



100 Wartburg Blvd.
Waverly, IA 50677

Teacher Education Policy Manual

2009-2010

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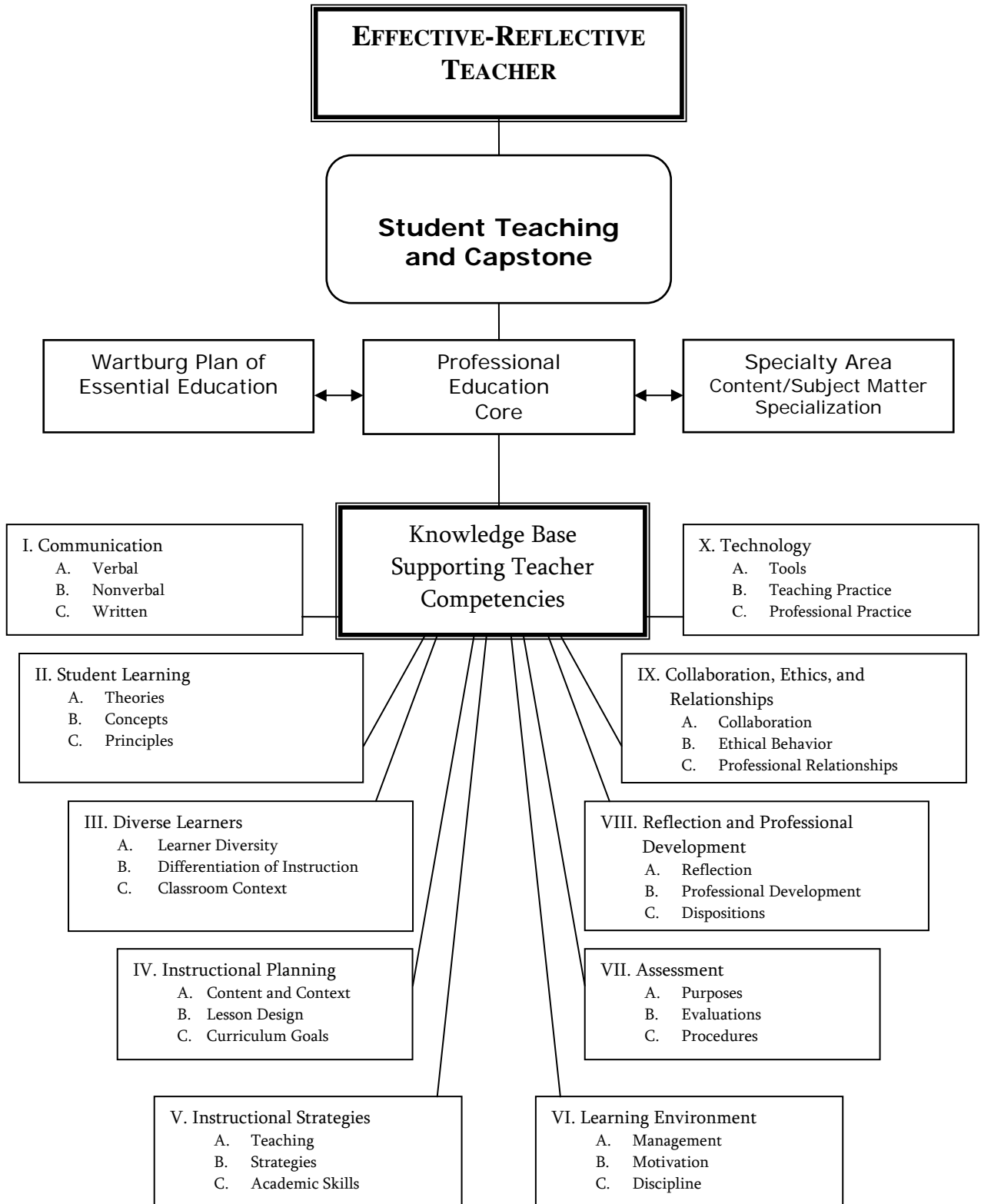
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WARTBURG TEACHER EDUCATION MODEL



I. Introduction

The purpose of this policy manual is to provide information regarding the Wartburg College Teacher Education Program (TEP). All **education majors** should read the policy manual carefully to determine the goals, requirements, policies, and responsibilities as they proceed through the teacher education program toward program completion and ultimately the initial teaching license. In addition, students enrolled in the Teacher Education Program at Wartburg College will adhere to policies and procedures identified in the College Catalog, Student Handbook, Student Teaching Handbook, and Wartburg College Honor Code.

WARTBURG COLLEGE MISSION STATEMENT

The mission of Wartburg College is to "challenge and nurture students for lives of leadership and service as a spirited expression of their faith and learning" (Wartburg Academic Catalog). The college has steadfastly pursued its mission through six distinctive characteristics of a Wartburg education:

- A dedication to the liberal arts and a concern for usefulness and careers.
- A rigorous academic program and an emphasis on "living your learning."
- A commitment to leadership and a tradition of service to others.
- A spirit of inquiry and exploration and a foundation of faith and values.
- A vigorous global outreach and strong Midwestern roots.
- A focus on the future and an appreciation for history and heritage.

II. The Teacher Education Program at Wartburg College (Conceptual Framework)

A. MISSION STATEMENT OF THE TEACHER EDUCATION PROGRAM

The mission of Wartburg's Education Program is to develop the talents and abilities of students to become **effective** and **reflective** teachers in lives of professional service and leadership as an expression of their faith and learning. A primary purpose of teaching is to be of service to the students and families in the schools and community.

The Wartburg College of Education is committed to **excellence** in teacher preparation. The "Effective-Reflective Teacher" model focuses on the integration of knowledge, skills, and dispositions to establish a knowledge base supporting teacher competencies (see previous page or Appendix A). Students in the Wartburg College Teacher Education Program are expected to develop and demonstrate, through performance assessment in quality classroom and field experiences at all levels, the integrated knowledge, skills, and dispositions needed to become committed effective-reflective teachers. The impact future teachers will have on P-12 student learning is also assessed throughout the field experience and student teaching placements.

Student teaching at Wartburg College is a performance-oriented program requiring demonstration of an acceptable level of teaching competencies in the areas described above in the conceptual framework. This framework is based both on current literature (Borich, 2003; Darling-Hammond, 1997; Eby & Kujawa, 2001; Gardner, 1999; Schön, 1987; Zeichner & Liston, 1987) and on current trends at national and state levels, i.e., The Interstate New Teacher Assessment and Support Consortium (INTASC) and Iowa Teaching Standards.

B. OBJECTIVES

To accomplish the following objectives and support the mission of the college, the program seeks to

- provide professional preparation in scientific teaching techniques that will develop effective and reflective classroom teachers,
- identify and demonstrate teaching characteristics which reflect a mastery of the art of teaching,
- offer field experiences that provide human relation challenges in a culturally diverse setting as well as the opportunity to work with special needs students,
- relate the principles which are emphasized at Wartburg to the day-to-day relationship of the teacher with the student, community, and the world, and
- provide a strong foundation of knowledge, teaching skills, necessary dispositions, and research methods to encourage students toward continued personal and professional development and graduate schools.

Specifically, a teacher candidate at Wartburg College

1. uses appropriate verbal, nonverbal, and written **communication**,
2. uses theories, concepts, and principles related to **student learning**,
3. uses differentiation of instruction and classroom context with regard for **learner diversity**,
4. uses content and context, lesson design, and curriculum goals for **instructional planning**,
5. uses varied teaching techniques and **instructional strategies** for the development of academic skills,
6. uses management, motivation, and discipline techniques in the **learning environment**,
7. uses a variety of purposes, evaluations, and procedures for **assessment**,
8. engages in **reflection and professional development** as a foundation for positive dispositions,
9. engages in **collaboration, ethical behavior, and professional relationships**, and
10. uses the tools of **technology** for teaching and professional practice.

Correlation of Iowa Department of Education Student Teacher Evaluation Standards, INTASC, and Iowa Teaching Standards to the Wartburg Knowledge Base (KB) follows

	Wartburg Knowledge Base (Developed from the Conceptual Framework)	IA DE Student Teacher Evaluation	INTASC	IA Teaching Standards
I.	Communication	#5	Principle 6	#1
II.	Student Learning	#2	Principle 2	#1
III.	Diverse Learners	#3	Principle 3	#4
IV.	Instructional Planning	#1 & #6	Principle 1 & 7	#2 & #3
V.	Instructional Strategies	#7	Principle 4	#4
VI.	Learning Environment	#4	Principle 5	#6
VII.	Assessment	#8	Principle 8	#5
VIII.	Reflection/Professional Development	#9	Principle 9	#7
IX.	Collaboration/Ethics/Relationships	#10	Principle 10	#8
X.	Technology	#5	Principle 6	#3 & #4

C. DISPOSITIONS OF EFFECTIVE-REFLECTIVE TEACHERS

The Wartburg College Education Department defines dispositions according to the National Council for the Accreditation of Teacher Education (2002): Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth (58).” With this definition in mind the following dispositions are evaluated throughout the Teacher Education Program as well as during student teaching:

1. Values
 - elicits a positive response*
 - believes that all children can learn
 - values multiple aspects of diversity
2. Commitments
 - shows promise for being an effective and reflective teacher*
 - leads and serves within the classroom*
 - shows responsibility for being present and ready for assigned tasks*
3. Professional Ethics
 - exhibits professional qualities in dress and behavior*
 - balances professional demands with personal needs
 - begins to establish professional advocacy

*The five disposition statements denoted by an asterisk are regularly used on field experience evaluations.

Each of the above dispositions is reflected in the Wartburg College Education Department’s Knowledge Base as part of the conceptual framework. The Reflective Practices for Positive Dispositions model displays these dispositions (see Appendix B).

The Dispositions of Effective-Reflective Teachers evaluation will be used and filed in the Education Department if a Wartburg Education faculty member determines a need to identify and address a student’s dispositions (see Appendix C).

D. WARTBURG COLLEGE EDUCATION DEPARTMENT

The Teacher Education Program at Wartburg College is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE grants accreditation only to top-quality programs that meet rigorous national standards. The college is also approved by the Iowa Department of Education and accredited by the Higher Learning Commission of the North Central Association. In addition, the Wartburg College Teacher Education Program is a member of the American Association of Colleges for Teacher Education (AACTE), the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), and the Iowa Association of Colleges for Teacher Education (IACTE). Accreditation and membership in these professional organizations means that the Wartburg College Teacher Education Program is performance-based according to professional standards.

The Wartburg Education faculty and staff are available to students for instruction, guidance, and support on the journey to become a teacher. A major role of faculty is facilitating the intellectual growth and development of students through teaching. Wartburg Education faculty members are responsible for planning and organizing course material; stating course objectives, purposes and

requirements; selecting and ordering texts and other supplemental instructional material; and assigning course grades. Occasionally, teachers from the community are sought to teach as adjunct instructors in specialized courses or specialty areas. Such faculty hold a Master's Degree and must have had successful experiences teaching the specialized area.

Teacher education programs are offered in elementary teaching (grades K-6) and secondary teaching (grades 7-12). Courses for elementary education are listed on the Education Department Elementary Education Core sheet (see Appendix D). Courses for secondary education are listed on the Education Department Secondary Education Core sheet (see Appendix E). Programs in elementary education require a major in elementary education and one endorsement (see Appendix F); secondary programs require a teaching major in a content area. Students must achieve a **C- or above** in all methods and professional core courses and endorsement courses.

Forty-four licensure options are available through the Wartburg College Education Department. Licensure for all education majors is coordinated through the Licensure Officer in the Education Department. Elementary education majors are eligible for a K-6 license with an endorsement in their selected endorsement area(s). Secondary teaching majors are eligible for a 7-12 license in their teaching major and other selected endorsement areas. K-12 licensure is available in art, music, and physical education. Licensure for early childhood and middle school classrooms is also available. Students with elementary education teaching majors who are interested in teaching in secondary schools may discuss this option with their advisors to make careful plans to achieve this goal. Iowa licensure leads to licensure or certification in other states. Students would need to meet the state's requirements where they apply. Contact the Licensure Officer for more details.

In the course of the teacher education program, various professionals will be evaluating student performance in the classrooms. These professionals may include teachers, administrators, and professors. Evaluations conducted by these supervisors are confidential and will remain confidential. Students may view their confidential files at any time in the Education Office upon request. In addition, students' records are available to faculty and administration for internal educational purposes only.

The Education Office maintains these confidential student records. Information in these student files is the basis for progression through the teacher education program and for receiving honors and professional opportunities related to a teaching career.

E. PROFESSIONAL OPPORTUNITIES

Education Student of the Year Selection: Outstanding students in each academic department are honored at a spring convocation. The Education Department may select one elementary education student to receive this honor. The following criteria will be used in the selection of the honored student:

- demonstration of the integrated knowledge, skills, and dispositions needed to become a committed effective-reflective teacher
- field experience evaluations
- student teaching evaluations
- cumulative grade point average

- contributions to the education profession such as presentations, active participation or officerships in the two education groups, Kappa Delta Pi (KDP) and Wartburg Association of Student Educators (WASE)
- contributions to the Wartburg College community

The Education Department will also recognize other outstanding senior students at an activity late in Winter Term.

Kappa Delta Pi (KDP): Kappa Delta Pi is an International Honor Society dedicated to scholarship and excellence in education. During each phase of a teaching career, KDP provides programs and services to support ongoing professional renewal and growth. The Society, as a community of scholars, is pledged to a worthy mission through the following:

- recognition of scholarship and excellence in education
- promotion of the development and dissemination of worthy educational ideals and practices
- enhancement of the continuous professional growth and leadership of its diverse membership
- fostering inquiry and reflection on significant educational issues
- maintaining a high degree of professional fellowship

To qualify for membership, a student must have junior or senior status, be admitted to the teacher education program, have an overall grade point average of 3.5 or higher, and a sincere intention to complete the teacher education program leading to certification.

Wartburg Association of Student Educators (WASE): The Wartburg Association of Student Educators is a student-led educational organization dedicated to assisting all education majors by providing information, skills, and activities that promote professional development. In addition, WASE provides a group of future educators the opportunity to find support, friendship, and networking. There are a few leadership opportunities in this group as well, including but not limited to president, vice president, secretary, and treasurer. Meetings for WASE are held at least once a month and are open to any education major, as well as those who are thinking of entering the education field. There is a small membership fee which covers the expense of speakers and other materials. The advisor(s) for this group is in the education field, teaches classes to education students, and offers practical and informative educational ideas to the group.

F. TEACHER EDUCATION UNIT

The Education Unit consists of all faculty members in the Education Department and members of all other college departments who teach methods classes and professional core courses. Other designated representatives from college departments are also members of the Unit.

All members of the Education Unit who teach methods courses have had P-12 school teaching experience prior to their position with Wartburg College. Professional development continues for Unit members as they remain current on educational theories and practices within their specialty area. By Iowa state law, all college methods teachers must spend at least forty hours of team teaching in P-12 schools every five years.

G. TEACHER ADVISORY COUNCIL

The Teacher Advisory Council exists to assist and advise the Education Unit on issues relating to the Teacher Education Program, including assessment. This council is consultative in nature and makes recommendations to the Education faculty. The Council consists of practicing teachers and administrators from local school districts that have agreed to be partners in providing field experience and student teaching placements for Wartburg students. Two students representing elementary and secondary majors are also members of the Council. The Advisory Council meets at least twice a year with Education Department and Unit faculty.

H. ACADEMIC ADVISING

Faculty serve as academic advisors to students either by formal assignment or as a natural outcome of classroom contact with students. Elementary education students are advised by faculty in the Education Department. Secondary education majors are advised by faculty in their major department and often have a second advisor in the Education Department. Students who desire to be assigned or change to an advisor in the Education Department should contact the Department Chair or Office Coordinator. An advisor will be assigned and meet with the advisee to complete a Change of Advisor form to be filed in the Registrar's office (www.wartburg.edu/academics/forms-students.html). The responsibilities of faculty in academic advising include the following:

- Arrange office hours to meet advising responsibilities.
- Design four-year academic plans to structure students' course outlines.
- Schedule advisor/advisee meetings each spring to prepare for student registration.
- Inform students of college curriculum requirements.
- Provide feedback to students regarding academic performance and progress.
- Assist students in setting academic goals.
- Maintain appropriate records of advising.
- Provide referrals to appropriate student services.
- Guide students as they make career plans.
- Write letters of recommendation.

It is the **student's responsibility**, with the assistance of the advisor, to register for classes according to the educational sequence and to ensure that all requirements for subsequent courses are met. Students must also declare their major(s)/minor(s) at the end of the first semester of their sophomore year. The Declaration of Major/Minor form must be completed and returned to the Registrar's Office (www.wartburg.edu/academics/forms-students.html). The purpose of this declaration is to state major and minor fields of study in order to be accurately recorded in the Registrar's Office as well as the Education Office, and to be assured of receiving all critical information pertaining to the Teacher Education Program. A timeline to guide students through each step of the teacher education program can be found in Appendix G.

I. ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)

Students apply for admission to the teacher education program during their enrollment in the Foundations of American Education course (ED 100), normally during the first or second year. Written application forms (see Appendix H) are available from the instructor, the Education website (www.wartburg.edu/educ/policies.html), or in the Education office. Admission to the teacher education program is dependent upon the following:

1. cumulative GPA of 2.5 or above in all course work taken at Wartburg
2. successful completion of the Praxis I, Pre-Professional Skills Test (PPST®) which is defined as a total score of 522 with no score less than 172 and no more than one individual score below 174; no appeal is available to this policy
3. coursework of C- or above in ED 100 Foundations of American Education, PSY 101 Introduction to Psychology, and EN 111 English Composition (or ACT English score of 20 or higher)
4. successful completion of and a positive evaluation in ED 181 Field Experience in Education
5. demonstrated awareness of the Effective-Reflective Teacher Model and Knowledge Base components (see Appendix A)
6. positive recommendation from student's advisor
7. completion of TEP application

Several courses in the education sequence require that the student must be admitted to the Teacher Education Program. A student whose cumulative grade point average falls below a 2.5 or has not passed the Praxis I may seek a waiver for special permission to enroll in classes that require admission to the Teacher Education Program (see page 8, Appeals Procedure).

Transfer Students: Students who transfer education courses to Wartburg College should arrange a meeting with the Education Department Chair to discuss and determine on an individual basis what documentation and requirements must be met. Transfer students may be admitted to the Teacher Education Program after completing one term at Wartburg College and meeting the criteria. During their first term at Wartburg, junior or senior transfer students will be allowed to take education courses numbered 300 and above while awaiting admission to the Teacher Education Program. Students who have not been admitted to the Teacher Education Program by their second term will not be allowed to continue upper level courses without the approval of the Education Department. Transfer students must take either Foundations of American Education (ED 100) or Educational Psychology (ED 315) at Wartburg College.

J. THE PRAXIS I: PRE-PROFESSIONAL SKILLS TEST (PPST®)

The Iowa State Legislature has mandated that students interested in teaching in P-12 school systems pass a basic skills test before being admitted to any teacher education program. Wartburg College has chosen to use the Praxis I: Pre-Professional Skills Test (PPST®) developed by the Educational Testing Service (ETS) for several reasons:

1. It assesses the basic skills in mathematics, reading, and writing.
2. It is an extensively used, nationally-named test.
3. It is used by both the University of Northern Iowa and Luther College, benchmark institutions for Wartburg College.
4. It is recommended by the National Council for the Accreditation of Teacher Education (NCATE).
5. Norming, reliability, and validity studies have already been conducted.
6. It is administered on a pre-announced, standardized schedule throughout the nation.
7. Students may take the test at selected Sylvan Learning Centers or the University of Northern Iowa if they cannot take it on the nationally-administered test days.
8. Computer modules are available to assist students in preparing and remediating scores for tests.

Successful completion of the Praxis I, Pre-Professional Skills Test (PPST®) is a requirement for admission to the Wartburg College Teacher Education Program. Successful completion is defined as a total score of 522 with no score less than 172 and no more than one individual score below 174. There is no appeal available to this policy. Successful completion of the Praxis I exam is also a prerequisite for 300- and 400-level courses. The Education Department strongly recommends taking the Praxis I test as soon as Foundations of American Education (ED 100) is successfully completed and the student has decided to pursue a career in teaching. The test and/or individual subtests may be retaken until the student receives a passing score. Transfer students will be allowed to transfer their scores from other institutions; they will also be allowed to take upper-division course work for one term without a passing score.

ETS provides several options for test preparation. For further details, call the ETS Order Service Department at 1-800-587-3161 or go to the Praxis Web site (www.ets.org/praxis):

- *Tests at a Glance* can be downloaded and printed free of charge from the Praxis Web site. Each sample test includes content outlines and sample questions in each content area with rationales for the best answers.
- *Study Guides* are more comprehensive study tools. Each guide is available for purchase through the ETS store and includes key topics and exercises, sample multiple-choice questions and answers with explanations, sample constructed-response questions with real responses from actual test takers, and test-taking strategies to maximize success.
- *Practice Tests* are also available for purchase. Each Practice Test booklet includes an authentic paper-based test that was given at an actual test administration, the correct answers, and content category for each question.

The Wartburg College Pathways Center also offers support in the testing areas. The Writing/Reading/Speaking Lab (WRSL) located in the Pathways Center, third floor, Vogel Library, provides test practice material at no cost. In addition, the University of Northern Iowa provides a computerized study help system called *Learning Plus*. For further information and the cost of UNI's study help, contact the Academic Advising Services office at 319-273-2346.

Register online for the Praxis exams at www.ets.org/praxis. The Web site will include information on the fees, testing dates, and additional services offered by ETS. The Wartburg Pathways Center will also have registration information for the current year. It is very important to schedule the Praxis I exam to allow adequate time for test scores to reach the Wartburg Education Department prior to registration for 300- and 400- level courses. Computer-based test results can be viewed at the test center; however, due to the essay-scoring process, the writing score cannot be viewed at that time. Writing scores are typically sent to the designated score recipients ten to fifteen days after taking the test. Paper-based test results are mailed approximately four weeks after the test date. It is possible to pay to receive scores earlier, however that should not become necessary if adequate time is allowed for successful completion of the Praxis I exam.

K. APPEALS PROCEDURES

Any student who is not admitted to the Teacher Education Program or is not approved for student teaching by the Education Department or the major department may appeal that decision to the Appeal Committee of the Unit. The committee will be appointed by the Education Department

Chair and will consist of a student appointed by the Wartburg Association of Student Educators president and two unit members not in the student's major department.

Prior to the appeal, the student is to meet with his/her advisor to discuss the advisability of the appeal process. If the student chooses to continue with the appeal, the student will write a letter to the Education Department requesting an appeal and stating reasons for such appeal. Members of the student's major department should then review this letter. Recommendations from the major department should be written by the chairperson and affirmed by faculty who have first-hand experience with the student in the classroom. In an emergency situation when relevant information is not available prior to the beginning of the student teaching term, the appeal process must be completed within the first five full class days of the term.

The Appeal Committee of the Unit will meet promptly to review the records and the recommendations from the department(s) and to hear testimony from the Education Department, a representative of the major department, the advisor, and the student. An appointed chairperson shall conduct this hearing and the hearing shall be recorded electronically. In addition to the grade point requirement and field experience evaluations, the final recommendation in regard to the student's appeal shall be based on

1. performances in knowledge base components,
2. performances in eliciting a positive response from stakeholders,
3. effort in the classroom,
4. potential to utilize effective teaching strategies,
5. personal characteristics,
6. membership of an under-represented group,
7. pattern of significant improvement in grade point average over the college career as demonstrated by a transcript,
8. awareness and response to a significant drop in grade point average during a personal or family crisis,
9. professionalism (interest, commitment to the major),
10. strong written recommendation from faculty in the major area, the Education Department, and/or field experience teachers and supervisors, and
11. sound personality and character.

The student, the major department, and/or the Education Department have the right to petition the Appeal Committee of the Unit's decision to the Dean of Faculty.

L. INTERVENTION PROCESS

An intervention may be recommended for a student demonstrating a significant weakness in any area of the Wartburg Knowledge Base components at the course level or in any field, practicum, or student teaching experience. Intervention may be recommended by any advisor, teacher, or professional observing the student's performance.

A request for intervention is a written statement of the problem or behavior that needs a specific plan of action or correction in order for the student to proceed in the teacher education program. The student will be notified that the intervention has been requested. The student's advisor and the student will collaborate on a Professional Development Plan (PDP) (see Appendix I). The plan will

be recorded and filed in the student file. The advisor is responsible for following up on the outcome until the outcome has been performed, adequate growth has been made, or other student options are sought.

III. Field Experience

Field experiences help students explore their intended career path. As early as the first year, prospective teachers become involved in teaching activities in the P-12 classroom. A field experience may be completed in an elementary or secondary classroom to help assess the education student's interests and abilities in teaching. Throughout the program, one-on-one tutoring and small and large group presentations are essential components of practicum experiences. Methods courses emphasize instructional planning, a variety of teaching strategies, and technology integration. It is through the field experiences that students come to understand the demands of teaching and whether their abilities, needs, and interests correspond with the teaching profession. Students do not get a letter grade for their field experience; however, Pass/Fail performance will appear on the student transcript.

A. COURSES REQUIRING FIELD EXPERIENCES

Foundations of American Education (ED 100): This introductory course for teacher education students is typically taken during the first or second year. This experience involves observation and participation in the elementary or secondary school. Objectives of the experience are to

- observe different teaching styles and roles,
- interact with students individually or in small or large settings,
- experience routine teaching responsibilities (i.e., grading, student work, assisting with recess duty), and
- reflect on personal and professional teaching attributes.

Contact Hours Required: 25

Children's Literature (ED 210): This course is required of all elementary education majors. Students will read and creatively share selected literature to pre-kindergarten through sixth grade children.

Contact Hours Required: 3

Psychology of the Exceptional Learner (ED 211): This course is required of all education majors. The students are to observe and assist students or adults who are considered exceptional persons.

Contact Hours Required: 4

Introduction to Mild and Moderate (ED 214): This introductory course is required for an endorsement in special education for elementary education majors. This field experience involves observation and participation in an elementary level special education classroom. Objectives of the field experience are to

- observe different teaching strategies and styles,
- interact with students individually or in small or large group settings,
- recognize individual characteristics,
- develop awareness of instructional opportunities for diverse learners, and
- reflect on personal and professional teaching attributes.

Contact Hours Required: 25

Teaching in the Secondary School (ED 229): The purpose of this course is to provide education students the opportunity to apply selected educational principles and to integrate the theory learned in the college classroom into the practical world of the school classroom.

Contact Hours Required: 15

Educational Psychology (ED 315): This course is required of all third or fourth year education majors who have been admitted to the Teacher Education Program and have completed at least one other field experience. The purpose of the field experience is to observe in the classroom the integration of theories and principles, student development, learning theory, management and motivation, instruction, and management. The objectives of this experience are to

- observe and identify examples of the integration of theory into practice,
- experience one-on-one tutoring, and
- work directly with individuals, small and large classroom groups, focusing on application of the targeted theories and principles.

Contact Hours Required: 25

Reading in the Elementary School (ED 321): This experience is taken during the third year and is required of all elementary education majors. The objectives of this experience are to

- observe the teaching of reading,
- design weekly reading lessons, and
- teach reading (to the class and/or small groups) using a variety of effective teaching strategies and materials.

Contact Hours Required: 15

Remedial Reading (ED 324): This practicum is designed for third or fourth year elementary majors with a reading endorsement. Wartburg students work individually with students experiencing reading difficulties. The objectives of this experience are to

- assess the reading strengths, weaknesses, and interests of an individual student,
- develop tutorial lesson plans for instruction of the reader,
- instruct the reader using a variety of materials and methods, and
- assess the growth of the reader.

Contact Hours Required: 30

Culture and Pedagogy of American Schools (ED 452): This course seeks to provide secondary education majors the opportunity to prepare for student teaching. This class is taken the semester before student teaching and is with the cooperating teacher for the student teaching experience.

Contact Hours Required: 15

Teaching Elementary School Math (MA 312): This course is generally taken by third and fourth year students. Students will observe, assist, and teach a math lesson in a K-6 classroom.

Contact Hours Required: 6

Elementary Science Methods (SCI 385): This experience takes place in K-8 classrooms and is designed for third and fourth year elementary education majors. The students are to observe and assist with science as well as to plan, teach, and reflect on a hands-on, minds-on science lesson.

Contact Hours Required: 6

B. PLACEMENT PROCEDURES

Students are placed in partner school districts to fulfill the required hours for their field experiences. Partnerships are coordinated between student education majors and supervising teachers in local schools by the School Partnership Coordinator. A student is given the opportunity to suggest choices for grade level placements but not locations. In the case of non-traditional students some exceptions are made to utilizing partner school districts on a case-by-case basis. Most sites are within a 25 to 30 mile radius of the College. Student field experience forms, school information, school listings and maps, as well as other school partnering opportunities may be found at www.wartburg.edu/cce/schpart.html.

The School Partnership Coordinator requests field experience placements in a partner district. The student should **not** contact schools regarding the placement until the student has been asked to do so by the Wartburg College Supervisor. Sometimes a cooperating teacher in a partner district may request a specific student teacher because of previously conducted field experiences in a particular classroom. If possible and advantageous to both parties, this request will be honored.

Students must complete a 25-hour field experience in a culturally diverse classroom setting significantly different than their own. This requirement may be met in the Waterloo Community Schools, during the May Term field experience in New York City or Denver, Colorado, or during a student teaching experience in the Waterloo Community Schools or the Denver Public Schools in Colorado. Other assignments, which include a 25-hour experience, may be considered and approved on an individual basis. Students should also seek opportunities to work with special needs students either in the regular classroom or in a resource room setting.

Changes in placements will not be made unless extenuating circumstances develop. Such changes will be initiated by the School Partnership Coordinator working with the partner school district.

C. ROLES AND RESPONSIBILITIES

Cooperating Teacher: The role of a cooperating teacher is one of great challenge. The Wartburg student will turn to the cooperating teacher for ideas, guidance, criticism, and recommendations. The cooperating teacher will play an important role in the field experience student's personal and professional development. It is with this challenge in mind that the following responsibilities are suggested:

1. Familiarize and integrate the field experience student into the classroom as appropriate.
2. Coordinate a schedule of attendance with the field experience student.
3. Discuss opportunities for the field experience student to be actively engaged in the classroom. Be specific with directions and expectations.
4. Provide opportunities for the field experience student to observe effective teaching.
5. Provide support and guidance for the development of appropriate classroom management strategies.
6. Provide feedback (both written and oral) to assist the Wartburg student in identifying strengths and areas of focus for improvement.
7. Sign the time-log sheet.
8. Complete the midterm and final evaluation forms. Share the evaluations with the student.
9. Contact the Education Department with any questions, concerns, or problems.

Wartburg Student: The field experience student is placed in a field site for the purpose of becoming familiar with curriculum, understanding techniques, and observing the interactions at school. Content knowledge, teaching skills, professional dispositions, and understanding the impact teaching can have on student learning becomes strengthened throughout the field experience. It is expected that all college students who enter the Teacher Education Program at Wartburg College will treat confidential information they may have access to during practicums and/or student teaching according to the Confidentiality Statement (see Appendix J). This statement binds college students to the principles of keeping issues and concerns of families/students they encounter during these experiences in a confidential and professional manner. Failure to do so can result in disciplinary action.

All field experience students want a rewarding experience. This happens when the field experience student meets the following responsibilities:

1. Adhere to the rules and philosophy of the cooperating school district and recognize that the field experience student is a guest in the assigned school.
2. Understand and follow the rules and regulations established by the Code of Ethics based on Iowa Code Chapter 272 adopted by State Of Iowa Board of Educational Examiners and revised in 1996 (see Appendix K).
3. Be prompt, courteous, and dependable. Without exception notify the cooperating teacher and college supervisor immediately if an absence is unavoidable.
4. Dress, act, and look professional. The field experience student should maintain a professional demeanor in terms of attire, actions, and language.
5. Come prepared to interact in a variety of ways: small or large groups or individually, bulletin boards, grade student work.
6. Be ready with materials to teach the lesson plan as applicable.
7. Share the lesson plan with the cooperating teacher prior to delivery.
8. Receive feedback from cooperating teacher regarding effectiveness. Encourage cooperating teacher to note strengths and areas of focus for improvement on the lesson plan.
9. Be ready to discuss possibilities for other assignments the cooperating teacher may make.
10. Fill out the time-log sheet for the cooperating teacher to sign (see Appendix L for sample ED 100 time log).
11. Deliver all evaluation forms to college professor (see Appendix M for sample ED 181 final evaluation).

School Partnership Coordinator/Education Office Coordinator: The Wartburg School Partnership Coordinator and Education Office Coordinator work closely with cooperating schools, administrators, and teachers. The following are the responsibilities of the School Partnership Coordinator and Education Office Coordinator:

1. Send contracts annually to local school districts that have agreed to be partners in providing field experiences at their sites.
2. Arrange field experience placements through local school districts.
3. Maintain communication with building administrators.
4. Facilitate cooperative understanding and resolutions on issues of placement that may occur.

D. ASSESSMENT

The purpose of evaluation is to provide concrete feedback to the field experience student regarding performance. Field experience evaluations require a midterm and/or a final evaluation of the student's work at the end of the experience. Outcomes are matched to the Wartburg College Teacher Education Program Knowledge Base and are rated on a five-point scale. Written responses are also helpful in the growth of the preservice teacher. The Final Evaluation form for Foundations of American Education is included as an example (see Appendix M). The criteria used for evaluation purposes are based upon the ten components of the Wartburg Education Knowledge Base.

THE TEN KNOWLEDGE BASE COMPONENTS INCLUDE

I.	Communication	VI.	Learning Environment
II.	Student Learning	VII.	Assessment
III.	Diverse Learners	VIII.	Reflection and Professional Development
IV.	Instructional Planning	IX.	Collaboration, Ethics, and Relationships
V.	Instructional Strategies	X.	Technology

EXPLANATION OF THE COMPONENT CRITERIA

- I. **Communication:** uses volume, pacing, and vocal expression and expressive participation; utilizes eye contact, facial expressions, and body language/presence appropriately when engaging students; understands when and how to use written communication appropriately and assesses the content, mechanics, and format of own work and when evaluating assignments.
- II. **Student Learning:** uses behavioral, cognitive and constructivist theories, in addition to personal, social, and emotional theories, to support student learning; utilizes the concepts of schema, comprehension, and metacognition to impact student learning; holds these basic principles: believes that all children can learn, checks for and develops readiness of students to learn concepts, and implements interesting and active lessons to engage students in their own learning endeavors.
- III. **Diverse Learners:** recognizes the diversity of learners and learning styles in any classroom by being aware of culture, ethnicity, gender, language, and exceptionalities; uses differentiation of instruction in delivery of content and appropriate processes, and considers multiple products; respects the individual and recognizes equitable opportunities for a safe, supportive setting in every classroom context.
- IV. **Instructional Planning:** uses knowledge of content, context, pedagogy, and learner prerequisites to select appropriate corresponding instructional materials; utilizes a lesson design that has an introductory set, effective instructional/input design, and allows for practice and review; considers developmental and appropriately sequenced curriculum goals that meet district standards and benchmarks as well as national and professional standards during instructional planning.
- V. **Instructional Strategies:** uses varied teaching techniques for the planning and delivery of lessons and units; implements effective strategies for reading, writing, and discussion in all subject areas; impacts academic learning of all students by supporting diverse perspectives, expecting basic comprehension of content knowledge and promoting higher order thinking

skill development; shows promise for the profession by utilizing effective instructional strategies.

- VI. **Learning Environment:** uses classroom management techniques of time, materials, and space effectively to impact the learning activities of students and the overall learning community; implements techniques that apply intrinsic, extrinsic, and other motivational theories; understands and utilizes appropriate application of preventive, supportive, and corrective discipline techniques in classroom settings.
- VII. **Assessment:** understands purposes of assessment including feedback to stakeholders and students and for information analysis to shape instruction; implements various evaluation systems by utilizing multiple instruments that take into consideration the student's status, program and curriculum expectations; selects assessment procedures that align with content and instruction, constructs and administers assessments and completes the procedural cycle of collecting, analyzing, and responding appropriately to the data.
- VIII. **Reflection and Professional Development:** reflects in various ways on personal effective teaching behaviors, professional strengths, and necessary changes targeted for growth in the profession; engages in professional development that focuses on improving teacher effectiveness based on reflection and feedback throughout the program and supported by various professional development resources; continually understands the importance to elicit a positive response from others, knows how to balance professional demands with personal needs, and recognizes opportunities for leadership and service within the school environments that support healthy personal and professional dispositions.
- IX. **Collaboration, Ethics, and Relationships:** engages in collaboration with students, families, colleagues, and communities through shared vision, interdependent inquiry, and problem solving; uses ethical behavior in legal and confidential matters while still promoting professional advocacy; and develops professional relationships through respectful, responsive, and productive means.
- X. **Technology:** integrates technology as a tool in the classroom by using appropriate hardware, software, and informational aspects to create a more dynamic classroom setting; uses technology as part of effective teaching practices for instruction, presentation, assessment, evaluation, management, and extension of student learning; utilizes technology for evaluation of information and instructional materials for the classroom, as an extension of the professional community, and as a means to access research of teaching practices that impact student learning.

IV. Student Teaching

A. WARTBURG'S STUDENT TEACHER ADMISSION REQUIREMENTS

Students apply for student teaching at a formal meeting held during fall in the year prior to student teaching. Written application is made to the Education Department and due no later than the second Friday of January. Instructions and forms for the application process are available on the Education Department Website: www.wartburg.edu/educ. Approval is necessary before student teaching. Admission to student teaching is dependent upon the following:

1. overall current GPA of 2.5 or above
2. acceptance into the Teacher Education Program (TEP)

3. completion of a 25-hour field experience or experiential learning in a culturally diverse setting
4. completion of the professional core courses (see academic catalog)
5. completion and submission of student teaching application form and narrative (www.wartburg.edu/educ/stassist/index.htm)
6. recommendation from the Education Department and the student's advisor(s)

Wartburg **elementary** education pre-service teachers will be required to pass a Praxis II® exam **prior** to student teaching (see p. 22, The Praxis II®: Subject Assessments Test).

Students approved for student teaching meet again at a formal meeting held during the spring in the year prior to student teaching. At that time, the students receive their student teaching placement(s) and thorough instructions.

Transfer students must consult with the Education Department Chair for their specific requirements, complete one term at Wartburg College, and meet the above criteria.

B. STUDENT TEACHER

The student teacher is placed in a field site for the purpose of becoming familiar with curriculum, understanding techniques, and observing the interactions at school. Content knowledge, teaching skills, professional dispositions, and understanding of the impact teaching can have on student learning becomes strengthened throughout the student teaching experience.

C. COOPERATING TEACHER

The role of a cooperating teacher is one of great challenge. Student teaching is considered one of the most important experiences in any teacher education program. The student teacher will often turn to the cooperating teacher for ideas, guidance, criticism, and recommendations. Therefore, a cooperating teacher may have a greater impact on a student teacher's performance and personal development than any other person. The cooperating teacher will influence the professional attitudes and habits (dispositions) of the student teacher and may provide the opportunity to expand professional and technical competencies.

D. COLLEGE SUPERVISOR

The college supervisor is the Wartburg College representative who will be available to student teachers for instruction, guidance, and support. The college supervisor will also serve as the cooperating teacher's liaison when needing additional advice, support, or guidance for some student teachers who are in need of intervention. The college supervisor is expected to function according to the policies and procedures of the respective school districts and to interact constructively with school personnel.

E. SCHOOL PARTNERSHIP COORDINATOR/EDUCATION OFFICE COORDINATOR

The Wartburg School Partnership Coordinator or Education Office Coordinator screens all pre-service teacher records to assure eligibility for admission to student teaching, provides student teacher major and endorsement assignments necessary to meet licensure approval, and arranges and contracts student teaching placements with cooperating teachers.

F. ADMINISTRATORS

School district principals or designees recommend cooperating teachers, welcome and may observe the student teacher, often participate in mock interviews, and support the developing relationship between cooperating teacher and student teacher.

V. Student Teaching Policies/Procedures

A. PLACEMENT PROCEDURES

A student teacher is placed in partner school districts for their fourteen-week student teaching experience. A student teacher is given the opportunity to suggest choices for grade level or combined/split placements but not locations. Assignments are made to meet necessary licensure requirements. In the case of non-traditional students some exceptions are made to utilizing partner school districts on a case-by-case basis.

The School Partnership Coordinator requests placements for a student teacher in a partner district. The student teacher should **not** contact schools regarding the placement until asked to do so by the Wartburg College Supervisor. Sometimes a cooperating teacher in a partner district may request a specific student teacher because of previously conducted field experiences in a particular classroom. If possible and advantageous to both parties, this request will be honored.

Occasionally, students ask to be placed near their hometowns for student teaching. Students who desire this type of placement must write a letter to the Education Department with their request.

Any expenses incurred for a special student teaching assignment will be paid by the student. The following criteria will be used in making a decision:

1. a married student
2. a fifth-year student
3. special circumstances or considerations

Students may choose to student teach in Denver, Colorado, through the Wartburg West Program. Student teaching supervisors are hired in the Denver area to supervise these placements.

Changes in placements will not be made unless extenuating circumstances develop. Such changes will be initiated by the School Partnership Coordinator working with the partner school district.

B. HOUSING NEEDS WHEN COLLEGE IS NOT IN SESSION

Oftentimes, the Wartburg College calendar may not coincide with the school district's calendar. In such cases, student teachers with a board plan must notify the Education Department of their fall early return date before leaving for the summer prior to student teaching. The Education Department will make arrangements with Residential Life for the early return one to two days prior to the start of the cooperating teacher's fall workshop. The college will cover the housing costs for any student teacher with a board plan. There is no guarantee that early housing will be in the same residence hall room that is assigned for the entire year.

Student teachers with a board plan who teach during college breaks will need to contact Residential Life to complete a form for temporary housing over break.

C. MEALS PRIOR TO OFFICIAL OPENING OF THE COLLEGE AND DURING COLLEGE BREAKS

The college assumes the costs of meal arrangements for any student teacher returning to campus prior to the official opening of the college and who has a meal plan with Wartburg College. A student teacher may obtain a sack lunch for the noon meal. Notify Wartburg Food Service if a sack lunch is needed.

Over breaks when dining services are not available, meal/food receipts may be turned in for reimbursement based on the student teacher's meal plan. Contact the Education Office Coordinator with any questions.

D. CALENDAR

Student teachers follow the calendar of the school district in which they are placed. Each student teacher is expected to participate in all pre-service and in-service workshops and activities, evening events, and other required duties while working at the school site. The student teacher's experiences should mirror those of the cooperating teacher as closely as possible. Seminars, mock interviews, and job interviews are the only acceptable reason for not participating in such school-related activities.

E. ABSENCES

The Wartburg Education Department recognizes that school districts' faculties and staff have policies concerning absences. However, since student teaching is a part of the Wartburg academic program, the student teacher is to be present in the assigned classroom for the entire school day each day, except when emergencies arise. The presence and performance of each student teacher must be monitored by both the cooperating teacher and college supervisor.

F. EMPLOYMENT DURING STUDENT TEACHING

Because of the importance and the intensity of this experience, the Education Department would like to encourage a student teaching candidate not to work during this term. However, this may not be possible for all students. Therefore, students are encouraged to schedule their employment for weekends if possible and to limit their hours. Notification of all outside employment and participation in activities (student government, music, athletics) must be submitted to the Education Department **prior** to student teaching.

G. PLANNING DOCUMENTATION

Student teachers must create lesson/unit plans throughout their placement(s). Unit or lesson plans should be submitted to the cooperating teacher at least one day or as agreed upon before the teaching of the lesson or unit. Any questions or problems should be addressed at that time. The student teacher should place all plans in an organized notebook that includes a weekly schedule that shows the lessons and daily routines conducted. Other responsibilities (lunch duty, recess duty) of the student teacher should also be noted in the journal. The college supervisor will review these plans upon each visit, in addition to expecting a detailed daily lesson plan for the observation. **No student teacher should be permitted to teach without such preplanning with the cooperating teacher.**

H. SUBSTITUTE TEACHING

Until receiving a baccalaureate degree and obtaining licensure, a student teacher is not qualified or allowed to serve as a substitute teacher. Therefore, the health, safety, and general well-being of the P-12 students are at all times the legal responsibility of the cooperating teacher and school district. Student teachers should **not** assume the role of a substitute teacher.

I. COMPLETION OF CREDENTIAL FILE

It is the responsibility of the student teacher to establish their credential file, known as self-credentialing. Peer counselors are available to help education students, and the Assistant Director of Pathways Center for Career Services will be involved with these endeavors as well. The student teacher is responsible for **asking** their cooperating teacher to write a letter of reference. A signed letter, written on school letterhead, should be given or mailed to the student teacher.

J. STUDENT TEACHING EVALUATION

The purpose of evaluation is to provide concrete feedback to the student teacher regarding performance. It is important that the cooperating teacher, the Wartburg College supervisor, and the student teacher share in the continuous evaluation process. Evaluation will involve

- formal and informal observation of the student teacher,
- conference with the cooperating teacher, the college supervisor, and the student teacher, and
- completion of formal evaluation reports.

Because student teaching is an integral part of the education program, it is important that evaluations be ongoing and occur at regular time intervals. The evaluation scale will indicate a student teacher's performance and personal attributes that are identified as being essential for an effective teaching candidate. A five-tiered system on the Student Teaching Progress Report guides the assessment of teacher candidates (see Appendix N). The system is designed to determine whether the teacher candidate is *exemplary* (already shows many attributes of accomplished practice), *proficient* (shows some attributes at a high level), *adequate* (meets the expectations of a beginning teacher), *unsatisfactory* (struggling to meet many of the expectations), or whether *intervention is recommended* (meets few of the expectations of a beginning teacher and may not appear willing or able to develop the others). This system should indicate accurate information regarding the teaching candidate's performance. Most likely there would be very few exemplary candidate teachers, as well as very few who would be recommended for intervention.

The general explanation of the various categories will serve as a guide for interpreting the student teacher's progress and performance and are aligned with the Wartburg College Teacher Education Conceptual Framework. These categories are identified as characteristics needed for effective teaching. The evaluation information will be part of the student teacher's permanent file in the Wartburg Education Department.

K. GUIDELINES FOR STUDENT TEACHING EVALUATION

The following indicators are provided as guides for determining teacher effectiveness in meeting the performance criteria and are to be based upon observation and/or other data-collection procedures. If used as it is designed, a majority of the marks will be in the adequate category. This rating

system also supports the concept of focusing on the positive. Ratings should be based on the individual's performance compared to the performance of a beginning teacher.

Exemplary: demonstrates application of Knowledge Base components at a consistently high performance level; already shows many attributes of accomplished practice; highly motivated and engaged

Proficient: demonstrates application of Knowledge Base components at a high performance level; shows some attributes of accomplished practice

Adequate: demonstrates satisfactory application of Knowledge Base components; implementation generally achieved

Unsatisfactory: demonstrates limited application of Knowledge Base components; satisfactory implementation seldom achieved

Recommend Intervention: demonstrates disregard of Knowledge Base components; implementation generally deficient

L. UNSATISFACTORY PERFORMANCE

If a student teaching candidate's work is unsatisfactory at any point during student teaching and fails to improve after intensive work by the cooperating teacher, the candidate faces the prospect of not passing student teaching. Depending on the circumstances related to the problem, the following options may be considered by the college supervisor with input from the cooperating teacher and approval by the department chair: withdraw from student teaching, extend the student teaching experience, repeat the experience (pre-register for student teaching in another semester), provide a new placement with a different cooperating teacher (only under unique circumstances), counsel out of teaching.

M. IMPACT ON LEARNING FOR P-12 STUDENTS BY TEACHER CANDIDATES

All student teachers must demonstrate to the cooperating teacher, college supervisor, and meet Iowa state requirements by proving they are impacting learning for P-12 grade students. Such evidence should be a continual process throughout the placement(s) through informal and formal assessment procedures first established by the cooperating teacher and then continued by the student teacher. In addition to the on-going assessment procedures, some form of pre-test (rough draft, standardized or teacher-made pretest, KWL chart, etc.) and post-test (standardized or teacher-made post-test, rubric, KWL finalized chart, etc.) must be administered by the teacher candidate as a way of collecting student performance data for analysis and evaluation purposes. The data and analysis will be presented to peers at a Wartburg student teaching seminar. A hard copy will be collected and saved as part of the accreditation and state evaluations of the Wartburg College Education program.

N. EXIT REQUIREMENTS NECESSARY FOR GRADUATION AND LICENSURE

Graduation from the Teacher Education Program requires successful completion of the following components:

1. passing grade in student teaching
2. demonstration of comprehensive understanding of the performance-based outcomes of the Wartburg Teacher Education Knowledge Base
3. requirements for Iowa licensure

O. LICENSURE PROCEDURES

Every Iowa teacher must be licensed to teach. The license requirements are set by a Board of Educational Examiners whose members are appointed by the Governor of the State of Iowa.

Initial License: The basic requirements for the issuance of an initial teacher license include a baccalaureate degree from a regionally accredited institution, the completion of an approved teacher education program from an accredited college or university, completion of an approved human relations program, and completion of requirements for a teaching endorsement. The Initial License is valid for two years from the date of issuance. It may be renewed under prescribed conditions for one additional two-year term.

Standard License: The Standard License requirements include the same requirements as the Initial License plus evidence of two years successful teaching experience based on local evaluation process. The Standard License is valid for five years and renewable under prescribed conditions.

Substitute License: This license is valid for five years and is renewable under prescribed conditions. In order to apply for a Substitute License, applicants must have successfully completed all requirements for an approved teacher education program and be eligible for the initial license, or hold or have held a valid, regular license in Iowa or some other state.

Denial of Licensure: Iowa law states that an applicant for teacher licensure may be disqualified for any of the following reasons:

1. The applicant has been convicted of child abuse or sexual abuse of a child.
2. The applicant has been convicted of a felony.
3. The applicant's application is fraudulent.
4. The applicant's license or certification from another state is suspended or revoked.

Teacher Licensure in Other States: Students graduating from approved teacher education programs at Wartburg College meet the full requirements for teacher licensure only in the state of Iowa. In many cases, even if requirements for full licensure have not been met, one can obtain a temporary license in another state. If students intend to teach in a state other than Iowa, they should obtain information concerning licensure requirements in that state as early as possible.

Steps to Licensure: Students will receive information about licensure procedures during a special meeting held in the fall and winter terms. Several steps are required for licensure and are completed during the licensure meeting:

1. Complete and hand in the licensure application which will be provided at the meeting and used to submit your data electronically to the Iowa Board of Educational Examiners (IBOEE). After the electronic submission, the Education Office will notify you of your folder number which is needed at the fingerprinting session. When completing the licensure application, it is important to use a black pen and complete **all** sections.
2. Complete a waiver form and fingerprint scanning information sheet prior to the fingerprinting session. These forms will also be provided at the meeting. Be intentional about providing **all** background information requested on the waiver form.

3. Attend the fingerprinting session held on campus by the IBOEE. Fingerprinting will take approximately 10 minutes and a reservation must be made in advance through the Education Office. The items required for the fingerprint session are
 - a. a **money order** payable to the Board of Educational Examiners; the IBOEE **does not** accept checks,
 - b. licensure **folder number**,
 - c. completed waiver form and fingerprint scanning information sheet, and
 - d. driver's license or photo ID.
4. Recommendation will be submitted to the Iowa Board of Educational Examiners after the Education Office receives the transcript from the Registrar's Office verifying graduation requirements have been met.

The Praxis II®: Subject Assessments Test: The State of Iowa requires all **elementary** education majors to successfully complete the Praxis II®: Subject Assessments Test prior to licensure. Candidates in secondary and K-12 programs (Art, Music, and Physical Education) are **not** included. Elementary candidates must take one of the following Praxis II® paper-based tests and obtain a passing score:

- Elementary Education: Curriculum, Instruction and Assessment (10011) two-hour test (**State of Iowa qualifying score is 151**), OR
- Elementary Education: Content Knowledge (10014) two-hour test (**State of Iowa qualifying score is 142**)

Wartburg elementary education pre-service teachers will be required to pass one of the above Praxis II® exams **prior** to student teaching. Students may decide which of the two tests to take. Either of these elementary education tests meets the Iowa elementary teacher program content requirement. No appeal is available to this policy since passing the Praxis II® is a requirement of the state.

The Education Department recommends taking Praxis II® after completion of the following core courses:

- ED 320 Teaching Language Arts
- ED 321 Reading in the Elementary School
- ED 315 Educational Psychology
- ED 350 Content Area Reading Strategies

Refer to the ETS website (www.ets.org/praxis) for available test dates. It may not be possible to take the Praxis II® after these courses so carefully plan a test date to assure successful completion prior to student teaching. According to the ETS website, results for paper-based tests are mailed approximately four weeks after taking the test. The Education Department must receive notification of results **before** student teaching.

Students must take and pass the Praxis II® even if planning to teach outside of Iowa. Requirements in other states will vary. If students intend to teach outside of Iowa, it is advisable to obtain information concerning testing requirements in that state as early as possible. The ETS website requirement page for all states mandating Praxis II® is

<http://www.ets.org/portal/site/ets/menuitem.22f30af61d34e9c39a77b13bc3921509/?vgnnextoid=d378197a484f4010VgnVCM10000022f95190RCRD> .

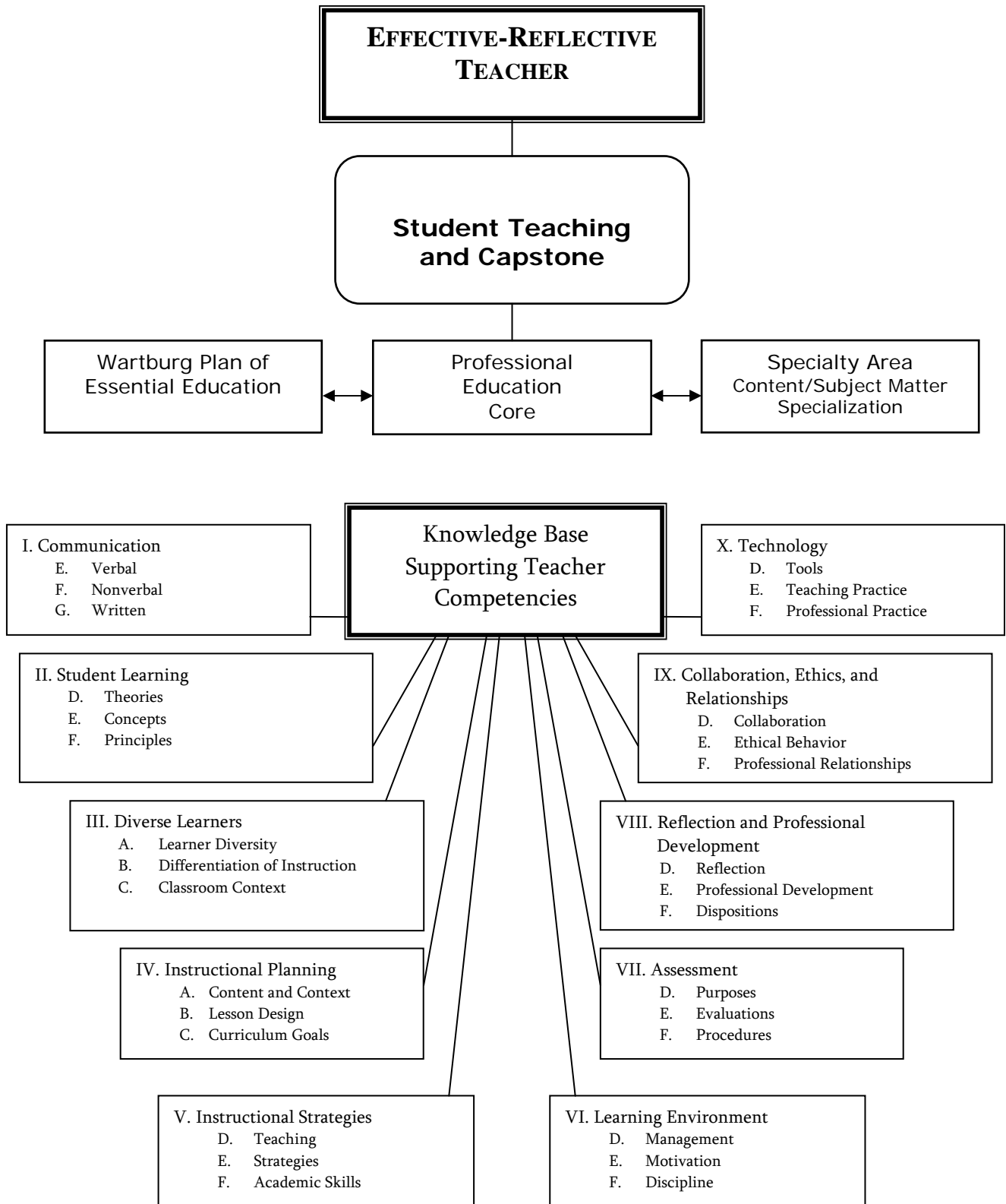
Register online at the ETS test site by following the link to the Praxis II® tests, then the link to Registering for a Test. Indicate Wartburg College as a receiving institution so the college gets official notification of the results. Sample test questions can be viewed on this site under *Tests at a Glance*. The website includes information regarding the fees, testing dates, and additional services offered by ETS. The Wartburg College Pathways Center also offers Praxis II® study books available for check-out.

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Appendix A

WARTBURG TEACHER EDUCATION MODEL



Appendix A

WARTBURG COLLEGE TEACHER EDUCATION PROGRAM KNOWLEDGE BASE

I. COMMUNICATION ... *Candidate uses appropriate verbal, nonverbal, and written communication*

- A. Verbal
 - 1. Volume
 - 2. Pace
 - 3. Vocal expression/expressive participation
- B. Nonverbal
 - 1. Eye contact
 - 2. Facial expressions
 - 3. Body language/presence
- C. Written
 - 1. Content
 - 2. Mechanics
 - 3. Format

II. STUDENT LEARNING ... *Candidate uses theories, concepts, and principles related to student learning*

- A. Theories
 - 1. Behavioral
 - 2. Cognitive, constructivist
 - 3. Personal, social, emotional
- B. Concepts
 - 1. Schema
 - 2. Comprehension
 - 3. Metacognition
- C. Principles
 - 1. Belief that all children can learn
 - 2. Readiness
 - 3. Engagement

III. DIVERSE LEARNERS ... *Candidate uses differentiation of instruction and classroom context with regard for learner diversity*

- A. Learner Diversity
 - 1. Culture, ethnicity, gender, language
 - 2. Learning styles
 - 3. Exceptionalities
- B. Differentiation of Instruction
 - 1. Content
 - 2. Process
 - 3. Product
- C. Classroom Context
 - 1. Respectful of the individual
 - 2. Equitable
 - 3. Safe, supportive

IV. INSTRUCTIONAL PLANNING ... *Candidate uses content and context, lesson design, and curriculum goals for instructional planning*

- A. Content and Context
 - 1. Content knowledge and pedagogy
 - 2. Instructional materials
 - 3. Learner prerequisites
- B. Lesson Design
 - 1. Set
 - 2. Instruction/Input
 - 3. Practice
- C. Curriculum Goals
 - 1. Standards, benchmarks
 - 2. Developmental, sequenced curriculum
 - 3. Wartburg College Teacher Education Knowledge Base

V. INSTRUCTIONAL STRATEGIES ... *Candidate uses varied teaching techniques and strategies for the development of academic skills*

- A. Teaching
 - 1. Planning
 - 2. Delivery
 - 3. Promise for the profession
- B. Strategies
 - 1. Reading
 - 2. Writing
 - 3. Discussion
- C. Academic Skills
 - 1. Knowledge level
 - 2. Higher order thinking
 - 3. Diverse perspectives

VI. LEARNING ENVIRONMENT ... *Candidate uses management, motivation, and discipline techniques in the learning environment*

- A. Management
 - 1. Time, materials, space
 - 2. Learning activities
 - 3. Learning community
- B. Motivation
 - 1. Intrinsic
 - 2. Extrinsic
 - 3. Theory application
- C. Discipline
 - 1. Preventive
 - 2. Supportive
 - 3. Corrective

VII. ASSESSMENT ... *Candidate uses a variety of purposes, evaluations, and procedures for assessment*

- A. Purposes
 - 1. Stakeholder feedback
 - 2. Information analysis
 - 3. Student feedback
- B. Evaluations
 - 1. Instruments
 - 2. Student status
 - 3. Program, curriculum
- C. Procedures
 - 1. Selection, alignment
 - 2. Construction, administration
 - 3. Collection, response to data

VIII. REFLECTION AND PROFESSIONAL DEVELOPMENT ... *Candidate engages in reflection and professional development as a foundation for positive dispositions*

- A. Reflection
 - 1. Effective teaching behaviors
 - 2. Professional strengths
 - 3. Targeted changes
- B. Professional Development
 - 1. Reflects on teaching strengths and weaknesses
 - 2. Improves based on reflection and program feedback
 - 3. Utilizes varied professional development resources
- C. Dispositions
 - 1. Elicits a positive response from others
 - 2. Balances professional demands with personal needs
 - 3. Demonstrates leadership and service

IX. COLLABORATION, ETHICS, AND RELATIONSHIPS ... *Candidate engages in collaboration, ethical behavior, and professional relationships with students, families, colleagues, and communities*

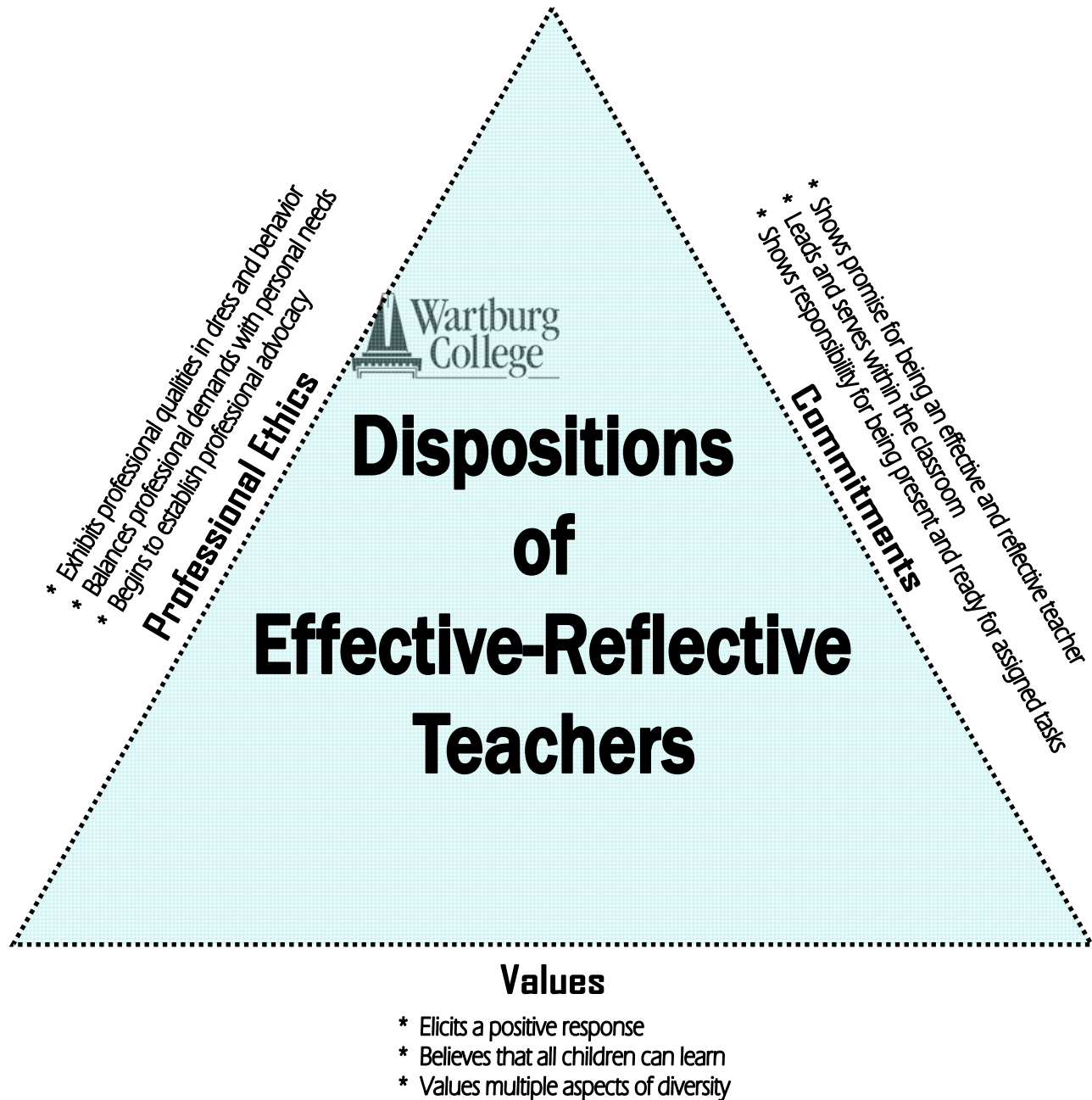
- A. Collaboration
 - 1. Shared vision
 - 2. Interdependent inquiry
 - 3. Shared problem solving
- B. Ethical Behavior
 - 1. Legal
 - 2. Confidential
 - 3. Professional advocacy
- C. Professional Relationships
 - 1. Respectful
 - 2. Responsive
 - 3. Productive

X. TECHNOLOGY ... *Candidate uses the tools of technology for teaching and professional practice*

- A. Tools
 - 1. Hardware
 - 2. Software
 - 3. Information technology
- B. Teaching Practice
 - 1. Instruction, presentation
 - 2. Assessment, evaluation, management
 - 3. Extension of student learning
- C. Professional Practice
 - 1. Evaluation of information and instructional materials
 - 2. Extension of the professional community
 - 3. Access to research

Appendix B

**REFLECTIVE PRACTICES FOR
POSITIVE DISPOSITIONS**





Appendix C

DISPOSITIONS OF EFFECTIVE-REFLECTIVE TEACHERS EVALUATION

STUDENT NAME _____

COURSE _____

TERM _____ YEAR _____

VALUES

- Elicits a positive response (VIIC)
- Believes that all children can learn (IIC)
- Values multiple aspects of diversity (IIIA-C)

COMMITMENTS

- Shows promise for being an effective and reflective teacher (VA)
- Leads and serves within the classroom (VIIC)
- Shows responsibility for being present and ready for assigned tasks (VIIC)

PROFESSIONAL ETHICS

- Exhibits professional qualities in dress and behavior (IB)
- Balances professional demands with personal needs (VIIC)
- Begins to establish professional advocacy (IXB)

1	2	3	4	5
RECOMMEND INTERVENTION*	UNSATISFACTORY	ADEQUATE	PROFICIENT	EXEMPLARY*
Contact the Education office with concerns	Below average behaviors and participation	Average behaviors and participation	Above average behaviors and participation	Outstanding behaviors and participation
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**All comments are helpful but are especially important for 1 or 5 ratings. Very few students will receive 1 or 5 ratings.*

COMMENTS:

COURSE INSTRUCTOR SIGNATURE _____ DATE _____

Dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. (NCATE, 2006) 9-1-07

Appendix C

DISPOSITIONS EVALUATION

Values

- Elicits a positive response
 - Projects pleasant image
 - Participates willingly
 - Respects all' opinions

- Believes that all children can learn
 - Encourages participation from all
 - Shows commitment to all
 - Writes and adapts lessons to all

- Values multiple aspects of diversity
 - Accepts all diversity
 - Challenges biased opinions
 - Incorporates cultural learning

- Participates in a professional education organization
- Learns from experts in the field
- Shows an awareness of legislative issues

Commitments

- Shows promise for being an effective and reflective teacher
 - Exhibits passion
 - Asks questions & makes decisions
 - Learns from previous experiences

- Leads and serves within the classroom
 - Takes initiative
 - Demonstrates classroom control
 - Serves as a positive role model

- Shows responsibility for being present and ready for assigned tasks
 - Is present, prompt and prepared
 - Understands needs of self & group
 - Plans for-absence

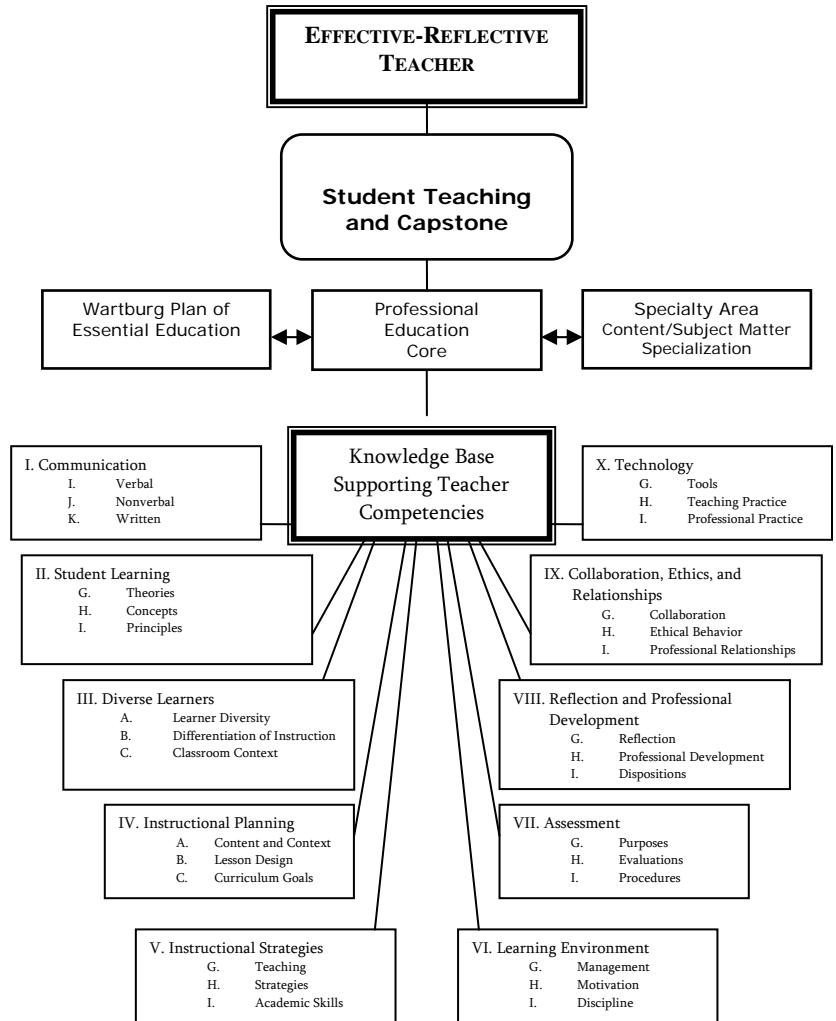
Professional Ethics

- Exhibits professional qualities in dress and behavior
 - Dresses appropriately for the experience
 - Uses appropriate language
 - Maintains teacher/student boundaries

- Balances professional demands with personal needs
 - Balances classroom work and personal life
 - Acts responsibly in and out of the classroom
 - Manages time to complete required tasks

- Begins to establish professional advocacy

WARTBURG TEACHER EDUCATION MODEL



Appendix D

EDUCATION DEPARTMENT ELEMENTARY EDUCATION CORE

___ED 100	Foundations of American Education (1cc) F, W
___ED 181	Field Experience in Education F, W
___ED 210	Children's Literature (1cc) F, W, M
___ED 211	Psychology of the Exceptional Child (1/2cc) F, W
___ED 212	Human Relations (1cc) F, W, M, S
___ED 220	Teaching Elementary Social Studies (1/2cc) F
___ED 315*	Educational Psychology (1cc) F, W
___ED 320*	Teaching Language Arts (1cc) W
___ED 321*	Reading in the Elementary School (1cc) F
___ED 350*	Content Area Reading Strategies (1cc) F, W
___ED 383	Field Experience: Educational Psychology F, W
___ED 385	Field Experience: Elementary School Reading F
___ED 480**††	Student Teaching: Special Education (2cc) F, W
or	
___ED 482**††	Elementary Student Teaching (2cc or 4cc) F, W
or	
___ED 484**††	Preschool-Kindergarten Student Teaching (2cc or 4cc) F, W
or	
___ED 488**††	Middle School Student Teaching (2cc) F, W
___SCI 385***	Elementary School Science Methods (1cc) F
___CA 112	Oral Communication (1/2cc) F, W, M
___MA312****	Teaching Elementary School Mathematics (1cc) W
___PSY 101	Introduction to Psychology (1cc) F, W, M
___PSY 210	Child Development (1/2cc) F, W
TWO COURSES SELECTED FROM:	
___ART 220	Elementary School Art Methods (1/2cc) W
___HE 249	Elementary School Health Methods (1/2cc) W
___MU 301	Elementary School Music Methods (1/2cc) F
___PE 252	Physical Education for Elementary Grades (1cc) F

A second teaching endorsement is required of elementary education majors. K-6 endorsements are available in **Art, Christian Day School** (not a state endorsement), **Early Childhood, French, German, English/Language Arts, Health, History, Instructional Strategist I, Mathematics, Music, Physical Education, Reading, Science, Social Studies, Spanish, Speech Communication/Theatre.** Athletic Coaching is available as an authorization.

OTHER REQUIREMENTS:

- ___Overall GPA of 2.5. **GPA computed only on coursework taken at Wartburg College.**
- ___Acceptance into Teacher Education Program (Transfer students must attend Wartburg one semester to establish GPAs for acceptance into program.)
- ___Approval for Student Teaching (Transfer students must attend Wartburg for one semester to establish GPAs for acceptance into program.)
- ___Students must complete a 25 hour field experience in a cultural setting significantly different than their own.
- ___Must have a C- in all Education Core and endorsement courses.
- ___Pass the Praxis I tests with a combined total score on all three tests of 522 with no score less than 172 and no more than one individual score below 174.

*Prerequisite is acceptance into the Teacher Education Program

**Prerequisite is approval for student teaching

***Prerequisite is on biological science from: BI 101, 117, 130, 131, 132, 133, 151; and one physical science from: PHY 101, 130, 132, 170, 203 or CH 113

****MA 110 Prerequisite

††Successful completion of **one** of the Praxis II tests: 10011 qualifying score of 151; 10014 qualifying score of 142



Appendix E
EDUCATION DEPARTMENT SECONDARY EDUCATION CORE

___ED 100	Foundations of American Education (1cc) F, W
___ED 181	Field Experience in Education F, W
___ED 211	Psychology of the Exceptional Child (1/2cc) F, W
___ED 212	Human Relations (1cc) F, W, M, S
___ED 229*	Teaching in the Secondary School (1/2cc) F, W
___ED 282	Field Experience: Secondary School F, W
___ED 315*	Educational Psychology (1cc) F, W
___ED 350*	Content Area Reading Strategies (1cc) F, W
___ED 383	Field Experience: Education Psychology F, W
___ED 452*	Culture and Pedagogy of American Schools (1/2cc) F, W
___ED 491	Field Experience: Culture/Pedagogy F, W
___ED 483**	Secondary Student Teaching and Capstone Seminar (2-4cc) F, W
or	
___ED 486**	PK-12 PE Student Teaching/Cap. Sem. (4cc) F, W
or	
___ED 487**	K-12 Art Student Teaching/Cap. Sem. (4cc) F, W
or	
___ED 488***	Middle School Student Teaching/Cap. Sem. (2cc) F, W
___DEPT 470	Secondary Content Methods (1cc)
___PSY 101	Introduction to Psychology (1cc) F, W, M
___PSY 211	Adolescent Development (1/2cc) F, W
or	
___PSY 225	Life Span-Human Development (needed by those students in a K-12 program – Music, Art, Physical Education only) (1cc) (This also pertains to anyone desiring to obtain K-12 licensure in any endorsement area –i.e. math, social studies, etc.) F

OTHER REQUIREMENTS:

- ___ Overall GPA of 2.5. **GPA computed only on coursework taken at Wartburg College**
- ___ Acceptance into Teacher Education Program (Transfer students must attend Wartburg one semester to establish GPAs for acceptance into program.)
- ___ Approval for Student Teaching (Transfer students must attend Wartburg for one semester to establish GPAs for acceptance into program.)
- ___ Students must complete a 25 hour field experience in a cultural setting significantly different than their own.
- ___ Must have a C- in all Education Core and endorsement courses
- ___ Pass the Praxis I with a combined total score on all three tests of 522 with no score less than 172 and no more than one individual score below 174.

*Prerequisite is acceptance into the Teacher Education Program

**Prerequisite is approval for student teaching

***Taken only if getting Middle School Endorsement and simultaneously with ED 483. In this situation, ED 483 is 1.5-2.0 credits.

Appendix F

ART ENDORSEMENT 7 1/2 cc

- __ART 220 Fundamentals of Art Education (1/2 cc)
- __ART 104 Introduction to Art
- __ART 105 Design I
- __ART 111 Drawing I
- __ART 121 Painting I
 - OR ART 131 Printmaking I
- __ART 141 Sculpture I
- __ART 151 Jewelry
- __ART 250 Art History: Early through Gothic
 - OR ART 251 Art History: Renaissance through Modern

ATHLETIC COACHING AUTHORIZATION 1 1/2 cc

- __PE 155 Care and Prevention of Athletic Injuries (1/2 cc)
- __PE 200 Coaching Authorization

CHRISTIAN EDUCATION 5 cc

- __ED 213 Christian Day School
- __ED 341 Teaching the Christian Faith
- __RE 100 Literature of the Old & New Testaments
- __RE 250 Urban Ministry
- __RE 304 Lutheran Heritage

EARLY CHILDHOOD ENDORSEMENT 9 cc

- __ED 210 Children's Literature
- __ED 223 Language Development
- __ED 354 Organization of Early Childhood Programs
- __ED 355 Early Child: Parent & Community Relations (1/2 cc)
- __ED 356 Curriculum Development & Guidance of Young Children
- __ED 481 Early Childhood Practicum (1/2 cc)
- __ED 484 Preschool/Kindergarten Student Teaching (2 cc)
- __HE 240 Basic Nutrition (1/2 cc)
- __PSY210 Child Development (1/2 cc)
- __SW 210 Meeting the Needs of Children

ENGLISH/LANGUAGE ARTS ENDORSEMENT 8 1/2 cc

- __CA 112 Oral Communication (1/2 cc)
- __TH 280 Oral Interpretation
- __ED 210 Children's Literature
- __ED 223 Language Development
- __ED 320 Teaching Language Arts
- __ED 321 Reading in the Elementary School
- __ED 385 Field Experience: Elementary School Reading (0)
- __EN 220 Creative Writing: Poetry, Lyrical Essay
 - OR EN 221 Creative Writing: Fiction, Drama
 - OR EN 330 Advanced Composition
- __One (1) cc selected from:
 - EN 208 Literature & Culture of America I
 - EN 209 Literature & Culture of America II
 - EN 318 American Novel
- __One (1) cc numbered EN 200 or above

FRENCH ENDORSEMENT 7 1/2 cc

- __ED 455 Special Methods: Foreign Language-Elem. (1/2 cc)
- __FR 104 Elementary French I
- __FR 106 Elementary French II
- __FR 204 Intermediate French I
- __FR 206 Intermediate French II
- __FR 260 May Abroad: French Culture I (1/2 cc)
- __FR 261 May Abroad-Intensive French I
- __FR 303 French Tutoring I (1/2 cc)
- __Plus one (1) course from:
 - FR 311 Topics in Literature and Culture I
 - FR 312 Topics in Literature and Culture II
 - FR 313 Topics in Literature and Culture III
 - FR 314 Topics in Literature and Culture IV

GERMAN EN DORSEMENT 7 1/2 cc

- __ED 455 Special Methods: Foreign Language-Elem. (1/2 cc)
- __GER 104 Elementary German I
- __GER 106 Elementary German II
- __GER 204 Intermediate German I
 - OR GER 205 Intermediate German II
- __GER 206 Intermediate German III
 - OR GER 312 Discovering German Past-Present
 - OR GER 313 German Society in Film and Fiction
 - OR GER 395 The German-American Connection
- __GER 260 May Abroad: German Culture I (1/2 cc)
- __GER 261 May Abroad: Intensive German I
- __GER 303 German Tutoring I (1/2 cc)
- __Plus one (1) course from:
 - GER 312 Discovering German Past-Present
 - GER 313 German Society in Film and Fiction
 - GER 395 The German-American Connection

HEALTH ENDORSEMENT 8 cc

- __BI One Biological Science Course with a lab
- __HE 240 Basic Nutrition (1/2 cc) **F, W**
- __HE 242 Consumer Health (1/2 cc) **F odd years**
- __HE 249 Special Methods: Health Education (1/2 cc)
- __HE 342 Substance Abuse (1/2 cc) **W odd years**
- __HE 344 Foundations of Health Education (1/2 cc) **W odd years**
- __HE 440 Community and Public Health **W even years**
- __PE 100 Lifetime Wellness (1/2 cc)
- __PE 155 Care and Prevention of Athletic Injuries **F, M**
- __PSY 220 Stress and Adjustment
- __SW 220 Changing Roles and Human Sexuality **M**
 - OR RE 222 Sexual Ethics

HISTORY ENDORSEMENT 7 cc

- __HI 101 Western Civilization I
- __HI 102 Western Civilization II
- __HI 109 American History to 1877
- __HI 110 American History since 1877
- __One (1) course from:
 - HI 175 History of Iowa
 - HI 250 Topics in American History
 - HI 350 Topics in American History
 - HI 280 American Women's History
 - HI 301 Colonial America
 - HI 304 American Ethnic History
 - HI 305 The American Frontier
 - HI 306 History of American Foreign Relations
- __One (1) course from:
 - HI 251 Topics in European History
 - HI 351 Topics in European History
 - HI 260 History of World War II
 - HI 290 Twentieth Century Europe
 - HI 308 Archaeology and the Bible
 - HI 312 Medieval History
 - HI 320 German History
 - HI 321 Russian History
- __One (1) course from:
 - HI 150 20th Century Non-Western History & Geography
 - HI 234 Introduction to East Asia
 - HI 252 Topics in Non-Western History
 - HI 352 Topics in Non-Western History
 - HI 341 African History
 - HI 343 Colonialism and Culture

INSTRUCTIONAL STRATEGIST I (SPED):MILD & MODERATE 7 cc

- __ED 211 Psych of the Exceptional Child (1/2 cc) **F, W**
- __ED 214 Introduction to Mild and Moderate (1 cc) **F**
- __ED 284 Field Experience: Mild & Moderate (0 cc) **F**
- __ED 314 Methods & Strategies in Mild & Moderate (1 cc) **F even years**
- __ED 334 Managing Behavior & Skills (1 cc) **W even years**
- __ED 344 Assessment in Special Ed (1/2 cc) **W odd years**
- __ED 364 Community & Collaborative Partnerships in Spec Ed (1 cc) **M odd**
- __ED 480 Student Teaching: Special Ed (2 cc) **F, W**

MATHEMATICS ENDORSEMENT 7 cc

- __ One (1) cc in computer science selected from:
 - CS 100 Survey of Computer Applications (1/2 cc)
 - CS 102 Computer Applications in Business (1/2 cc)
 - CS 111 BASIC Language Programming (1/2 cc)
 - CS 120 Introduction to Computers and Programming
- __ MA 110 Structures of Mathematics
- __ MA 212 Geometry and Measurement **W odd years**
- __ MA 214 Statistical Methods
- __ MA 312 Teaching Elementary School Mathematics
- __ Two (2) course credits from:
 - MA 106 Math in Modern Society
 - MA 107 Finite Mathematics
 - MA 190 Pre-Calculus
 - MA 250 Applied Calculus
 - MA 251 Foundational Differential Calculus (1/2 cc)
 - MA 252 Foundational Integral Calculus (1/2 cc)

MUSIC ENDORSEMENT 7 1/2 cc

- __ MU 105 Music Theory I
- __ MU 106 Music Theory II
- __ MU 301 Elementary School Music Methods (1/2 cc)
- __ MU 315 Music History I
- __ MU 316 Music History II
- __ MU 324 Conducting
- __ One (1) cc in piano
- __ One (1) cc in voice or a non-keyboard instrument

PHYSICAL EDUCATION ENDORSEMENT 7 cc

- __ One (1) biology course credit from BI 101, 130, 132, 133, 151
- __ BI 202 Human Anatomy and Physiology **W**
- __ PE 140 Foundations of Physical Education and Sport (1/2 cc) **F**
- __ PE 155 Care and Prevention of Athletic Injuries **F, M**
- __ PE 210 Motor Learning (1/2 cc) **F odd years**
- __ PE 252 Physical Education for Elementary Grades **F**
- __ PE 254 Physiology of Exercise **F**
- __ PE 353 Tests and Measurements of Physical Education (1/2 cc) **WT even yrs**
- __ PE 354 Adapted Physical Education and Fitness for **W** Diverse Learners (1/2 cc)

READING ENDORSEMENT 8 1/2 cc

- __ CA 112 Oral Communication (1/2 cc)
- __ ED 210 Children’s Literature
- __ ED 223 Language Development
- __ ED 321 Reading in the Elementary School
- __ ED 323 Diagnostic Reading
- __ ED 324 Remedial Reading
- __ ED 350 Content Area Reading Strategies
- __ ED 385 Field Experience: Elementary School Reading (0 cc)
- __ ED 390 Research in Reading
- __ EN 112 Intermediate Composition
- __ PSY 314 Psychological Tests and Measurements

SCIENCE ENDORSEMENT 7 cc

- __ SCI 385 Teaching Elementary School Science
- __ One cc in earth science from Phy 132 or 170
- __ PHY/BI 120
- __ One biology cc from BI 101, 117, 151
- __ Three cc in physical science with a combination of PHY & CH prefixes: PHY 101, 102, 130 or CH 113, 190

SOCIAL STUDIES ENDORSEMENT 8 cc

- __ ED 221 Teaching Elementary Social Studies
- __ HI 109 American History to 1877
- __ HI 110 American History since 1877
- __ PS 101 Introduction to American Politics
- __ One (1) cc in European or non-western history
- __ Three (3) cc selected in American government, economics,

geography, history, psychology or sociology

SPANISH ENDORSEMENT 7 cc

- __ SP 104 Elementary Spanish I
- __ SP 106 Elementary Spanish II
- __ SP 204 Intermediate Spanish I
 - OR SP 205 Intermediate Spanish II
- SP 206 Intermediate Spanish III
 - OR SP 311 Cultural History of Spain
 - OR SP 312 Cultural History of Latin America
 - OR SP 395 Hispanics in the United States
- __ SP 260 May Abroad: Hispanic Culture I (1/2 cc)
- __ SP 261 May Abroad: Intensive Spanish I
- __ One (1) additional cc from:
 - SP 311 Cultural History of Spain
 - SP 312 Cultural History of Latin America
 - SP 315 Latinos in the United States
- __ ED 455 Special Methods: Foreign Language-Elem. (1/2 cc)

SPEECH COMMUNICATION THEATRE ENDORSEMENT 7 1/2 cc

- __ CA 100 Introduction to Communication Arts
- __ CA 112 Oral Communication (1/2 cc)
- __ CA 204 Changing World of Electronic Media
- __ CA 355 Persuasive Communication
- __ TH 275 Introduction to Theatre
- __ TH 280 Oral Interpretation of Literature
 - OR TH 375 Acting
- __ TH 285 Stagecraft
 - OR TH 390 Directing
- __ ED 320 Language Arts

MIDDLE SCHOOL ENDORSEMENT after July 2010 (10 cc)

- __ ED 350 Content Area Reading Strategies
- __ ED 360 Middle Level Socialization and Development **F odd years**
- __ ED 361 Middle School Curriculum **F even years**
- __ ED 384 Field Experience: Middle School co-req with ED 361

Concentration in two (2) areas:

__ Social Studies:

- HI 101 Western Civilization I
 - OR HI 102 Western Civilization II
- HI 109 American History to 1877
 - OR HI 110 American History since 1877
- HI 150 20th Century Non-Western History & Geography
- PS 101 Intro to American Politics

__ Language Arts

- ED 223 Language Development
- EN 112 Intermediate Composition
- EN 150 Introduction to Literature
- EN 244 Young Adult Literature
- CA 112 Oral Communication (1/2 cc)

__ Math

- Four (4) courses from:
 - MA 106 Math in Modern Society
 - MA 107 Finite Mathematics
 - MA 110 Structures of Mathematics
 - MA 190 Pre-Calculus
 - MA 214 Statistical Methods

__ Science

- One (1) course from:
 - BI 117 Environmental Biology
 - BI 130 Drugs & Personal Health
 - BI 131 Biology of Ordinary Things
 - BI 132 Extreme Biology
- One (1) course from:
 - PHY 101 General Physics I
 - PHY 102 General Physics II
 - PHY 130 Physics of Ordinary Things

- One (1) course from:
 - PHY 132 Earth Science
 - PHY 170 Astronomy
 - BI/PHY 120 Science of Water

Appendix G

Teacher Education Program Timeline	
Order	
1. <i>First Year</i>	<ul style="list-style-type: none"> ➤ Complete Foundations of American Education (ED 100 & ED 181) ➤ Turn in Statement of Confidentiality Form ➤ Apply to the Teacher Education Program (TEP) ➤ Take the Praxis I test after successfully completing ED 100 & ED 181
2. <i>Second Year</i>	<ul style="list-style-type: none"> ➤ Declaration of Major Form completed and turned in to the Registrar <i>no later than end of first semester of sophomore year</i> ➤ Be familiar with the course requirements for teaching concentration ➤ Complete requirements for acceptance into the Teacher Education Program (TEP) <ul style="list-style-type: none"> ○ GPA 2.5 or above ○ PPST total score of 522 with no score less than 172 and no more than one individual score below 174 ○ Coursework C- or above in ED 100, PSY 101, EN 111, P in ED 181 ○ TEP application completed and turned into the Education Dept.
3. <i>Third Year</i>	<ul style="list-style-type: none"> ➤ All potential student teachers attend Student Teaching Round-up ➤ Complete Student Teaching Application form found on website <ul style="list-style-type: none"> ○ Set up appointment with advisor to review application & remaining program requirements ○ Application signed by advisor; printed, and turned in to Education Department ○ Overall GPA currently 2.5 or above ○ Coursework C- or above in professional core, teaching major, and minor/endorsements ○ Be aware of 25-hour in a culturally diverse setting requirement ○ Professional core courses completed ○ Due no later than the 2nd Friday of January ➤ Attend spring meeting to receive placement information ➤ Turn in Student Teaching Contract made with college supervisor ➤ Pass Praxis II Test (elementary only)
4. <i>Fourth Year</i>	<ul style="list-style-type: none"> ➤ Complete all methods courses ➤ Complete student teaching ➤ Participate in mock interviews ➤ Attend licensure meeting and fingerprint session ➤ Fulfill licensure requirements <ul style="list-style-type: none"> ○ Waiver ○ Fingerprint card ○ Licensure application ○ Payment



Appendix H

DATE _____

APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

NAME _____ ID# _____
Last First Middle

E-MAIL ADDRESS _____ COLLEGE BOX _____ COLLEGE PHONE _____

CURRENT CLASS STATUS (circle one): FY So Jr Sr EXPECTED GRADUATION YEAR _____

_____ ELEMENTARY EDUCATION K-6: endorsement area _____

_____ SECONDARY EDUCATION 7-12: teaching major _____
additional endorsement(s) in _____

_____ PHYSICAL EDUCATION; additional endorsement(s) in _____

_____ MUSIC EDUCATION; additional endorsement(s) in _____

_____ MUSIC THERAPY; additional endorsement(s) in _____

_____ ART K-12 EDUCATION; additional endorsement(s) in _____

Statement of Fraud: Fraud in procurement of an endorsement of falsifying records for licensure purposes may constitute grounds for filing a complaint with the Iowa Board of Educational Examiners.

Have you ever been convicted of a felony? ___Yes ___No ___PR

Have you ever been convicted of a crime other than parking or speeding violations? ___Yes ___No ___PR

Do you currently have any criminal charges pending against you? ___Yes ___No

Have you ever had a founded report of child dependent or adult abuse made against you? ___Yes ___No ___PR

Have you ever had an educational license revoked or suspended? ___Yes ___No ___PR

Are you a United States citizen? ___Yes ___No

***For any "Yes" response, attach a written explanation on 8 1/2x11" paper. Be sure to include the date of the violation. DO NOT explain on this application form. "If you have reported a "Yes" response on a previous application, check PR (previously reported) instead of "yes" on this application if no further conviction(s) has occurred. I certify under penalty of perjury and pursuant to the laws of the State of Iowa that the preceding information is true and correct.**

Applicant's Signature

Date

The following admission criteria have been discussed:

_____ Successful field experience(s)

_____ Awareness of knowledge base components

_____ Ethical values for licensure

_____ Human qualities that elicit a positive response from stakeholders

Recommendation that _____ be admitted to the Teacher Education Program. ___ Yes ___ No

Adviser's Signature: _____ Date: _____

To be completed by the Education Department:

Overall GPA/Date _____ PPST Date/Score _____ : Reading _____ Writing _____ Math _____ = _____
(Minimum GPA of 2.5 is required) (Passing score= total score of 522 with no score less than 172 & no more than one score below 174.)

Grades received in: ED 100 _____ ED 181 _____ PSY 101 _____ EN 111 _____ ACT English: _____

_____ Accepted into Teacher Education on _____ Acceptance Letter Sent _____

_____ Not accepted for the following reasons _____ Date Deficiency Letter Sent _____

Notes: _____

Appendix I

TEP INTERVENTION FORM

DATE SUBMITTED: _____

Notification: _____

Student's Name: _____

Year in College: _____ Advisor: _____

Status in Program: (preadmission to TEP, admitted to TEP, admitted to ST) _____

Intervention recommended by: _____

Position of Professional Seeking Intervention: _____

Relationship of Recommending Professional to the Student: _____

1. Description of student knowledge, skill, or disposition that elicits this intervention:

2. Knowledge base component, category, and/or subcategory that best aligns with this description:

3. Specific suggestions for improvement:

SIGNATURES:

Professor _____
Teaching Candidate _____

Date _____
Date _____

The Professional Development Plan:

Steps for Development:

Targeted Performance Outcome or Evidence of Growth Desired:

Timeline for Completion:

Consequence that Results from Lack of Professional Development:

SIGNATURES:

Professor _____
Teaching Candidate _____

Date _____
Date _____

OTHER PD COLLABORATION TEAM MEMBERS (as appropriate):

Advisor _____
Department Chair _____

Date _____
Date _____

Follow-up & Final Outcome:

Summary of Professional Development:

Outcome Checklist:

- _____ Outcome performed; student released for advancement
- _____ Adequate progress made; student released for advancement
- _____ Student option explored/sought (list option below: e.g., graduate without licensure, withdraw from TEP, or file a student appeal)

SIGNATURES:

Professor _____
Teaching Candidate _____

Date _____
Date _____

Appendix J



TEACHER EDUCATION PROGRAM CONFIDENTIALITY STATEMENT

Throughout the Teacher Education Program at Wartburg College, I, _____,
(print name)

may have access to child and family information as associated with field experience practicums and/or student teaching. I realize that this information is private and must be kept confidential. I also realize that any unauthorized release of information is highly unprofessional.

Throughout my training in the Teacher Education Program at Wartburg College, I will at no time inappropriately release confidential information. I will abide by the school district's policies focusing on disclosure of such information as well as guidelines governing the Wartburg College Teacher Education Program. If at any time, I observe an incident involving staff, children, and/or families with which I am uncomfortable, I agree to discuss this matter with the Education Department Chair, faculty member, School Partnership Coordinator, or my student teaching supervisor to determine if any action is needed. This does not exempt me from taking action as a mandatory reporter of child abuse.

I understand the release of any unauthorized information, whether about children, families, or the cooperating school district will result in immediate termination from the field experience practicum or student teaching placement. Additionally, further disciplinary action could take place.

Student Signature

Date

TEACHER EDUCATION PROGRAM POLICY MANUAL

I have reviewed the Education Department Policy Manual and I am aware of its contents.

Student Signature

Date

Appendix K

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- 1) shall not unreasonably restrain the student from independent action in the pursuit of learning.
- 2) shall not unreasonably deny the student's access to varying points of view.
- 3) shall not deliberately suppress or distort subject matter relevant to the student's progress.
- 4) shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- 5) shall not intentionally expose the student to embarrassment or disparagement.
- 6) shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a) exclude any student from participation in any program
 - b) deny benefits to any student
 - c) grant any advantage to any student
- 7) shall not use professional relationships with students for private advantage.
- 8) shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator

- 9) shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- 10) shall not misrepresent his/her professional qualifications.
- 11) shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- 12) shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- 13) shall not assist a non-educator in the unauthorized practice of teaching.
- 14) shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- 15) shall not knowingly make false or malicious statements about a colleague.
- 16) shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly



Appendix M
Foundations of American Education - ED 181

Field Experience Evaluation: Midterm or Final (*circle one*) Term _____ Year _____
 Student Name _____ ID # _____

SUPERVISING TEACHER _____

CLASS/GRADE _____

SCHOOL _____

THE BEGINNING PRACTITIONER:

1. takes initiative to interact with diverse students (IIIA)
2. inquires about an effective classroom learning environment (VIA,C)
3. inquires about assessment purposes (VIIA)
4. demonstrates effective verbal and nonverbal communication (IA, B)
5. develops a professional relationship with students (IXC)
6. shows responsibility for being present and ready for assigned tasks (VIIC)
7. exhibits professional qualities in dress and behavior (IB)
8. elicits a positive response from others (VIIC)
9. shows promise for being an effective teacher and reflective teacher (VA)
10. leads and serves within the classroom (VIIC)

1	2	3	4	5
RECOMMEND INTERVENTION*	UNSATISFACTORY	ADEQUATE	PROFICIENT	EXEMPLARY*
Contact the Education office with concerns	Below average behaviors and participation	Average behaviors and participation	Above average behaviors and participation	Outstanding behaviors and participation
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**All comments are helpful but are especially important for 1 or 5 ratings.
 Very few students will receive 1 or 5 ratings.*

COMMENTS:

Supervising Teacher's Signature _____ Date _____

This form may be sent back with the student or may be mailed to the college.

Revised 5-21-07



Appendix N

STUDENT TEACHING PROGRESS REPORT

STUDENT NAME _____ SUBJECT _____ GRADE LEVEL _____
 SCHOOL DISTRICT _____ BUILDING _____
 COOPERATING TEACHER _____ WEEK NUMBER _____

A student teacher should be able to perform effectively as a beginning teacher. Please rate your student teacher on the following scale.

*All comments are helpful but are especially important for 1 or 5 ratings. Very few students will receive 1 or 5 ratings.		NA	1	2	3	4	5
THE CANDIDATE:			RECOMMEND INTERVENTION*	UNSATISFACTORY	ADEQUATE	PROFICIENT	EXEMPLARY*
I. Communication	uses appropriate verbal, nonverbal, and written communication		1	2	3	4	5
II. Student Learning	uses theories, concepts and principles related to student learning		1	2	3	4	5
III. Diverse Learners	uses differentiation of instruction and classroom context with regard for learner diversity		1	2	3	4	5
IV. Instructional Planning	uses content and context, lesson design, and curriculum goals for instructional planning		1	2	3	4	5
V. Instructional Strategies	uses varied teaching techniques and strategies for the development of academic skills		1	2	3	4	5
VI. Learning Environment	uses management, motivation, and discipline techniques in the learning environment		1	2	3	4	5
VII. Assessment	uses a variety of purposes, evaluations, and procedures for assessment		1	2	3	4	5
VIII. Reflection and Professional Development	engages in reflection and professional development as a foundation for positive dispositions		1	2	3	4	5
IX. Collaboration, Ethics, and Relationships	engages in collaboration, ethical behavior, and professional relationships		1	2	3	4	5
X. Technology	uses the tools of technology for teaching and professional practice		1	2	3	4	5

- EXEMPLARY** Demonstrates application of Knowledge Base components at a consistently high performance level; already shows many attributes of accomplished practice; highly motivated and engaged
- PROFICIENT** Demonstrates application of Knowledge Base components at a high performance level; shows some attributes of accomplished practice
- ADEQUATE** Demonstrates satisfactory application of Knowledge Base components; implementation generally achieved
- UNSATISFACTORY** Demonstrates limited application of Knowledge Base components; satisfactory implementation seldom achieved
- RECOMMEND INTERVENTION** Demonstrates disregard of Knowledge Base components; implementation generally deficient

SUPPORTING EXAMPLES AND COMMENTS DURING THE EVALUATION PERIOD:

STRENGTHS:

AREA(S) OF FOCUS FOR GROWTH:

COLLABORATIVE ACTION PLAN:

COOPERATING TEACHER SIGNATURE _____ DATE _____

STUDENT TEACHER SIGNATURE _____ DATE _____

