



Education Program Handbook



2020 - 2021

WARTBURG COLLEGE EDUCATION DEPARTMENT
www.wartburg.edu/educ/

Wartburg College Education Department

Faculty and Staff

www.wartburg.edu/educ/

Dr. Kelly Faga

Associate Professor of Education
Licensure Officer
Old Main #304
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8636
kelly.kroghfaga@wartburg.edu

Mr. Gary Zittergruen

Adjunct Professor
Old Main #305
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8240
gary.zittergruen@wartburg.edu

Dr. Stephanie TeKippe

Associate Professor of Education
Old Main #303
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8320
stephanie.tekippe@wartburg.edu

Mrs. Leana Place

Office Coordinator
Education & Social Work
Old Main #306
Office: (319) 352-8226
leana.place@wartburg.edu

Dr. Rick Snyder

Department Chair
Associate Professor of Education
Old Main #307
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8261
rick.snyder@wartburg.edu

Mrs. Sarah Waldorf

Assistant Professor of Education
Old Main #315
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8406
sarah.waldorf@wartburg.edu

[Schedule Meeting](#)

Office Hours:

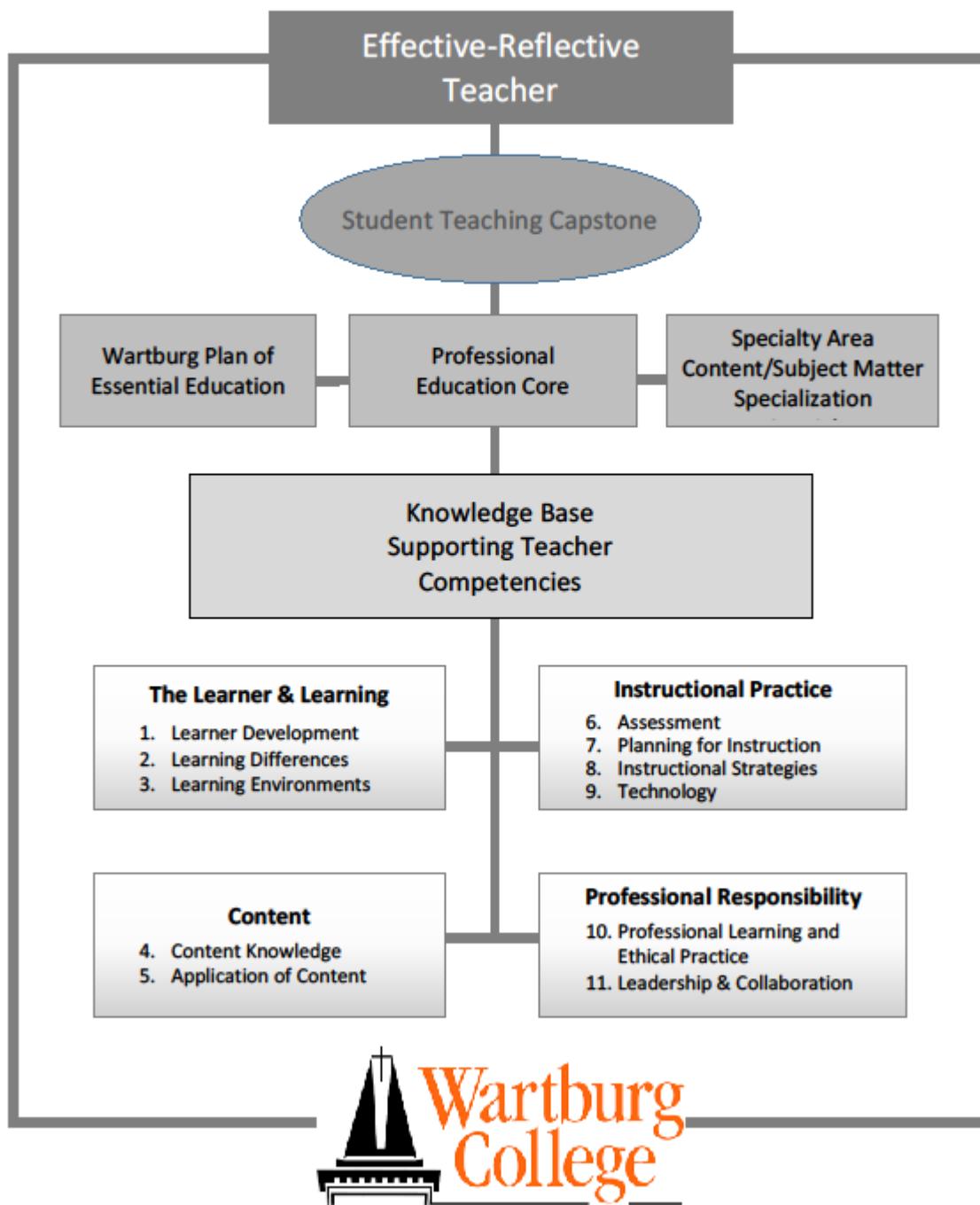
8:00 a.m. – 4:30 p.m. M-F
(Hours vary during summer)

Some Classroom Supplies and Audio-Visual Equipment are available for checkout. See OM #306.

Table of Contents

I.	INTRODUCTION.....	1
	Wartburg College Mission Statement.....	1
II.	THE TEACHER EDUCATION PROGRAM AT WARTBURG COLLEGE.....	1
	Mission Statement of the Teacher Education Program.....	1
	Objectives	2
	Dispositions of Effective-Reflective Teachers.....	3
	Wartburg College Education Department.....	5
	Professional Opportunities.....	6
	Teacher Education Unit.....	6
	Teacher Advisory Council.....	6
	Academic Advising.....	7
	Admission to the Teacher Education Program (TEP)	7
	The Praxis™ Core Academic Skills for Educators Tests	8
	Complaints/Appeals Procedures	8
	Intervention Process	9
III.	FIELD EXPERIENCE.....	9
	Field Experience Background Checks.....	10
	Courses Requiring Field Experiences	10
	Placement Procedures.....	16
	Roles and Responsibilities.....	17
	Assessment	18
	Knowledge Base Components	18
IV.	STUDENT TEACHING	19
	Student Teacher Admission Requirements	19
	Student Teacher	20
	Cooperating Teacher	20
	College Supervisor	20
	School Partnership Coordinator/Education Office Coordinator	20
	Administrators	20
V.	STUDENT TEACHING POLICIES/PROCEDURES	21
	Placement Procedures.....	21
	Housing Needs When College is Not in Session.....	21
	Meals Prior to Official Opening of the College and During College Breaks	21
	Calendar.....	22
	Absences.....	22
	Employment during Student Teaching	22
	Planning Documentation	22
	Substitute Teaching	22
	Licensure Documentation, Online Job Applications, and Letters of Recommendation	22
	Student Teaching Evaluation	23
	Guidelines for Student Teaching Evaluation	23
	Unsatisfactory Performance.....	23
	Teacher Candidate Impact on Learning in P-12 Classrooms	24
	Exit Requirements Necessary for Graduation and Licensure.....	24
	Licensure Procedures	24
	The Praxis II® Subject Assessments.....	25
	REFERENCES	26
	Wartburg Teacher Education Model.....	28
	Student Learning Outcomes	29
	Core Curriculum Mapping	31
	Reflective Practices for Positive Dispositions Model	32
	Notice of Concern.....	33
	Elementary Education Core	34
	Sample 4-Year Schedule.....	35
	Secondary Education Core	38
	Endorsements	39
	Teacher Education Program Timeline	40
	Teacher Education Program Application (TEP).....	41
	TEP Intervention Form and Professional Development Plan (PDP)	42
	TEP Confidentiality Statement.....	43
	Code of Ethics.....	44
	Online Links to Field Experience Logs & Evaluations by Class.....	45

Wartburg Teacher Education Model



I. Introduction

The purpose of this policy and field experience 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 continue through the TEP toward program completion and ultimately the initial teaching license. Students enrolled in the Teacher Education Program at Wartburg College will adhere to policies and procedures identified in the College Catalog, Student Handbook, Field Experience and Student Teaching Handbook, and Wartburg College Honor Code. Students should maintain academic honesty on examinations and class assignments. Students must oppose academic dishonesty by reporting any act that goes against the honor code.

In addition, students may need special accommodations due to disabilities. Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the ADA Amendment Act of 2008 provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting academic accommodations must make arrangements by contacting Pathways Academic Success Associate at 319-352-8230. Accommodations should be requested prior to affected assignment due dates.

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 Teacher Education Program (TEP) 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 professional dispositions to establish a knowledge base supporting teacher competencies (see previous page or page 28). 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.

The Iowa Department of Education continues to use the 10 teacher preparation standards from the Interstate New Teacher Assessment and Support Consortium (INTASC). In the 2016-17 academic year, the Wartburg Education Department adopted these standards as a measure for our teacher preparation program. Though only a minor change from our previous Teacher Knowledge Base, these standards more completely address teacher skills and knowledge required for Effective-Reflective instruction in the 21st Century.

The Iowa Core Curriculum, a state-wide effort to improve teaching and learning to ensure that all Iowa students engage in a rigorous and relevant curriculum, is integrated throughout education major core courses (see Curriculum Map, page 31). Instruction using the Iowa Core Curriculum assures that Wartburg candidates are aware of and can incorporate complex thinking processes, 21st century skills, and essential subject matter in their teaching.

Student teaching at Wartburg College is a performance-oriented program requiring demonstration of an acceptable level of teaching competencies in the areas described in the conceptual framework. This framework is based both on research (Borich, 2011; Darling-Hammond, 1997; Eby & Kujawa, 2001; Gardner, 2000; 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.

In addition, a Wartburg College teacher candidate is expected to demonstrate the following Student Learning Outcomes.

- Standard #1: Learner Development - *The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.*
- Standard #2: Learning Differences - *The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.*
- Standard #3: Learning Environments - *The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.*

- Standard #4: Content Knowledge - *The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.*
- Standard #5: Application of Content - *The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem solving related to real-world issues.*
- Standard #6: Assessment - *The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.*
- Standard #7: Planning for Instruction - *The candidate plans research-based, rigorous, and relevant instruction for every student.*
- Standard #8: Instructional Strategies - *The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.*
- Standard #9: Professional Learning and Ethical Practice - *The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.*
- Standard #10: Leadership and Collaboration - *The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.*
- Standard #11: Technology – *The teacher candidate effectively integrates technology into instruction to support student learning.*

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

Wartburg Knowledge Base (Developed from the INTASC Standards)		IA DE Student Teacher Evaluation	Iowa Teaching Standards	Wartburg SLO
1.	Learner Development	2	3	2
2.	Learner Differences	3	3	2
3.	Learning Environments	4	6	2
4.	Content Knowledge	1	2	1
5.	Application of Content	7	4	6
6.	Assessment	8	5	2
7.	Planning for Instruction	6	3	2
8.	Instructional Strategies	7	4	2, 5
9.	Professional Learning & Ethical Practice	10	8	4
10.	Leadership & Collaboration	9	1	3
11.	Technology	NA	4	6

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.”

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*
 - 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

2. Commitments

- Shows promise for being an effective and reflective teacher*
 - exhibits passion
 - asks questions and 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 and group
 - plans for absence

3. 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
 - participates in a professional education organization
 - learns from experts in the field
 - shows an awareness of legislative issues

*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.

The Notice of Concern evaluation will be used and filed in the Education Department if a Wartburg faculty member determines a need to identify and address a student's dispositions. Also, if a

student scores a 2 or lower on Evaluations from either Field Experience or Student Teaching, a Notice of Concern is prepared. (See page 33).

D. WARTBURG COLLEGE EDUCATION DEPARTMENT

The Teacher Education Program is approved by the Iowa Department of Education and the college is 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) 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 texts to be ordered on-line by students plus 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 in the specialized area.

Teacher Education Programs are offered in Elementary Teaching (grades K-8) and Secondary Teaching (grades 5-12). Courses for Elementary Education are listed on the Education Department Elementary Education Core sheet. Courses for Secondary Education are listed on the Education Department Secondary Education Core sheet. Programs in Elementary Education require a major in Elementary Education plus at least one endorsement. 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 in order to remain in the Teacher Education Program and get licensure.

Over forty licensure options are available through the Wartburg College Teacher Education Program. Licensure for all education majors is coordinated through the Licensure Officer in the Education Department. (Dr. Kelly Faga is the College's Licensure Officer at this time.) Elementary Education majors are eligible for an Elementary License with K-8 endorsements in selected area(s). Secondary teaching majors are eligible for a 5-12 licenses in their teaching major(s) and other selected endorsement areas. K-8 and 5-12 Licensures are available in Music, Early Childhood, Middle School, and Physical Education. Students with Elementary Education teaching majors who are interested in teaching at the secondary level should discuss this option with their advisors to plan specifically how to achieve this goal. Students interested in obtaining licensure or certification in states other than Iowa need to meet the requirements of the states to which they apply. Contact the Licensure Officer for more details.

Throughout the Teacher Education Program, various professionals will be evaluating student performance in the classrooms. These professionals may include teachers, administrators, and professors. Upon request, students may view their confidential files at any time in the Education Office. 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 used as 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 graduates in each academic department are honored each year. 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 (e.g., professional presentations, active participation in education groups)
- Contributions to the Wartburg College community

The Education Department may choose to recognize other outstanding senior students at the Cooperating Teacher Appreciation Dinner/Open House held in the Winter Term.

Kappa Delta Pi (KDP): Kappa Delta Pi is an International Honor Society dedicated to scholarship and excellence in education. Through its programs, services, and products, Kappa Delta Pi supports and enhances the professional growth and teaching practices of its member educators throughout the phases and levels of their teaching careers. 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 into the Teacher Education Program, have an overall grade point average of 3.5 or higher, and possess a sincere intention to complete the Teacher Education Program leading to certification.

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 courses 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 acquire at least 40 hours of team teaching in P-12 schools between approval visits.

G. TEACHER ADVISORY COUNCIL (TAC)

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 area school districts, which have agreed to be partners in providing field experience and student teaching placements for Wartburg students. One or two Wartburg students

representing elementary and/or secondary majors are also members of the Council. The Advisory Council meets each year with Education Department and Unit faculty.

H. ACADEMIC ADVISING

Faculty serve as academic Advisors to students 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 to change Advisors in the Education Department should contact the Office Coordinator. An Advisor will be assigned and then meet with the advisee to complete a Change of Advisor form to be filed in the Registrar's office (<http://info.wartburg.edu/Offices/Registrar-Office/Special-Request-Forms.aspx>).

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 responsibility of students, with the assistance of their Advisors, to register for classes, in alignment with 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 (<http://info.wartburg.edu/Offices/Registrar-Office/Special-Request-Forms.aspx>). The purpose of this declaration is to state major and minor fields of study and endorsements so that information can be accurately recorded in the Registrar's Office, as well as the Education Office, and so students receive critical information pertaining to the Teacher Education Program. A timeline to guide students through each step of the Teacher Education Program can be found on page 39.

I. ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students apply for admission to the Teacher Education Program (TEP) during their enrollment in the Foundations of American Education course (ED 100), normally during their first or second year. Written application forms (see page 37) are available from the instructor, on the Education website: (<http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences.aspx>), or in the Education office. (The form is on green paper.)

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. 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).
3. Successful completion of and a positive evaluation for ED 181 Field Experience in Education, which goes along with ED 100.

4. Demonstrated awareness of the Effective-Reflective Teacher Model and Knowledge Base components (see page 28).
5. Positive recommendation from student's Advisor.
6. Completion of TEP application.

Several courses in the education sequence require admission to the Teacher Education Program before the course can be taken. Students who do not meet all of the requirements for admission to the Teacher Education Program may seek a waiver for special permission to enroll in courses that require admission to the Teacher Education Program. (See page 9, Appeals Procedure).

Transfer Students: Students who transfer Education courses to Wartburg College should arrange a meeting with the Education Department Co-Chair(s) to discuss and determine what documentation and requirements must be met. Transfer students may be admitted into the Teacher Education Program after completing one term at Wartburg College and meeting the criteria. The Wartburg Teacher Education Program will accept basic test scores for students who have been admitted to a Teacher Education Program at another institution. 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 into the Teacher Education Program. Transfer students who have not been admitted into TEP by their second term will not be allowed to continue upper level courses without the approval of the Education Department. All Transfer students must take either Foundations of American Education (ED 100) or Educational Psychology (ED 315) at Wartburg College.

J. THE PRAXIS™ CORE ACADEMIC SKILLS FOR EDUCATORS TESTS

In July 2020, the Iowa Department of Education removed the Praxis Core as a requirement for entrance into a Teacher Education Program. The Education Faculty subsequently voted to remove this requirement for admission to the Wartburg Teacher Education Program. During the 2020-2021 academic year, the Education Department will review program entrance requirements.

K. COMPLAINTS/APPEALS PROCEDURES

If students have a concern or a complaint about a course, grade, professor, Teacher Education Program policy, or any other issue, they should first talk with the Professor or the student's advisor. If the issue is still a concern, the students should then meet with the Education Department Chair. A formal record of the complaint will be recorded and placed in their confidential file. The Vice President for Academic Affairs/Dean of the Faculty may become involved in cases where students feel the issue still has not been satisfactorily resolved.

Any student who is not admitted to the Teacher Education Program or who 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 and two unit members not in the student's major department.

Prior to the appeal, the student will meet with her or his 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 record(s) 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 and commitment to the major).
10. Strong written recommendation from faculty in the major area, the Education Department, and/or field experience teachers and supervisors.
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 Performance 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 Advisor and student will collaborate on a Professional Development Plan (PDP). This document will be kept in the student's official 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 (FE) help students explore their intended career path. As early as the first year, prospective teachers become involved in teaching activities in P-12 classrooms. 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/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 FE 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 Field Experience; instead either a Pass or Fail will appear on their transcript.

A. Field Experience Background Checks

All Education students must complete the Single Contact Repository (SING) background check before they can participate in any field experience or practicum. SING is a one-time requirement that, paired with self-reporting of subsequent criminal charges, will cover students through the Teacher Education Program until the national FBI background check required before Licensure.

The SING background check is an online system that completes an Iowa background check for convictions, including deferred judgments, through the Iowa Department of Criminal Investigation (DCI). The SING also verifies that the student is not on either the Iowa Child Abuse Registry or the Sex Offender Registry. The required \$15 background check cost is assessed as a class fee for ED 100, Foundations of American Education. Further information concerning Field Experience background checks will be discussed in classes and available on the Education website at <http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences.aspx>.

B. COURSES REQUIRING FIELD EXPERIENCES

Foundations of American Education (ED 100): This introductory course for Education students is typically taken during the first or second year. This experience involves observation and participation in an Elementary or Secondary school.

Objectives of the experience are to:

- Observe different teaching styles and roles.
- Interact with students individually and/or in small or large group settings.
- Experience routine teaching responsibilities (i.e., grading, student work, assisting with recess duty).
- Reflect on personal and professional teaching attributes.

The Foundations course is offered in the fall and winter terms.

Field Experience: ED 181

Contact Hours Required: 25

Paperwork required: Log sheet, midterm evaluation, final evaluation

Introduction to Mild and Moderate (ED 214): This introductory course is required for a Special Education Endorsement 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
- Reflect on personal and professional teaching attributes.

This course is offered in the fall term.

Field Experience: ED 284

Contact Hours Required: 25

Paperwork required: Log sheet, midterm evaluation, final evaluation

Psychology of the Exceptional Learner (ED 215): This course is required of all education majors. The students are to observe and assist students or adults who are considered exceptional persons.

This course is offered in the fall, winter, and summer

Contact Hours Required: 10

Paperwork required: Verification of hours sheet, final evaluation

Teaching in the Secondary School (ED 230): 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.

This course is offered in the fall term.

Field Experience: ED 282

Contact Hours Required: 30

Paperwork required: Log sheet, midterm evaluation, final evaluation

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 assessment practices.

The objectives of this experience are to:

- Observe and identify examples of the integration of theory into practice.
- Work directly with individuals, small and large classroom groups, focusing on application of the targeted theories and principles.
- Document student learning through assessment.

This course is offered in the fall and winter terms.

Field Experience: ED 383

Contact Hours Required: 25

Paperwork required: Log sheet, midterm evaluation, final evaluation

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 for this class:

- Observe the teaching of reading.
- Design weekly reading lessons.
- Teach reading (to the class and/or small groups) using a variety of effective teaching strategies and materials.

This course is offered in the fall term.

Field Experience: ED 385

Contact Hours Required: 15

Paperwork required: Log sheet, midterm evaluation, final evaluation

Remedial Reading (ED 326): This practicum is designed for third or fourth year Elementary majors with a reading endorsement. Wartburg students work individually with students who are experiencing reading difficulties.

Course objectives:

- 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.

This course is offered in the winter term.

Field Experience: ED 382

Contact Hours Required: 25

Paperwork required: Log sheet, midterm evaluation, final evaluation

Middle School Curriculum (ED 361): This course takes place in middle school math, science, language arts, and social science classrooms. The objective is to provide an overview of curriculum developments in the middle school and recent trends affecting middle school curriculum.

This course is offered in the fall term, alternate years. (Again in Fall 2021)

Field Experience: ED 384

Contact Hours Required: 30

Paperwork required: Log sheet, midterm evaluation, final evaluation

Teaching Elementary School Math (MA 312): This course is designed for elementary education majors who have completed ED 100. Students will observe, assist, and teach a math lesson in a K-8 classroom.

This course is offered in the winter term.

Contact Hours Required: 8

Paperwork required: Log sheet, final evaluation

Teaching Secondary School Math (MA 470): This course is designed for math majors that are pursuing a secondary education degree. Students will develop and implement lessons in mathematics instruction.

This course is offered in the fall term.

Contact hours required: 15

Paperwork required: Log sheet, final evaluation

Elementary Science Methods (SCI 385): This experience takes place in K-8 classrooms and is designed for elementary education majors who have completed ED 100. 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.

This course is offered in the fall term.

Contact Hours Required: 6

Paperwork required: Log sheet

Secondary Science Methods (BI/CH/PHY 470): This course is designed for science majors that are pursuing secondary science endorsements. Students will develop and implement lessons in secondary science instruction in their area of focus (biology, chemistry, physics).

This course is offered in the fall term.

Contact hours required: 15

Paperwork required: Log sheet, final evaluation

General Music Methods: K-8 (MU 209): This course is designed for K-12 music education majors. Students will learn methods for teaching general music, instrumental music, and/or vocal music in the K-8 classroom.

This course is offered during the winter term.

Field Experience: MU 181

Contact hours required: 15

Paperwork required: log sheet, final evaluation

Choral and Instrumental Methods: 5-12 (MU 309): This course is designed for K-12 music education majors. Students will learn methods for teaching choral and instrumental music in grades 5-12.

This course is offered during the fall term.

Field Experience: MU 281

Contact hours: 15

Paperwork required: Log sheet, final evaluation

Summary of required Field Experiences in Elementary Education:

Elementary Education Program		
Course	Hours	Description of Field Experience
ED 100 Foundations of American Education	25	ED 181: Observation and participation over the course of 14 weeks
ED 215 Psychology of the Exceptional Child	10	Embedded in the course ED 215. Students spend a minimum of 10 hours observing and interacting with students with exceptionalities such as talented and gifted or students with physical, mental, or behavioral disabilities
ED 221 Teaching Elementary Social Studies	5	Embedded in the course ED 221. Students spend time observing in each grade level from K-4 in order to gain a deeper understanding of age appropriate activities and lessons
ED 315 Educational Psychology	25	ED 383: Observation and participation in an elementary classroom which includes development and execution of at least one age appropriate lesson.

ED 320 Teaching Language Arts	6	Embedded in the course ED 320. Students are responsible for the development and execution of two lessons in conjunction with the Developing Young Writers Conference.
ED 321 Reading in the Elementary School	15	ED 385: Participation and teaching a minimum of 9 lessons in the area of reading in an elementary classroom
MA 312 Teaching Elementary Math	8	Participation and teaching in the area of elementary math
SCI 385 Elementary Science Methods	6	Observation and participation in the area of elementary science

Summary of required field experiences in secondary math education:

Secondary Math Education		
Course	Hours	Field experience description
ED 100 Foundations of American Education	25	ED 181: Observation and participation over the course of 14 weeks
ED 215 Psychology of the Exceptional Child	10	Embedded in the course ED 215. Students spend a minimum of 10 hours observing and interacting with students with exceptionalities such as talented and gifted or students with physical, mental, or behavioral disabilities
ED 230 Teaching in the Secondary School	30	ED 282: Observation and participation in secondary math classroom.
ED 315 Educational Psychology	25	ED 383: Observation and participation in a secondary math classroom which includes development and execution of at least one age appropriate lesson.
MA 470 Secondary Content Methods: Mathematics	15	Embedded in the course MA 470. Participation and teaching in a secondary math classroom.

Summary of required field experiences in secondary social studies:

Secondary Social Studies Education		
Course	Hours	Field experience description
ED 100 Foundations of American Education	25	ED 181: Observation and participation over the course of 14 weeks
ED 215 Psychology of the Exceptional Child	10	Embedded in the course ED 215. Students spend a minimum of 10 hours observing and interacting with students with exceptionalities such as talented and gifted or students with physical, mental, or behavioral disabilities
ED 230 Teaching in the Secondary School	30	ED 282: Observation and participation in secondary social studies classroom.

ED 315 Educational Psychology	25	ED 383: Observation and participation in a secondary social studies classroom which includes development and execution of at least one age appropriate lesson.
----------------------------------	----	--

Summary of required field experiences in secondary science education:

Secondary Science Education		
Course	Hours	Field experience description
ED 100 Foundations of American Education	25	ED 181: Observation and participation over the course of 14 weeks
ED 215 Psychology of the Exceptional Child	10	Embedded in the course ED 215. Students spend a minimum of 10 hours observing and interacting with students with exceptionalities such as talented and gifted or students with physical, mental, or behavioral disabilities
ED 230 Teaching in the Secondary School	30	ED 282: Observation and participation in secondary math classroom.
ED 315 Educational Psychology	25	ED 383: Observation and participation in a secondary science classroom which includes development and execution of at least one age appropriate lesson.
BI/CH/PHY 470 Secondary Content Methods: Science	15	Embedded in the course BI/CH/PHY 470. Participation and teaching in a secondary science classroom.

Summary of required field experiences in secondary English education:

Secondary English Education		
Course	Hours	Field experience description
ED 100 Foundations of American Education	25	ED 181: Observation and participation over the course of 14 weeks
ED 215 Psychology of the Exceptional Child	10	Embedded in the course ED 215. Students spend a minimum of 10 hours observing and interacting with students with exceptionalities such as talented and gifted or students with physical, mental, or behavioral disabilities
ED 230 Teaching in the Secondary School	30	ED 282: Observation and participation in secondary English classroom.
ED 315 Educational Psychology	25	ED 383: Observation and participation in a secondary English classroom which includes development and execution of at least one age appropriate lesson.

Summary of required field experiences in K-12 physical education:

K-12 Physical Education (PE)		
Course	Hours	Field experience description
ED 100 Foundations of American Education	25	ED 181: Observation and participation over the course of 14 weeks
ED 215 Psychology of the Exceptional Child	10	Embedded in the course ED 215. Students spend a minimum of 10 hours observing and interacting with students with exceptionalities such as talented and gifted or students with physical, mental, or behavioral disabilities
ED 230 Teaching in the Secondary School	30	ED 282: Observation and participation in secondary PE setting.
PE 252 Physical Education for Elementary Grades	5	Embedded in course PE 252. Observation and participation which includes development and execution of at least two lessons within an elementary PE setting.
ED 315 Educational Psychology	25	ED 383: Observation and participation in a PE setting which includes development and execution of at least one age appropriate lesson.
PE 470 Secondary Content Methods: Physical Education	5	Embedded in the course PE 470. Observation and participation in a PE setting which includes development and execution of four lessons; two at the middle school level and two at the high school level.

C. PLACEMENT PROCEDURES FOR FIELD EXPERIENCE

Students are placed in partnering school districts to fulfill the required hours for their field experiences for each class specification. Partnerships are coordinated between student education majors and supervising teachers in local schools by the School Partnership Coordinator/Office Coordinator. A student is given the opportunity to suggest choices for grade level placements or content areas, 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. Partner districts are within a 40 mile radius of Wartburg College. Student field experience forms, school information, school listings and maps, as well as other school partnering opportunities may be found at <http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences.aspx>.

The School Partnership Coordinator requests FE placements in a partner district. The Wartburg student should not contact schools regarding their placement until they have been asked to do so by the Wartburg College field experience coordinator. Occasionally, Cooperating Teachers in a partner district may request specific students because of previously conducted Field Experiences in their classrooms. If possible and advantageous to both parties, such requests will be honored.

Students must complete 25 hours of FE in a culturally diverse classroom setting, significantly different from their own. This requirement is called Diversity. Some of the local area school districts that meet this requirement are: Waterloo, Cedar Falls, Charles City, or Oelwein

Community Schools. In addition, field experiences in New York City, Denver, Colorado, or student teaching experiences in the above-mentioned Iowa schools, Des Moines, Hawaii, or the Denver Public Schools in Colorado all meet this diversity requirement. 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 warrant modifications. Such changes may be initiated by the School Partnership Coordinator working with the partnering school district and Course Professor.

D. 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 plays an important role in the field experience student's personal and professional development. The role includes the following specific tasks:

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 a midterm and final evaluation form for each student. Share the evaluations with the student and submit. Use the link provided to you by the department via email when you receive the name of the Wartburg student you will be hosting. (EmailMeForm)
9. Contact the Education Department with any questions, concerns, or problems.

Wartburg Student: The field experience student is placed at a school site for the purpose of becoming familiar with curriculum, understanding techniques, and observing the interactions at the 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 students who enter the Teacher Education Program at Wartburg College treat confidential information they may have access to during Field Experience, Practicums and/or Student Teaching, according to the Confidentiality Statement (see page 39). 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.

Field experience students are expected to:

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 (see page 40).
3. Be prompt, courteous, and dependable. Without exception, notify the Cooperating Teacher and College Supervisor immediately if an absence is unavoidable.

4. Dress and behave in a professional manner. The field experience student should maintain a professional demeanor in terms of attire, actions, and language.
5. Come prepared for a variety of roles: small or large group teaching, individual tutoring, bulletin board construction, or grading student work.
6. Be ready with materials to teach lesson plans as assigned.
7. Share the lesson plan with the cooperating teacher prior to delivery.
8. Receive feedback from the cooperating teacher regarding effectiveness. Encourage the 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 for each specific course and obtain the Cooperating Teacher's signature after each visit.
11. Complete the online evaluation with the Cooperating Teacher and deliver time-log to the Education Department.

School Partnership Coordinator/Education Office Coordinator: The Wartburg School Partnership Coordinator/Education Office Coordinator works closely with cooperating schools, administrators, and teachers. The School Partnership Coordinator/Education Office Coordinator:

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

E. ASSESSMENT

The purpose of evaluation is to provide concrete feedback to the field experience student regarding performance. Field Experience evaluations require a midterm and a final evaluation (some just a final evaluation only) 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 numerically.

Written responses are also helpful in the growth of the preservice teacher. The Evaluation website addresses for each course are included on page 41. The criteria used for evaluation purposes are based upon the components of the Wartburg Teacher Education Knowledge Base Performance Record.

THE ELEVEN KNOWLEDGE BASE COMPONENTS INCLUDE:

1.	Learner Development	7.	Planning for Instruction
2.	Learning Differences	8.	Instructional Strategies
3.	Learning Environments	9.	Professional Learning & Ethical Practice
4.	Content Knowledge	10.	Leadership & Collaboration
5.	Application of Content	11.	Technology
6.	Assessment		

THE WARTBURG KNOWLEDGE BASE PERFORMANCE RECORD (INTASC STANDARDS)

The Learner & Learning

1. **Learner Development-** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- 2. Learning Differences-** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3. Learning Environments-** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

- 4. Content Knowledge-** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- 5. Application of Content-** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic and global issues.

Instructional Practice

- 6. Assessment-** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- 7. Planning for Instruction-** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8. Instructional Strategies-** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 11. Technology-** The teacher candidate effectively integrates technology into instruction to support student learning.

Professional Responsibility

- 9. Professional Learning and Ethical Practice-** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/ her practice, particularly the effects of his/ her choices and action on others (learners, families, other professional, and the community), and adapts practice to meet the needs of the learner.
- 10. Leadership & Collaboration-** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IV. Student Teaching

A. STUDENT TEACHER ADMISSION REQUIREMENTS

Students apply for student teaching at a formal meeting held during the fall term in the year *prior* to their student teaching. Instructions, forms, and the deadline for the application process are emailed to potential student teachers. Approval by the Department is necessary before Student Teaching. Admission to student teaching is dependent upon the following:

1. Cumulative grade point average of 2.5 or higher on all course work taken at Wartburg.
2. Acceptance into the Teacher Education Program (TEP).

3. Completion of or plans to complete a 25-hour field experience or experiential learning in a culturally diverse setting. If this is not accomplished, one Student Teaching placement will be scheduled in a diverse school location.
4. Achievement of C- or above in all methods and professional core courses and endorsement courses. (Wartburg Academic Catalog)
5. Completion and submission of Student Teaching Application Form to Office Coordinator.
6. Recommendation from the Education Department and the student's advisor(s).
7. Attain the Praxis II qualifying scores in both a test of pedagogy and a test of content.

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

Student Teaching is considered one of the most important experiences in any Teacher Education Program. The Student Teacher often turns 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 influences 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 a Wartburg College representative who is available to student teachers for instruction, guidance, and support. The College Supervisor also serves 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/Education Office Coordinator screen all Preservice Teacher records prior to the formal department meeting to assure eligibility for admission into student teaching, provide student teacher major and endorsement assignments necessary to meet licensure approval, and arrange and contract student teaching placements with cooperating teachers.

F. ADMINISTRATORS

School district Principals or designees recommend Cooperating Teachers, welcome, and may observe the student teacher. They often participate in mock interviews and support the developing relationship between Cooperating Teacher and Student Teacher.

V. Student Teaching Policies/Procedures

A. PLACEMENT PROCEDURES

Student Teachers are placed in partnering school districts for a fourteen-week student teaching experience. Most likely, seven-weeks in two different locations. Student teachers are given the opportunity to suggest choices for grade level or combined/split placements but not locations. The placements are made to meet necessary Licensure requirements. In the case of non-traditional students some exceptions are made to utilize 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 outside of partner districts 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 Des Moines IA, Hawaii, or through the Wartburg West Program in Denver, CO. Student Teaching Supervisors are hired in these locations to observe and monitor 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 campus-room plan must notify the Education Department of their fall/winter early return date as soon as possible, prior to their Student Teaching term. The Education Department will make arrangements with Residential Life for the early return one day prior to the start of the cooperating teacher's fall workshop. The college will cover no more than one week of housing costs prior to the official opening of the college for any student teacher with a room 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 room 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 no more than one week (Monday through Friday only) of meal plan costs for any student teacher who lives on campus, has a meal plan, and must return to campus prior to the official opening of the college. A Student Teacher may obtain a sack lunch for the noon meal, but must notify Wartburg Food Service that one is needed.

Over breaks when dining services are not available, meal/food receipts may be kept and turned in for reimbursement based on the Student Teacher's meal plan (Monday through Friday only with some restrictions applying). Contact the Education Office Coordinator with 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 preservice 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. Exceptions to this policy should be discussed and agreed upon by the Cooperating Teacher and Supervising Faculty.

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 intensity of the Student Teaching experience, the Education Department would encourage Student Teacher Candidates not to work during this term. However, this may not be possible for all students. Therefore, if students must work we encourage scheduling employment for weekends if possible. Notification of all outside employment and participation in activities (student government, music, and 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 in an agreed upon format at least one day before the teaching of this lesson or unit. Any questions or problems should be addressed at that time. The Student Teacher should place all lesson/unit plans in an organized notebook or online application that includes a weekly schedule showing the lessons and daily routines conducted. Other responsibilities (lunch duty, recess duty, etc.) of the Student Teacher should also be recorded. The College Supervisor will review these plans at each school visit. In addition, a detailed daily lesson plan for the observation is expected. No Student Teacher should be permitted to teach without such preplanning with the Cooperating Teacher.

H. SUBSTITUTE TEACHING

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. LICENSURE DOCUMENTATION, ONLINE JOB APPLICATIONS, AND LETTERS OF RECOMMENDATION

It is the responsibility of each Student Teacher to submit online licensure application materials. It is in the best interest of students to establish an online profile (e.g. TeachIowa.gov). Peer counselors are available to help education students with resume building, cover letter writing, and interview questions. Student teachers are responsible for asking their cooperating teacher(s) to write a letter of recommendation. A signed letter, written on school letterhead, should be given or mailed to the student teachers.

J. STUDENT TEACHING EVALUATION

The purpose of evaluation is to provide concrete feedback to the Student Teacher regarding their 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 observations of the Student Teacher
- Conferences with the Cooperating Teacher, the College Supervisor, and the Student Teacher
- Completion of formal evaluation reports. (Links will be provided.)

Student Teaching is an integral part of Wartburg's Education Program, so 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 the teacher candidate (see Student Teaching Handbook). 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 to become an effective teacher. The evaluation information will be part of the Student Teacher's permanent file kept 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 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 Teacher's work is unsatisfactory at any point during student teaching and fails to improve after intensive work by the cooperating teacher, the Student Teacher 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 Education Department: Withdrawal from Student Teaching, extend the Student Teaching experience, repeat the experience (re-register for Student Teaching for another term), provide a new placement with a different Cooperating Teacher (only under unique circumstances), or change career paths.

M. TEACHER CANDIDATE IMPACT ON LEARNING IN P-12 CLASSROOMS

All Student Teachers must meet accreditation requirements by demonstrating impact on learning for all P-12 students. Such evidence should be a continual process throughout the placement(s) using informal and formal assessment procedures, first established by the Cooperating Teacher and then continued by the Student Teacher.

A pre-test and post-test must be administered by the student teacher candidate as a way of collecting student performance data for analysis and evaluation purposes. This will be part of a unit prepared by the student teacher. To demonstrate this impact on learning for P-12 students in a formal way, the data and analysis will be presented to peers at a Wartburg Student Teaching Seminar. The hard copy will be collected and saved as part of the accreditation and state evaluations of the Wartburg College Teacher 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 for 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 Student Teacher must be licensed to teach. In Iowa, License requirements are set by the Board of Educational Examiners (BOEE) whose members are appointed by the Governor of the State of Iowa.

Basic Requirements for Obtaining a Teaching License (from the BOEE website)

In order to be eligible for an Iowa teaching license, applicants must meet the following requirements:

- Graduates from Iowa institutions:
 - Baccalaureate degree from a regionally-accredited institution.
 - Completion of a state-approved teacher preparation program in Iowa, including the required assessments.
 - Recommendation for licensure from the designated recommending official where the program was completed.
- Graduates from non-Iowa institutions:
 - Baccalaureate degree from a regionally-accredited institution.
 - Completion of a state-approved teacher preparation program, including the coursework requirements for a content area teaching endorsement, coursework in pedagogy, and a student teaching (or internship) placement.
 - Recommendation for licensure from the designated recommending official where the program was completed.
 - Valid or expired license from another state.

- Completion of the required Iowa assessments. The assessments are not required if the applicant completed their teacher preparation program prior to January 1, 2013, or if the applicant has three years or more teaching experience on a valid license in another state. Assessment requirements can be found on the [Department of Education Practitioner Preparation & Teacher Education page](#).

Initial License: The initial license is granted to new graduates and those from out-of-state with less than three years of experience. It is valid for two years and may be renewed twice. There is no coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal of an initial license also requires proof of contracted employment that will lead to the standard license.

Standard License: The standard license is valid for five years. To convert from the initial to the standard license, applicants will need to teach for two years on a valid license within their endorsement area(s) in an accredited Iowa public school, or for three years in any combination of public, private or out-of-state accredited schools (or Head Start). Iowa public school teachers will participate in the mentoring and induction program and meet the Iowa teaching standards. The standard license renewal requires six renewal credits and the mandatory reporter training for child and dependent adult abuse.

Substitute License: The substitute license is valid for five years. Applicants who are eligible for, or have ever held, one of the teaching licenses listed above are also eligible for a substitute license. This license is maintained separately from teaching licenses. The substitute license renewal requires one renewal credit OR 30 days of substitute teaching during the term of the license and the mandatory reporter training for child and dependent adult abuse.

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

1. The applicant failed to tell the truth.
2. The applicant's criminal history was serious enough to warrant a denial.
3. The applicant failed to provide the Board with additional information required by the Board.
4. The applicant provided a fraudulent license, transcript, or other official document.
5. The applicant's license, certification, or authorization from another state is suspended or revoked.

Teacher Licensure in Other States: Students graduating from the approved Teacher Education Program at Wartburg College meet the full requirements for teacher licensure in the state of Iowa only. If students intend to teach in a state other than Iowa, they should obtain information concerning licensure requirements for that state as early as possible and share that information with Wartburg's Licensing Officer. It is highly recommended that all students obtain Iowa Licensure upon the completion of their program at Wartburg.

Iowa Online Licensure: Students receive information about licensure during the semester in which they student teach. The Iowa BoEE uses an online Applitrack system for Iowa licensure found at: https://www.applitrack.com/iowalicensure/onlineapp/_application.aspx?posjobcodes=105

The Praxis® Subject Assessments: According to Iowa statute, all teacher candidates graduating from an Iowa institution after January 1, 2013 must attain the Praxis Subject Assessment qualifying scores in both a test of pedagogy and one test of content before they can be recommended for licensure. No appeal is available to this policy since passing the Praxis Subject Assessment is a

requirement of the state. Wartburg preservice teachers should complete the appropriate Praxis Subject Assessments **prior** to student teaching.

Refer to the ETS website (www.ets.org/praxis) for available test dates and score requirements. **Carefully plan a test date to assure successful completion prior to Student Teaching.** The Wartburg Education Department **must** receive notification of results **before** student teaching.

Test results are available online two to three weeks after the testing window is closed. Test scores may be required on future job applications. Therefore, **students** should **keep** a copy of their official test scores with their personal, permanent records. Online scores are available from ETS for one calendar year from the score reporting date. After one year, the score report is no longer available, and ETS will charge a fee for additional score reports.

Register online at the ETS test site by following the link to the Praxis series, then the link to register for a Test. **Designate Wartburg College as a receiving institution so the college can receives official score results.** The website provides information regarding the fees, testing dates, and additional services offered by ETS. Interactive practice tests, free study companions, and tips for test preparation are also available on the site. Wartburg College Pathways Center offers Praxis II Subject Assessment study books that are available for checkout.

Students must take and pass the Praxis Subject Assessments 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 Subject Assessments is:

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

All current qualifying scores are outlined as follows for Praxis Subject Assessments at the following site: https://www.educateiowa.gov/pk-12/educator-quality/practitioner-preparation#Required_Assessments_and_Qualifying_Scores

References

Board of Educational Examiners (2009). *Licensure Handbook*. Retrieved May 18, 2010, from <http://www.american.edu/cas/seth/pdf/upload/Fall-2009-Student-Teaching-Handbook.pdf>

Borich, G. D. (2011). *Effective teaching methods* (7th Ed.). Englewood Cliffs, NJ: Prentice Hall.

Buena Vista University (2008-2009). *Teacher education program policy manual*. Retrieved May 18, 2010,
From <http://www2.bvu.edu/academics/education/teachered/policies.asp>.

Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching*. New York: The National Commission on Teaching and America's Future.

Eby, J. W., & Kujawa, E. (2001). *Reflective planning, teaching and evaluation: K-12* (3rd Ed.). New York: Macmillan.

ETS The Praxis Series. (2010). *About the Praxis series*. Retrieved May 6, 2013, from http://www.ets.org/praxis/about?WT.ac=praxishome_about_121126.

Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

Iowa State Board of Education (2002). *Iowa teaching standards and model criteria*. Retrieved March 14, 2014, from
<https://www.educateiowa.gov/documents/educator-quality/2013/04/iowa-teaching-standards-and-criteria>

CCSSO (2013). *The INTASC standards*. Retrieved June, 2013, from
<http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>

Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

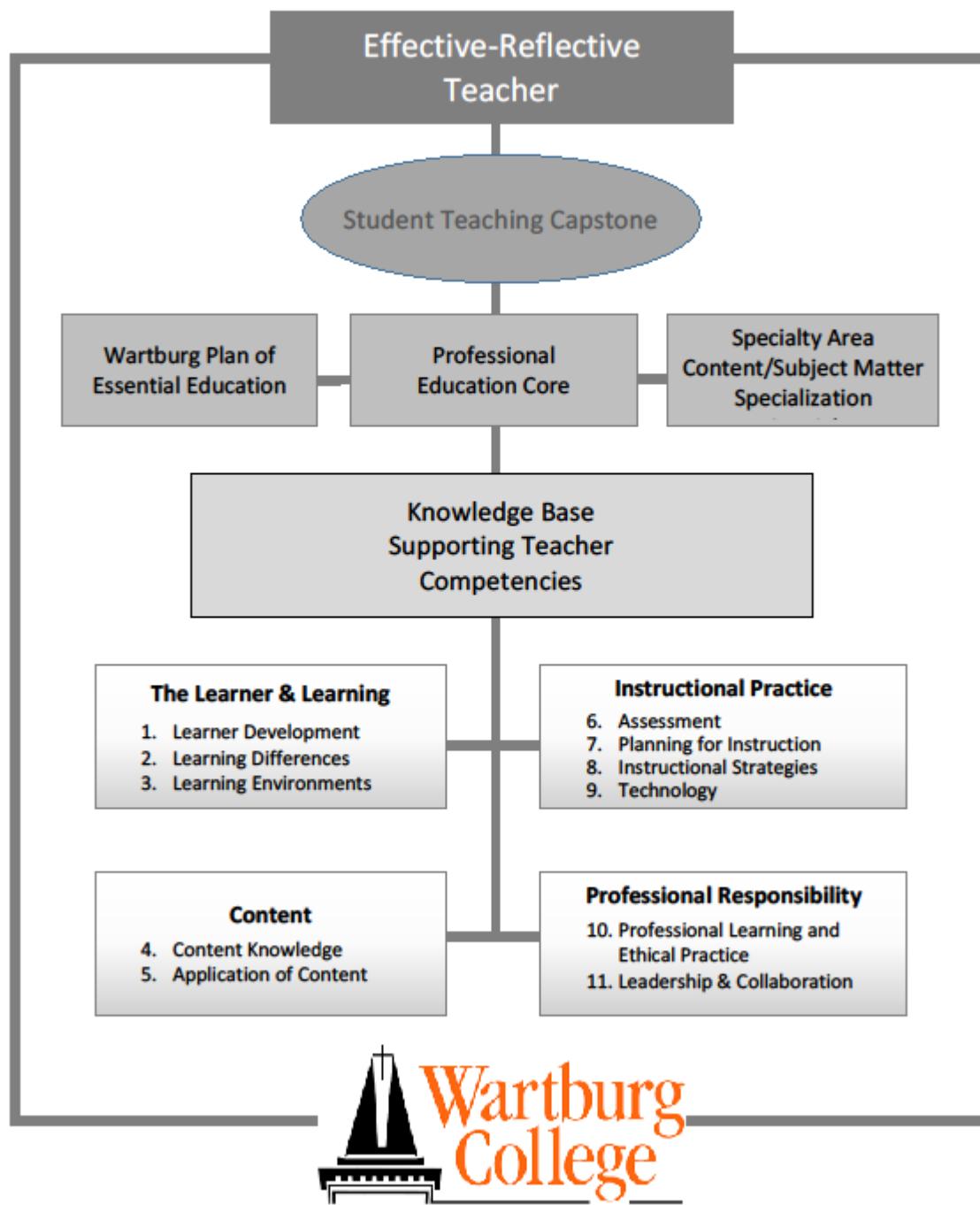
Wartburg College. (2010-2012). *Academic catalog*. Waverly, IA: Wartburg College.

Wartburg College. (2010-2011). *Student handbook*. Waverly, IA; Wartburg College.

Zeichner, K., & Liston, D. (1987). Teaching student teachers to reflect. *Harvard Educational Review*, 57(1), 23-48.

Zessoules, R., & Gardner, H. (1991). Authentic assessment: Beyond the buzzword and into the classroom. In V. Perrone (Ed.), *Expanding Student Assessment*. (p. 58). Alexandria, VA: Association for Supervision and Curriculum Development.

Wartburg Teacher Education Model



WARTBURG COLLEGE EDUCATION DEPARTMENT STUDENT LEARNING OUTCOMES

The following student learning outcomes and sub-points were adapted from the INTASC Standards, and adopted by the Education Department in the 2017-18 academic year.

The Learner and Learning

Standard #1: Learner Development - *The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.*

- A. Assesses to identify and address learners' needs.
- B. Modifies instruction as to address learners' developmental needs.
- C. Collaborates with learners' families, colleagues, and the community.

Standard #2: Learning Differences - *The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.*

- A. Addresses learner needs by planning and implementing differentiated instruction.
- B. Builds on learners' prior knowledge and experiences to enable them to meet high, but reasonable expectations.
- C. Identifies and supports learners' language demands.

Standard #3: Learning Environments - *The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.*

- A. Interacts and collaborates with learners in ways that engage and challenge them.
- B. Communicates clearly and effectively.
- C. Integrates technology in ways that support and manage instruction.

Content

Standard #4: Content Knowledge - *The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.*

- A. Demonstrates understanding of central concepts, tools of inquiry, and structure of discipline.
- B. Plans and provides experiences to help learners' master content.

Standard #5: Application of Content - *The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem solving related to real-world issues.*

- A. Implements subject and grade-level endorsement methods.
- B. Creates cross-curricular connections and opportunities to apply content.
- C. Engages learners in critical thinking, creativity, collaboration, and communication.

Instructional Practice

Standard #6: Assessment - *The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.*

- A. Uses a variety of formative and summative assessment strategies.
- B. Aligns assessments with objectives.
- C. Uses descriptive feedback to help learners guide their own learning.

Standard #7: Planning for Instruction - *The candidate plans research-based, rigorous, and relevant instruction for every student.*

- A. Creates instructional plans that are relevant and curricular-based.
- B. Implements developmentally and culturally appropriate strategies.
- C. Makes adjustments as needed to long- and short-term goals.
- D. Plans instruction that acknowledge and addresses learners' unique experiences and community contexts.

Standard #8: Instructional Strategies - *The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.*

- A. Uses strategies to adapt to individual and group needs.
- B. Makes instructional decisions that address learner needs, content, and purpose.
- C. Implements a variety of instructional strategies that promote higher order thinking.

Standard #11: Technology – *The teacher candidate effectively integrates technology into instruction to support student learning.*

- A. Designs digital-age learner experiences to model, facilitate, and stimulate student learning.
- B. Addresses and models digital citizenship.
- C. Integrates technology as a tool to support and manage learning.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice - *The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.*

- A. Engages in continuous professional development to meet learner needs.
- B. Uses reflection and evidence-based decision making.
- C. Exhibits professionalism characterized by ethical practice.

Standard #10: Leadership and Collaboration - *The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.*

- A. Collaborates with all constituents.
- B. Creates a culture that supports high expectations for student learning.
- C. Serves as an instructional leadership and advocate for student learning and the profession.

Wartburg College Teacher Education Program: Knowledge Base Curriculum Map

Performances: 1. Paper 2. Exam 3. Journal 4. Lesson Plan 5. Reflection 6. Presentation 7. Field Experience 8. Unit 9. Discussion 10. Teaching P-12 Students 11. Learning Log 12. Student Teaching Knowledge Base Performance Record 13. Iowa Department of Education Student Teaching Evaluation (IDESTE)

	ED 100	ED 181	ED 215	ED 212	ED 221	ED 230	ED 282	ED 315	ED 320	ED 321*	ED 350**	ED 383	ED 385	MA 312	SCI 385	Dept 470 ***	St. Tch. 13
I. Communication																	
A. Verbal	6																12
B. Nonverbal	6																12
C. Written	1																12
II. Student Learning																	
A. Theories										1,2							12
B. Concepts											4						12
C. Principles		4,5															12
III. Diverse Learners																	
A. Learner Diversity								6,11 1,5,6,9									12
B. Differentiation of Instruction														4,10	4,10 4,4,8,1		12
C. Classroom Context								5,6,11 1,5,6,9									12
IV. Instructional Planning															4,5 4,8 4,4,8,1		12
A. Content and Context																	12
B. Lesson Design										4			4				12
C. Curriculum Goals		2															12
V. Instructional Strategies											7,10				7,10 7,10		12
A. Teaching																	12
B. Strategies											4	4	4,6				12
C. Academic Skills											8						12
VI. Learning Environment																	
A. Management												2					12
B. Motivation												2					12
C. Discipline												2					12
VII. Assessment																	
A. Purpose	2,5																12
B. Evaluations											1,2						12
C. Procedures											1,2						12
VIII. Reflection and Professional Development	13																
A. Reflection	5																12
B. Professional Development	7										7			7	7		12
C. Dispositions	7										7			7	7		12
IX. Collaboration, Ethics, and Relationships	13																
A. Collaboration										6		6,10					12
B. Ethical Behavior										2,11							12
C. Professional Relationships										6,9							12
X. Technology																	
A. Tools	6												4,6				12
B. Teaching Practice								6,11				6,9					12
C. Professional Practice								6			6,9		6				12

*MU 209 includes methods of teaching reading (e.g., Reading Recovery) and items marked for ED 321.

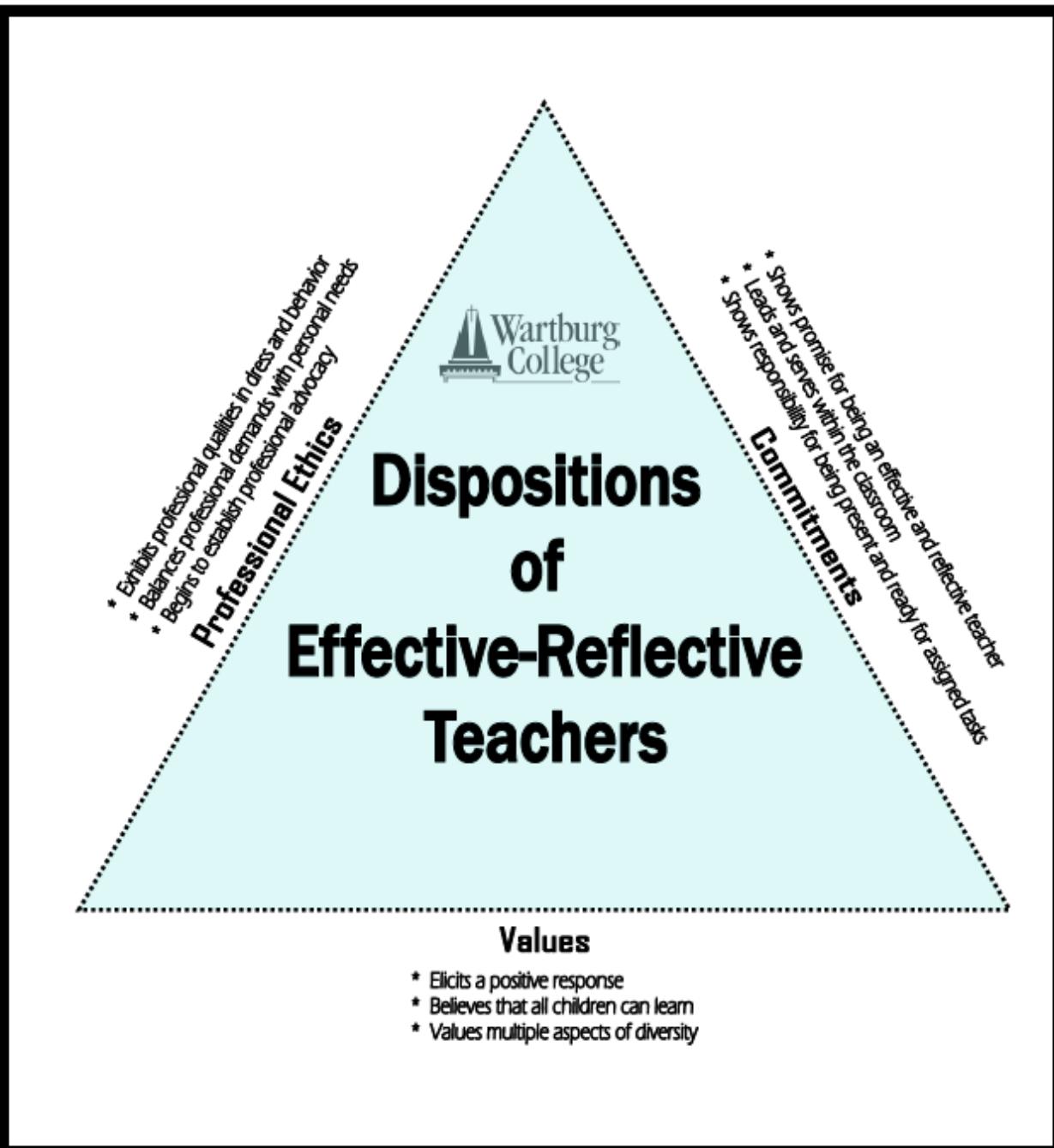
MU 390 includes content area reading and items marked in ED 350. *DEPT 470 Departmental

Secondary Content Methods courses include ART 480, BI/CH/PHY 470, ED 470, EN 470, FL 470, MA

470, MU 309, PE 470.

W16

REFLECTIVE PRACTICES FOR
POSITIVE DISPOSITIONS





NOTICE OF CONCERN

STUDENT NAME _____

ID # _____

COURSE _____

TERM _____ YEAR _____

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
VALUES				
• Elicits a positive response (VIIIC)	1	2	3	4
• Believes that all children can learn (IIC)	1	2	3	4
• Values multiple aspects of diversity (IIIA-C)	1	2	3	4
COMMITMENTS				
• Shows promise for being an effective and reflective teacher (VA)	1	2	3	4
• Leads and serves within the classroom (VIIIC)	1	2	3	4
• Shows responsibility for being present and ready for assigned tasks (VIIIC)	1	2	3	4
PROFESSIONAL ETHICS				
• Exhibits professional qualities in dress and behavior (IB)	1	2	3	4
• Balances professional demands with personal needs (VIIIC)	1	2	3	4
• Begins to establish professional advocacy (IXB)	1	2	3	4

*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 _____

ELEMENTARY EDUCATION CORE CLASSES

Core Courses

<input type="checkbox"/> ED 100/181*	Foundations of American Education and Field Experience (1cc) F, W
<input type="checkbox"/> ED 212	Human Relations (1cc) F-online, W-online
<input type="checkbox"/> ED 215	Psychology of the Exceptional Child (1cc) F
<input type="checkbox"/> ED 315/383**	Educational Psychology and Field Experience (1cc) F, W
<input type="checkbox"/> PSY 210	Child Development (1/2cc) F (or PSY 225 F)

<input type="checkbox"/> ED 480***	Four cc of student teaching from the following:
<input type="checkbox"/> ED 482***	Student Teaching: Special Education (2cc) F, W
<input type="checkbox"/> ED 484***	Elementary Student Teaching (2cc or 4cc) F, W
<input type="checkbox"/> ED 488***	Preschool-Kindergarten Student Teaching (2cc) F, W
	Middle School Student Teaching (2cc) F, W

Literacy

<input type="checkbox"/> EN 112*	Intermediate Composition (1cc) F, W
<input type="checkbox"/> COM 112*	Oral Communication (1/2cc) F, W, M
<input type="checkbox"/> ED 210	Children's Literature (1cc) F, M
<input type="checkbox"/> ED 320**	Teaching Language Arts (1cc) W
<input type="checkbox"/> ED 321/385**	Reading in the Elementary School and Field Experience (1cc) F

Mathematics

<input type="checkbox"/> MA 110*#	Structures of Mathematics (1cc) F
<input type="checkbox"/> MA 111*#	Structures of Mathematics II (1cc) W
<input type="checkbox"/> MA 312	Teaching Elementary School Mathematics (1cc) W

Social Science

<input type="checkbox"/> ED 221	Teaching Elementary Social Studies W
<input type="checkbox"/> HI 109,110,150*#	One course from: US History to 1877, US History since 1877 or 20 th Century Non-West History/Geography)
<input type="checkbox"/> PSY 101*#	Introduction to Psychology (1cc) F, W, M

Science

<input type="checkbox"/> BI 131*#	Biology of Ordinary Things (1cc) W (or BI 101, 117, 130, 132, 133, or 151)
<input type="checkbox"/> PHY 130*#	Physics of Ordinary Things (1cc) F (or CH 113, PHY 101, 132, 170, 203)
<input type="checkbox"/> SCI 385	Elementary School Science Methods (1cc) F

Other Methods

<input type="checkbox"/> ED 224	Teaching Elementary School Health and Physical Education (1/2cc) W
<input type="checkbox"/> ED 225	Teaching Elementary Art and Music (1/2cc) W

*Meets an Essential Education Requirement

**Requires Admission to the Teacher Education Program

***Requires Approval to Student Teach

#Prerequisite for Methods course in the discipline

Other Requirements

- Overall GPA of 2.5 (GPA computed only on coursework taken at Wartburg College)
- 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 Core minimum required scores – Reading 145, Writing 148, Math 125 (Composite score must total at least 450) (Fall 2020?)
- Pass the Praxis II in both a test of pedagogy and one test of content by Student Teaching
- Admission to the Teacher Education Program (Transfer students must attend Wartburg one semester to establish a GPA for TEP)
- Approval to Student Teach (Transfer students must attend Wartburg one semester to establish GPAs for acceptance into program)

Additional Essential Education Requirements

<input type="checkbox"/> IS 101 (1 cc) F	<input type="checkbox"/> PE 100 (1/2 cc) F, W, M
<input type="checkbox"/> IS 201 (1 cc) F, W, S	
<input type="checkbox"/> Foreign Language (1 cc) F, W	
<input type="checkbox"/> Interdisciplinary (ID) (1 cc) F, W, M, S	
<input type="checkbox"/> RE 102 (1 cc) Literature of the Old and New Testament F, W	
<input type="checkbox"/> Faith and Reflection (1 cc) F, W, M	

Sample 4-Year Schedule

4-YEAR PLAN TEMPLATE	Name: Cell phone:	Endorsement(s): Special Considerations:	Prior Credits:
Year	Fall Term	Winter Term	May term
20__-20__ GPA of 2.5 Core Tests required for admittance to TEP	ED 100/181 Found Ed IS 101 Asking ?s MA 110 Math PHY 130/L Phy of Ord (4 cr.)	MA 111 Math II BI 131/L Bio of Ord PSY 101 Psych Foreign Lang (choice) (4 cr.)	ED 212 Hum Rel TAKE CORE TESTS ASAP: <i>see note below.</i> (1 cr.)
20__-20__ Apply to TEP	ED 215 Psyc of Ex (.5) ED 225 Art/MU (.5) HI 109/110/150 IS 201 (CHOICE) PSY 210 Child Dev (.5) Endorsement course <i>Check for F/W endorsement courses IF needed due to alt.-year offerings</i> (4.5 cr.)	CA 112 Oral Comm. (.5) ED 221 Soc St ED 224 Health/PE (.5) EN 112 Comp. PE 100 Wellness (.5) RE 101 Lit. of O/N (4.5 cr.)	ED 210 Ch. Lit. (also available in Winter Term) (1 cr.)
20__-20__ Declare Major Check credits to graduate: 36	Ø ED 321/385 Reading Ø ED 315/383 Ed. Psych. SCI 385 Science Methods Endorsement course (4 cr.)	Ø ED 320 Language Arts MA 312 Tchng. Math Endorsement course Endorsement course (4 cr.)	Endorsement course TAKE PRAXIS II before student teaching: <i>see note below.</i> (1 cr.)
20__-20__ Complete Graduation Agreement (Oct. deadline)	Ø ID option Ø RE option Endorsement course Endorsement course (4 cr.)	ED 482 Student Teaching (Fall or Winter) Alternative ST numbers: · ED 484 EC · ED 480 Spec. Ed. · ED 488 Middle sch. NOTE: if you have EC & SpEd, register for 1 cr. 482, 1 cr. 484, and 2 cr. 480 (requires onsite registration form) (4 cr.)	Endorsement course (1 cr.)

Endorsement Lists

Endorsement List:

- Art
- Athletic Coaching Authorization (must accompany another endorsement)
- Christian Education (independent studies only)
- *Early Childhood*
- English as a Second Language
- French
- German
- Health
- History
- *Instructional Strategist (SPED): Mild & Moderate*
- Language arts
- Mathematics
- Middle School
- Music
- *PE*
- *Reading*
- Science
- Social studies
- Spanish
- Speech Comm. Theater

Routinely taken endorsements:

EC endorsement courses beyond Elem. Core

- **ED 223** Lang Dev (F TH 1:00)
- **ED 354** Org of EC Programs (F even years)
- **ED 355** Parent & Comm (.5 M even years)
- **ED 356** Curric Dev & Guid (F odd years)
- **ED 481** Practicum (.5 M even years)
- **ED 484** PK St. T (2)
- **HE 240** Basic Nutrition (.5 F & W)

Instructional Strategist (SP ED) Mild & Moderate endorsement courses beyond Elem. Core

- **ED 214** Intro to Mild/Mod (F)
 - **ED 284** FE for Mild/Mod (F)
- **ED 314** Methods & Strats (F even years)
- **ED 334** Managing Beh & Skills (W even years)
- **ED 344** Assessment in SpEd (.5) (W odd years)
- **ED 364** Comm & Collab Partnerships (M odd years)
- **ED 480** St T in SpEd (F or W 2 credits)

PE endorsement-only courses beyond Elem. Core

- Any **BI 202** prerequisite
- **BI 202** Human Anatomy (W)
- **PE 140** Foundations of PE (F) .5
- **PE 155** Care & Prevention (F/M)
- **PE 210** Motor Learning (F odd years) .5
- **PE 252** PE for Elem Grades (F)
- **PE 254** Physiology of Ex (F)
- **PE 353** Tests and Meas of PE (W even years) .5

- **PE 354** Adapted PE (W) .5

Reading endorsement courses beyond Elem. Core

- **ED 223** Lang Dev (F)
- **ED 326** Diagnostic & Remedial Reading (W)
- **ED 390** Rdg. Research (M)
- **ED 350** CARS (F & W)

Leadership Certificate

- **LS 115** Exploring Elements of Leadership
- **ID 315** Leadership Theories & Practices
- **LS 405** Leadership Certificate Summary Seminar
- Three elective courses:
 - One course **within** your **major**
 - One course **outside** your **major**
 - One course **either in or out** of your major

ED 381 = 1 credit =100 hr. FE option (may be repeated for variable credit: submit independent study form, register, and notify FE coordinator)

IF YOU ARE TRANSFERRING IN SCIENCE CREDIT, For Essential Ed you need one Natural Science (NS) and one Science Reasoning (SR)

For Elem Ed you need 1 cc of life science & 1 cc physical science

1 cc of Life Science – now accepted:

- BI 101 Concepts of Bio (NS)
- BI 117 Environmental Bio (SR)
- BI 130 Drugs and Personal Health (NS)

BI 131 Bio of Ordinary Things (NS)...best for education majors

- BI 132 Extreme Bio (NS)
- BI 133 How Animals Work (NS)
- BI 151 Biology I (SR)

1 cc of Physical Science – now accepted

PHY 130 Physics of Ordinary Things (SR)...best for education majors

- PHY 132 Earth Science (NS)
- PHY 170 Astronomy (NS)

PHY 203 Classical Physics I (NS)

Foreign Language:

- Your placement or level is determined by the Registrar based on your high school courses, but you may take the introductory level class if taking a different language.
- In education it is advisable to take Spanish.

If you take a CLEP test for credit, you must complete it before enrolling in a class.

SECONDARY EDUCATION CORE CLASSES

- ED 100 Foundations of American Education (1cc) **F, W**
- ED 181 Field Experience in Education **F, W**
- ED 212 Human Relations (1cc) **F-online, W-online**
- ED 215 Psychology of the Exceptional Child (1cc) **F**
- ED 230* Teaching in the Secondary School (1cc) **F**
- ED 282 Field Experience: Secondary School **F**
- ED 315*/ED 383 Educational Psychology/Field Experience (1cc) **F, W**
- ED 350* Content Area Reading Strategies (1cc) **F, W**
- ED 483** Secondary Student Teaching and Capstone Seminar (2-4cc) **F, W**
Or
ED 486** PK-12 PE Student Teaching/Cap. Sem. (2-4cc) **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**
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, W**

*Requires Admission to the Teacher Education Program

**Requires Approval to Student Teach

***Taken only if getting Middle School Endorsement and simultaneously with ED 483

OTHER REQUIREMENTS:

- Overall GPA of 2.5 (GPA computed only on coursework taken at Wartburg College)
- 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 Core minimum required scores – Reading 156, Writing 154, Math 131 (the composite score must total at least 455)
- Pass the Praxis II in both a test of pedagogy and one test of content
- Admission to the Teacher Education Program (Transfer students must attend Wartburg one semester to establish GPAs for acceptance into program.)
- Approval to Student Teach (Transfer students must attend Wartburg for one semester to establish GPAs for acceptance into program.)

Elementary Education Endorsements K-8
(Includes specialized K-12 ESL and 5-12 Instructional Strategist I)
(Updated August 2020)

COACHING ENDORSEMENT 2 1/2 cc

- HE 244 Coaching Authorization (1/2 cc) **F, W**
- HE 246 Coaching Theory **F**
- PE 155 Care and Prevention of Athletic Injury **F, W, M**

EARLY CHILDHOOD ENDORSEMENT 8 cc

- ED 210 Children's Literature **W, M, S**
- ED 223 Language Development **F**
- ED 354 Organization of Early Childhood Programs **F even years**
- ED 355 Early Child: Family & Community Relations (1/2 cc) **M even years**
- ED 356 Curriculum Development & Guidance of Young Children **F odd**
- ED 481 Early Childhood Practicum (1/2 cc) **M even**
- ED 484 Preschool/Kindergarten Student Teaching (2 cc)
- HE 240 Basic Nutrition (1/2 cc) **F, M**
- PSY210 Child Development (1/2 cc) **F**

GERMAN ENDORSEMENT 7 cc

- ED 455 Special Methods: Foreign Language-Elem. (1/2 cc)
- GER 104 Elementary German **I F, W, M**
- GER 106 Elementary German **II F**
- GER 204 Intermediate German I OR GER 206 Intermediate German II **F, W**
- GER 260 May Abroad: German Culture I (1/2 cc) **M**
- GER 261 May Abroad: Intensive Conversation I **M**
- Two (2) cc selected from:
 - GER 305 German for the Professions, GER 312 Discovering Germany Past and Present, GER 313 German Society in Film and Fiction,
 - GER 314 Minority Experience in German Society, GER 349 Studies in German Literature and Culture

NOTE: Students are placed according to proficiency level and must accumulate a minimum of 7 cc. It is recommended that students enroll in German courses most of their 4 years.

HISTORY ENDORSEMENT 8 cc

- ED 221 Teaching Elementary Social Studies **W**
- HI 109 American History to 1877 **F**
- HI 110 American History since 1877 **W**
- HI 121 World Civilizations I **F**
- HI 122 World Civilizations II **W**
- One (1) course from:
 - HI 175 History of Iowa, HI 250 Topics in American History, HI 301 Colonial America, HI 302 The American Civil War, HI 305 The American Frontier, HI 306 History of American Foreign Relations OR PS 306 History of American Foreign Relations, HI 350 Topics in American History
 - HI 212 Castles and Cathedrals, HI 231 Hollywood History, HI 251 Topics in European History, HI 257 The European Union Then and Now, HI 260 History of World War II, HI 290 Twentieth Century Europe, HI 312 Medieval History, HI 318 Hitler's Germany, HI 320 Investigating Germany's Past Abroad, HI 321 Russian History, HI 351 Topics in European History
 - One (1) course from:
 - HI 141 African History, HI 150 20th Century Non-Western History & Geography, HI 211 Rise and Fall of Early Empires, HI 224 Modern History and Culture of the Middle East, HI 252 Topics in Non-Western History, HI 282 Women in Early World History OR WS 282 Women in Early World History, HI 343 Colonialism and Culture, HI 352 Topics in Non-Western History

K-8 INSTRUCTIONAL STRATEGIST I: MILD&MODERATE7 1/2 cc

- ED 214 Introduction to Mild and Moderate Disabilities (1 cc) **F PLUS**
- ED 284 Field Experience: Mild & Moderate Disabilities (0 cc) **F**
- ED 215 Psychology of the Exceptional Child (1 cc) **F, W, S**
- ED 314 Methods & Strategies in Special Education (1 cc) **F even years**
- ED 334 Managing Behavior & Skills in Special Education (1 cc) **W even yrs.**
- ED 344 Assessment Practices in Special Education (1/2 cc) **W odd years**
- ED 364 Community & Collaborative Partnerships in Special Ed (1 cc) **M odd**

ED 480 Student Teaching: Special Education (2 cc) F, W

5-12 INSTRUCTIONAL STRATEGIST I: MILD&MODERATE 7 1/2 cc

- ED 214 Introduction to Mild and Moderate Disabilities (1 cc) F PLUS
- ED 284 Field Experience: Mild & Moderate Disabilities (0 cc) F
- ED 215 Psychology of the Exceptional Child (1 cc) F, W, S
- ED 314 Methods & Strategies in Special Education (1 cc) F even years
- ED 334 Managing Behavior & Skills in Special Education (1 cc) W even yrs.
- ED 344 Assessment Practices in Special Education (1/2 cc) W odd years
- ED 364 Community & Collaborative Partnerships in Special Ed (1 cc) M odd
- ED 365 Transitioning & Exceptionalities (1 cc) F
- ED 480 Student Teaching: Special Education (1-2 cc) F, W

LANGUAGE ARTS ENDORSEMENT 8 1/2 cc

- COM 112 Oral Communication (1/2 cc) F, W, M
- ED 210 Children's Literature W, M, S
- ED 223 Language Development F
- EN 244 Young Adult Literature W, M
- ED 320 Teaching Language Arts W
- ED 321 Reading in the Elementary School F PLUS
- ED 385 Field Experience: Elementary School Reading (0 cc) F
- TH 280 Oral Interpretation of Literature
- One (1) cc selected from:
 - EN 220 Poetry Writing M even years
 - EN 221 Fiction Writing W
- One (1) cc selected from:
 - EN 208 Survey of American Literature I F even years
 - EN 209 Survey of American Literature II W odd years

PK-12 ENGLISH AS A SECOND LANGUAGE 6 cc

- ED 223 Language Development (1 cc) F, S
- ED 327 Sociolinguistics and Bilingual Education (1 cc) S
- ED 333 Assessment Practices in PreK-12 ESL Classrooms (1 cc) S
- ED 473 Methods and Pedagogy PreK-12 ESL Classrooms (1 cc) W PLUS
- ED 173 Field Experience in ESL (0 cc) W
- EN 331 Structure of English (1 cc) S
- GM 201 Intercultural Communication (1 cc) S

MATHEMATICS ENDORSEMENT 7 cc

- MA 110 Structures of Mathematics I F
- MA 111 Structures of Mathematics II W
- MA 214 Statistical Methods F, W, M
- One (1) cc in computer science selected from:
 - CS 110 Introduction to Information Systems F, W
 - CS 120 Introduction to Computers and Programming F, M
- Three (3) cc from:
 - MA 106 Mathematics in Modern Society W
 - MA 107 Finite Mathematics F, W, M
 - MA 190 Pre-Calculus F
 - MA 250 Applied Calculus F, W
 - MA 251 Foundational Differential Calculus (1/2 cc) F, W
 - MA 252 Foundational Integral Calc. (1/2 cc) F, W
- Or any MA course numbered 203 or higher

MIDDLE SCHOOL ENDORSEMENT (10-11 1/2 cc)

- ED 350 Content Area Reading Strategies F, W, S
- ED 360 Middle Level Socialization Development F even years
- ED 361 Middle School Curriculum F odd years PLUS
- ED 384 Field Experience: Middle School (0 cc)
- Concentration in two (2) areas:
 - Social Studies four (4) cc from:
 - HI 109 American History to 1877 OR HI 110 American History since 1877
 - HI 121 World Civilizations I OR HI 122 World Civilizations II
 - HI 150 20th Century Non-Western History & Geography
 - PS 101 Intro to American Politics
 - Math four (4) cc from:
 - MA 106 Math in Modern Society W
 - MA 107 Finite Mathematics F, W, M

MA 110 Structures of Mathematics I **F**
MA 111 Structures of Mathematics II **W**
MA 190 Pre-Calculus **F**
MA 214 Statistical Methods **F, W, M**
MA 250 Applied Calculus **F, W**
MA 251 Foundational Differential Calculus **F, W**
MA 252 Foundational Integral Calculus **F, W**

Science Three (3) cc from:

One life science course from:
BI 117 Environmental Biology **F**
BI 130 Drugs & Personal Health **W**
BI 131 Biology of Ordinary Things **W**
BI 132 Extreme Biology

One physical science course from:
CH 113 Principles of Chemistry I **F**
PHY 101 General Physics I **F**
PHY 102 General Physics II **W**
PHY 130 Physics of Ordinary Things **F**

One earth science course from:
PHY 132 Earth Science **F even years**
PHY 170 Astronomy **M**
BI 120 Science of Water OR PHY 120 Science of Water **M odd years**

Language Arts 4 1/2 cc from:
COM 112 Oral Communication (1/2 cc) **F, W, M**
ED 223 Language Development **F**
EN 112 Intermediate Composition **F, W**
EN 156 Introduction to Myth and Folklore **M odd years**
EN 244 Young Adult Literature **F, W**

MUSIC ENDORSEMENT 9 cc

— MU 105 Music Theory I **F**
— MU 106 Music Theory II **W**
— MU 209 General Music Methods: Grades K-8 PLUS **W**
— MU 181 Field Experience in Elementary General Music: Grades K-8 (0 cc)
— MU 309 Choral and Instrumental Methods: Grades 5-12 PLUS **F**
— MU 281 Field Exper in Secondary Choral/Instr Music, Grades 5-12 (0 cc)
— MU 315 Music History I **W**
— MU 316 Music History II **F**
— MU 324 Conducting **F**
— One (1) applied cc in piano
— One (1) applied cc in voice or a non-keyboard instrument

PHYSICAL EDUCATION ENDORSEMENT 7.5 cc

— EXS 217 Human Anatomy and Physiology I **F**
— EXS 218 Human Anatomy and Physiology II **W**
— PE 100 Personal Wellness
— PE 140 Foundations of Physical Education and Sport (1/2 cc) **F**
— PE 155 Care and Prevention of Athletic Injuries **F, W, 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 (1/2 cc) **W even yrs.**
— PE 354 Adapted Physical Educ. & Fitness for Diverse Learners (1/2 cc) **W**

READING ENDORSEMENT 8 1/2 cc

— COM 112 Oral Communication (1/2 cc) **F, W, M**
— ED 210 Children's Literature **W, M, S**
— ED 223 Language Development **F**
— ED 320 Teaching Language Arts **W**
— ED 321 Reading in the Elementary School **F PLUS**
— ED 385 Field Experience: Elementary School Reading (0 cc) **F**
— ED 326 Diagnostic & Remedial Reading **W PLUS**
— ED 382 Field Experience: Diagnostic & Remedial Reading (0 cc) **W**
— ED 350 Content Area Reading Strategies **F, W, S**
— ED 390 Research in Reading **M**
— EN 112 Intermediate Composition **F, W**

SCIENCE ENDORSEMENT 7 cc

- BI 120 Science of Water **M even years**
- SCI 385 Elementary Science Methods **F**
- Three (3) courses from:
 - CH 113 Principles of Chemistry **I F**
 - CH 114 Principles of Chemistry II **W**
 - CH 190 Environmental Chemistry **M odd years**
 - PHY 101 General Physics I **F**
 - PHY 102 General Physics II **M**
 - PHY 130 Physics of Ordinary Things **F**
 - SCI 152 Episodes in the History of Science **S**
- One (1) cc from:
 - BI 101 Concepts of Biology
 - BI 117 Environmental Biology **F**
 - BI 131 Biology of Ordinary Things **W**
 - BI 151 Biology I: Ecosystems, Cells, and Evolution **F**
 - NSC 135 Biology of the Mind **W**
- One (1) cc from:
 - PHY 132 Earth Science **F even years**
 - PHY 170 Astronomy **M**
 - PHY 175 Astrobiology: Search for Alien Life **W**

SOCIAL STUDIES ENDORSEMENT 8 cc

- ED 221 Teaching Elementary Social Studies **W**
- HI 109 American History to 1877 **F**
- HI 110 American History since 1877 **W**
- PS 101 Introduction to American Politics **F, W**
- One (1) cc in European or non-western history
- Three (3) cc in American government, economics, geography, history, psychology or sociology (at least one from a field other than history or American government)

SPANISH ENDORSEMENT 7 cc

- ED 455 Special Methods: Foreign Language-Elem. (1/2 cc)
- SP 104 Elementary Spanish I **F, W**
- SP 106 Elementary Spanish II **F, W**
- SP 204 Intermediate Spanish I **F, W**
- SP 206 Intermediate Spanish II **W**
- SP 260 Hispanic Culture I & SP 261 May Abroad: Intensive Conversation I OR SP 262 Hispanic Culture in the United States & SP 263 Intensive Spanish in the United States (all 1/2 cc) **M**
- One (1) or more cc from:
 - SP 265 Term Abroad-Hispanic Culture II AND
 - SP 266 Term Abroad-Intensive Conversation II
 - SP 295 Special Topics
 - SP 306 Spanish for Heritage Speakers
 - SP 311 Cultural History of Spain
 - SP 312 Cultural History of Latin America
 - SP 315 Latinos in the United States
 - SP 316 Hispanic Women **W**
 - SP 317 Cinemas of Latin America
 - SP 320 Spanish Language and Composition **F**
 - SP 321 Spanish for the Professions
 - SP 326 Spanish Phonetics and Pronunciation **W**
 - SP 395 Special Topics (Four topics approved by EPC)
 - 1. Hispanic Essay 2. Hispanic Short Story 3. Spanish Phonetics and Pronunciation 4. Theory and Practice-Latino Community

NOTE: Students are placed according to proficiency level and must accumulate a minimum of 7 cc. It is recommended that students enroll in Spanish courses most of their 4 years.

Teacher Education Program Timeline	
Order	
<i>1. First Year</i>	<ul style="list-style-type: none"> ➤ Complete SING Background check prior to field experience ➤ Complete Foundations of American Education (ED 100 & ED 181) ➤ Turn in Statement of Confidentiality Form ➤ Apply to the Teacher Education Program (TEP)
<i>2. 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 ○ Coursework C- or above in ED 100, PSY 101, EN 111, P in ED 181 ○ TEP application completed and turned into the Education Dept.
<i>3. Third Year</i>	<ul style="list-style-type: none"> ➤ All potential student teachers attend Student Teaching Round-up ➤ Complete Student Teaching Application form and begin working on resume <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 mid-December; resume due at 4th year advising meeting ➤ Attend spring meeting to receive placement information ➤ Turn in Student Teaching Contract made with college supervisor ➤ Attain the Praxis Subject Assessment qualifying scores in both a test of pedagogy and one test of content
<i>4. Fourth Year</i>	<ul style="list-style-type: none"> ➤ Complete all methods courses ➤ Complete student teaching ➤ Participate in mock interviews with administration at your placement ➤ Attend licensure meeting ➤ Fulfill online licensure requirements <ul style="list-style-type: none"> ○ Waiver/Background check ○ Fingerprint card ○ Licensure application ○ Payment



**APPLICATION FOR ADMISSION
WARTBURG TEACHER EDUCATION PROGRAM (TEP)**

TODAY'S DATE _____

STUDENT INFORMATION		Current Class Status – check one: FY <input type="checkbox"/> So <input type="checkbox"/> Jr <input type="checkbox"/> Sr <input type="checkbox"/>			
Are you a transfer student? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, list the name of the school and transfer date: _____					
Academic year you plan to student teach:	2019-20 Fall_Winter_	2020-21 Fall_Winter_	2021-22 Fall_Winter_	2022-23 Fall_Winter_	Expected Graduation Term/Year _____
Student ID	Last Name		First Name		Middle Initial
Campus Box	Campus Address or Current Address (if living off campus)		Cell Phone _____ Email _____		
Please print your advisor's full name _____					
<input type="checkbox"/> Elementary Education K-8: endorsement area: _____ <input type="checkbox"/> Secondary Education 5-12: teaching major: _____ Additional endorsement(s) in: _____ <input type="checkbox"/> Physical Education: additional endorsement(s) in: _____ <input type="checkbox"/> Music Education: additional endorsement(s) in: _____ <input type="checkbox"/> Music Therapy: additional endorsement(s) in: _____ <input type="checkbox"/> Art Education: additional endorsement(s) in: _____					

STUDENT BACKGROUND INFORMATION

- Yes No I have completed a SING background check prior to my first field experience.
 Yes No I have read and understand the Wartburg Self-Reporting Criminal Misconduct Policy found at:
<http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences.aspx>

Attach a written explanation on 8 1/2x11" paper for any "Yes" response to questions "a" to "e". Be sure to include date of violation.

- a. Yes No Have you ever been convicted of a felony?
b. Yes No Have you ever been convicted of a crime other than parking or speeding violations? Include all deferred judgments.
c. Yes No Do you currently have any criminal charges pending against you?
d. Yes No Have you ever had a founded report of abuse made against you?
e. Yes No Have you ever had an educational license denied, revoked, or suspended?
f. Yes No Are you a United States citizen? If you answered 'no', please explain on a separate sheet.

I certify under penalty of perjury and pursuant to the laws of the State of Iowa that the preceding information is true and correct.

Signature of Applicant _____ Date _____

TO BE COMPLETED BY EDUCATION DEPARTMENT

Overall GPA _____ Date checked _____ Grades received: ED100/181 _____ PSY 101 _____ EN111 _____

Praxis Core Scores: Date _____ Reading _____ Writing _____ Math _____ *456 Minimum Composite
(156 Required) (154 Required) (131 Required)

Not accepted for the following reasons: GPA ED100/181 PSY 101 EN 111 Praxis Core Deficiency Ltr sent _____

ACCEPTED INTO TEP ON: _____ Letter Sent Media Release Database updated

3-7-18

IEP 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 _____

Date _____

9-26-06



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

ID #

Date

TEACHER EDUCATION FIELD EXPERIENCE AND PROGRAM POLICY MANUAL

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

Student Signature

ID #

Date

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 professional 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

ED181	Foundations of Education
	Log sheet: https://info.wartburg.edu/Portals/0/Education/ED%20181%20Time%20Log%202019.docx
	Evaluation: http://www.emailmeform.com/builder/form/mL2c12Wb528i0
ED215	Psychology of the Exceptional Learner
	Log sheet:
	Evaluation: https://www.emailmeform.com/builder/form/0a19574fx78
ED282	Teaching in the Secondary School
	Log sheet: https://info.wartburg.edu/Portals/0/Education/ED%2023082%20Time%20Log%202019_3.docx
ED284	Introduction to Mild and Moderate Disabilities
	Log sheet: https://info.wartburg.edu/Portals/0/Education/ED%20284%20Time%20Log%202020.docx
ED382	Remedial Reading
	Log sheet: https://info.wartburg.edu/Portals/0/Education/ED%20326-382%20Remedial%20Reading%20Time%20log%202019.docx
	Evaluation: http://www.emailmeform.com/builder/form/Pb03elNeTixdepn
ED383	Educational Psychology
	Log sheet: https://info.wartburg.edu/Portals/0/Education/ED%20383%20Log%20Sheet%20Revised%20Ed%20Psy%202019%20LP.docx
ED384	Middle School Curriculum
	Log sheet: http://info.wartburg.edu/Portals/0/Education/ED%20384%20Log%20Sheet%20Revised%202014.pdf
ED385	Reading in the Elementary School
	Log sheet: https://info.wartburg.edu/Portals/0/Education/ED%20321-385%20Reading%20in%20Elem%20School%20Time%20log%202019.docx
	Evaluation: http://www.emailmeform.com/builder/form/3c0V2LYnmfZCI3fq9u48
ED481	Early Childhood Practicum
	Log sheet: https://info.wartburg.edu/Portals/0/Education/ED%20481%20Log%20Sheet%20Revised%202014.pdf
	Evaluation: http://www.emailmeform.com/builder/form/WcHE38loSb7bb5eQ05D
MU181	General Music Methods
	Log sheet: https://info.wartburg.edu/Portals/0/Education/MU%20209-181%20Time%20Log%20Sheet%202019.docx
	Evaluation: http://www.emailmeform.com/builder/form/fx0aZfcz2l1C
MU281	Choral and Instrumental Music Methods
	Log sheet: https://info.wartburg.edu/Portals/0/Education/MU%20309-281%20Time%20Log%20Sheet%202019.docx
	Evaluation: https://www.emailmeform.com/builder/form/be0hR5OEfaydgbvjboDx0bd
MA312	Teaching Elementary School Math
	Log sheet: https://info.wartburg.edu/Portals/0/Education/MA%20312%20Time%20Log%20Sheet%202019.docx
	Evaluation: http://www.emailmeform.com/builder/form/7Cf3zs9LN0
MA470	Teaching Secondary School Math Methods
	Log sheet: https://info.wartburg.edu/Portals/0/Education/MA%20470%20Time%20Log%20Sheet%202019.docx
	Evaluation: http://www.emailmeform.com/builder/form/o4M6w3r5GOblit9W8g
PHY470	Secondary Science Methods(BI/CH/PHY470)
	Log sheet: https://info.wartburg.edu/Portals/0/Education/BI-CH-PHY%20470%20Time%20Log%20Sheet%202019.docx
	Evaluation: https://www.emailmeform.com/builder/form/o4M6w3r5GOblit9W8g