. Joseph Education Department Handbook

Attachment 2: Notice of Requirements Not Met



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph Education Department



2400 New York Avenue | Whiting, IN 46394 | 219-473-4385

Notice of Requirements Not Met

Dear: _____,

Date: _____

At the end of each semester the Education Department monitors the status of each teacher candidate.

As you know, certain requirements must be met in order to be in good standing with the Education Program and retain your status as a continuing education candidate.

According to our records, the following requirements have not been met for you to continue as a teacher candidate:

- | | |
|---|---|
| <input type="checkbox"/> Current Resume | <input type="checkbox"/> Current Criminal History Clearance |
| <input type="checkbox"/> State Exam Scores | <input type="checkbox"/> 2.75 G.P.A in Gen. Ed. courses |
| <input type="checkbox"/> Transcripts | <input type="checkbox"/> VIRTUS Training |
| <input type="checkbox"/> 3.0 GPA in Education courses | <input type="checkbox"/> Other: _____ |

You may respond by supplying our office with evidence to show that you have met the above deficiency or deficiencies within the next thirty (30) days. Failure to remediate deficiencies precludes you from continuation in the Education Program.

If you have any questions, please contact our office at the following: 219-473-4385.

Thank you,

Education Department Chair

Calumet College of St. Joseph Education Department Handbook

Attachment 3: Student Teaching Application



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph Education Department

2400 New York Avenue, Whiting, IN 46394 * 219-473-4306

Education 494/MAT 542

STUDENT TEACHING APPLICATION Today's Date _____

PART ONE: Overview:

As part of the Teacher Candidate preparation process of the Education Department of Calumet College of St. Joseph, you are about to apply for a student teaching assignment and be placed at a school. You are asking a school corporation, including its superintendent, central office staff, one or more of its principals, and a cooperating teacher, as well as the faculty and staff of the Education Department of Calumet College, to commit the personnel, time, and resources to you for the successful completion of your student teaching. It is, therefore, important that you are ready to take on the expectations of a student teacher for the duration of the student teaching experience.

Once placed, you are expected to commit your time and energy to the school community where you will do your student teaching. Declining a student teaching placement at any time may involve serious consequences for the school corporation (which has made numerous plans to accommodate your teaching experience) and the Education Department (whose credibility in the professional community and ability to work with this school corporation in the future may be jeopardized), as well as the successful completion of your own teacher preparation program.

*It is against Calumet College and the Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which there is a conflict of interest, such as your child being enrolled or where a family member is employed as a building administrator or where you attended high school. If you are placed in a school to complete a student teaching experience against Calumet College policies, your student teaching experience will be immediately terminated. If your student teaching experience is terminated, you must reapply for student teaching according to developed student teaching dates.

PART TWO: Teacher Candidate Contact Information

Education Department: ___ Day Cohort or ___ T2T ___ Elementary ___ Secondary

Name of Teacher Candidate (please print): _____

Student ID#: _____

Street Address: _____

City, State, and Zip: _____

Home Phone: _____ Cell Phone: _____

Current e-mail address (please PRINT carefully): _____

(Be sure to keep your e-mail address current on Blackboard many communications about student teaching come through Blackboard.)

PART THREE: Student Teaching Start Date Request

I am requesting to begin my student teaching experience on _____, _____, 20
(Fall) (Spring) (year)

PART FOUR: Teacher Candidate Licensing Information

1. When I complete my course work at Calumet College, I expect to be licensed in

2. I would, therefore, like to teach the following grades and/or content areas

3. I request that the Education Department try to place me in one of the following three schools, listed in order of my preference. (All line items must be complete.)

FIRST CHOICE

a. Name of School Corporation _____

b. Name of School: _____

c. Address of School: _____

d. Phone number of School: _____

e. Principal of School: _____

SECOND CHOICE

a. Name of School Corporation: _____

b. Name of School: _____

c. Address of School: _____

d. Phone number of School: _____

e. Principal of School: _____

THIRD CHOICE

a. Name of School Corporation: _____

b. Name of School: _____

c. Address of School: _____

d. Phone number of School: _____

e. Principal of School: _____

PART FIVE: Required Application Documents

For your application for student teaching placement to be considered, the following documents must be CURRENT and ATTACHED to this application. Please check each item below, indicating that the corresponding documentation is attached. *Applications submitted without ALL documentation listed below will not be processed.*

___ I have attached a *current* version of my resume to this application.
Yes No

___ I have attached a *current* version of my philosophy of education to this application.
Yes No

___ I have attached a *current* unofficial transcript to this application.
Yes No

PART SIX: Courses

Attach your **UnOfficial Transcripts** to this application.

PART SEVEN: ASSESSMENT

The following must be answered “yes” to qualify for student teaching.

___ I have taken and passed ALL 3 Parts of the CASA Tests or CASA alternative.
Yes No

___ Secondary: I have taken and passed my Core Content area test.
Yes No

___ I have a minimum overall GPA of 2.75 *and* a GPA of 3.0 in my content area.
Yes No

PART EIGHT: Student Candidate Commitment to Student Teaching

I, the undersigned, hereby attest that this application is complete and is accompanied by the required documentation as detailed above..

Signature Date

I, the undersigned, hereby request to be enrolled in EDU 494 or MAT 542 for the period indicated above and to be placed in a student teaching assignment corresponding to my licensing goals. I agree to follow the expectations for student teachers outlined by the Education Department of Calumet College of St. Joseph in the current Student Teaching Handbook.

Signature Date

I understand that if I am placed in a student teaching assignment, and if I subsequently request a cancellation of my student teaching placement, I will be required to submit a student teaching placement cancellation request (via Blackboard or the Education Department Office) and provide a cancellation fee of \$250.00 (which must be paid *prior* to making additional arrangements for further coursework or future student teaching assignments). I also understand that I must complete my student teaching experience within two (2) years of completing Calumet College of St. Joseph Education Department courses.

Signature

Date

Name (printed)

Date



PART NINE: FOR EDUCATION DEPARTMENT USE

Approved:
Not Approved:
Comments:

Calumet College of St. Joseph Education Department Handbook

Attachment 4: Criminal History Clearance Instructions



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Your University of Choice



Background Check

From CCSJ Website Home Page

Select: Academics

Select: Undergraduate OR Graduate

Select: Education OR Transition to Teaching

Select: Background Check

You will be linked to the site we use for background checks, Safe Hiring Solutions, LLC. The fee is \$29.00 payable on line to them. Follow the directions from there.

Once you have completed it, CCSJ will be able to print the results for your file in about 3 to 5 business days.

It is very important to notify Orlando E. Garcia immediately after your completion of the background check. Call 219.473.4218 or ogarcia@ccsj.edu

Link:

<https://secure.safehiringsolutions.com/app.cfm?id=50C0743B-FA0B-4D01-81E9-1B0322370C56>

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Attachment 5: Elementary Education Checklists

Bachelor's Degree in Elementary Education Checklist
Post Bachelor's Degree in Elementary Education Checklist



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Your University of Choice

Calumet College of St. Joseph Education Department



Elementary Education Student Advising Plan

REPA INDIANA DEPARTMENT OF EDUCATION – PROFESSIONAL STANDARDS BOARD

Revised 10/6/16

Student Name _____

Advisor _____

Date _____

Course Number	Name	Cr. Hr.	Grade(Transfer)	Notes
GENERAL EDUCATION				
EWPC 103	English Composition L/C	3		
EWPC 104	Academic Reading & Writing	3		
EWPC 111	The Literary Experience	3		
HUMN 110	Foundations of Western Culture	3		
ECON 160	Economic Theory and Personal Finance	3		
PHIL 200	Great Philosophical Ideas	3		
THEU 110	Social Justice	3		
THEU 130	Global Religions	3		
HIST 110	American Civilization	3		
ARTS 100	Introduction to Performing Arts	3		
PLSC220	American Political System	3		
PSYC 100	Introduction to Psychology	3		
SCIE 102	General Science	4		
GEOL 110	Earth, Space, Science	4		
MATH 104	Algebra/Trigonometry	3		
MATH 148	Math for Elementary Teachers I	3		
MATH 149	Math for Elementary Teachers II	3		
GENL 100	College Survival	1		
EWPC 150	Speech	3		
Subtotal		57		
PROFESSIONAL EDUCATION				
EDUC 299	Education / Computer Skills Seminar	0		
EDUC 200	Intro to the Teaching Profession	3		
EDUC 300	Education Psychology	3		
EDUC 311	Foundation of Education	3		
EDUC 313	Child Development	3		
EDUC 315	The Effective Educator	3		
EDUC 342	Curriculum Development	3		
EDUC 370	Measurement and Assessment	3		
EDUC 391	Human Diversity	3		
EDUC 405	Children's Literature	3		
EDUC 430	Educating Exceptional Students	3		
EDUC 436	Management Strategies for the Classroom	3		
EDUC 481	Developmental Reading	3		
EDUC 483	Language Arts & Social Studies Methods	3		
EDUC 484	Corrective Reading	3		
EDUC 485	Mathematics and Science Methods	3		
EDUC 488/L	Integrated Arts, Music and PE./Health	4		
EDUC 494	Student Teaching	12		
Subtotal		61		
	Content Minor	12		
Total		127		

Elementary Content Minors: Choose at least one minor

Middle Social Studies Minor: (minimum of 12 credit hours)

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

Language Arts Minor: (minimum of 12 credit hours)

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

Science Minor: (minimum of 12 credit hours)

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

Mathematics Minor: (minimum of 12 credit hours)

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

PE Minor: (minimum of 12 credit hours)

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

Visual Arts Minor: (minimum of 12 credit hours)

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

Minors are not limited to those listed above and may also include:

- Physical Education
- Reading
- Foreign Languages
- Music

Additions to License

To add an additional content area to your license you must first complete the Initial License process. Once you have received an Initial Practitioner's License you may add additional content areas at the middle school or high school level by successfully completing the CORE content and Pedagogy (if applicable) associated with that content. Once you have successfully completed the CORE for an addition, you must apply via on-line through the IDOE Office of Educator Licensing Division.

No General Education courses apply to Elementary Content Minors

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*Attachment 6: Standards ACEI, INTASC,
NBPTS, IDOE Pedagogy Development
Standards*



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Professional Organizations Standards

ACEI Standards:

ACEI Standards will be replaced by CAEP (Council for the Accreditation of Educator Preparation) Elementary Standards in the near future. When the standards are finally published a link will be provided.

INTASC Principles:

The Interstate Teacher Assessment and Support Consortium (InTASC) website:

[http://www.ccsso.org/Resources/Programs/Interstate Teacher Assessment Consortium \(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

[http://www.ccsso.org/Resources/Publications/InTASC Standards At a Glance 2011.html](http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html)

Click on link named: *InTASC Model Core Teaching Standards At-A-Glance_2011*

NBPTS Standards:

National Board for Professional Teaching Standards (NBPTS) website

<http://www.nbpts.org/five-core-propositions>

IDOE Standards:

Indiana Department of Education (IDOE) website:

<http://www.doe.in.gov/sites/default/files/licensing/elementary-ed.pdf>

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Attachment 7: Disposition Rubric



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Calumet College of St. Joseph Education Department



Instructor Professional Dispositions Assessment

Candidate Name: _____

Instructors' Name _____ Semester _____

Course Name: _____ Course Number: _____

The following dispositions are to be essential attributes for effective teaching. Teacher candidates applying to the Education Program and who have been admitted to this program will be evaluated by faculty and field supervisors regarding the demonstration of these behaviors.

Directions:

Place a checkmark in the column below that best describes the teacher candidate's behavior. When a teacher candidate does not consistently demonstrate one or more of these behaviors, by the end of a course or field experience, an explanation is to be included in the comments section.

The comments section may also be used to describe behavioral concerns that are not identified on the list below. Place a checkmark in the "Not Selected Column" when you have chosen not to evaluate a disposition.

Behavior	Consistently Demonstrates	Occasionally Demonstrates	Does Not Demonstrate	Not Selected
Fulfills the attendance and punctuality requirements				
Demonstrates sensitivity to all students				
Demonstrates mutual respect to all teacher candidates				
Fulfills responsibilities				
Identifies and solves problems independently				
Cooperates, works well with others				
Solicits suggestions and feedback from others				
Maintains confidentiality				
Engages in self-reflection				
Demonstrates professional dress and demeanor				
Submits assignments in a timely manner				
Communicates with instructor effectively				

Comments:

Faculty signature

Date

