



Teacher Education Policy and Field Experience Manual



2018-2019

WARTBURG COLLEGE EDUCATION DEPARTMENT

www.wartburg.edu/educ/

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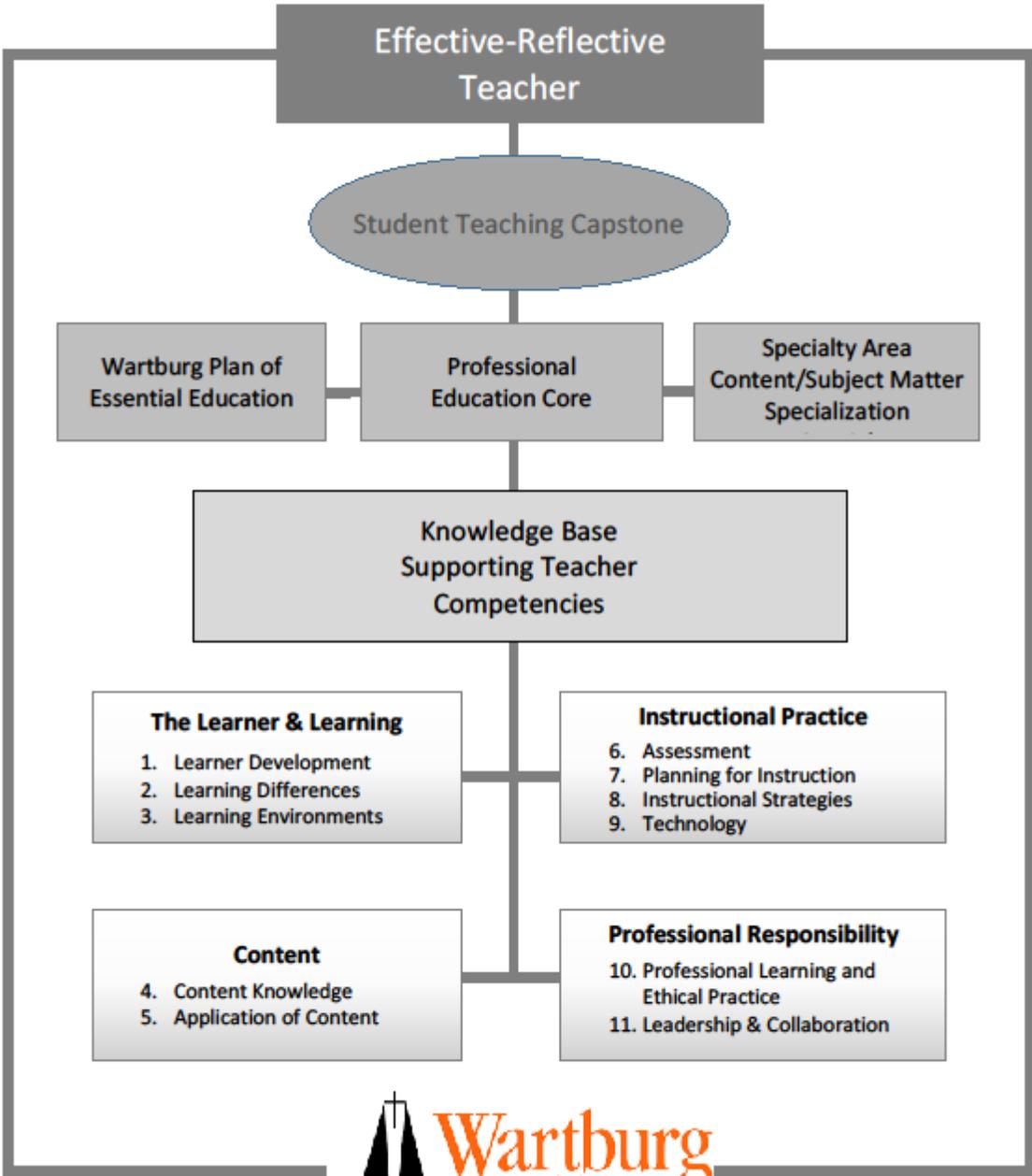
319-352-8583

*Some classroom supplies
and audiovisual equipment
available for check-out at 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	7
Academic Advising.....	7
Admission to the Teacher Education Program (TEP)	8
The Praxis™ Core Academic Skills for Educators Tests	8
Complaints/Appeals Procedures.....	9
Intervention Process	10
III. FIELD EXPERIENCE.....	10
Field Experience Background Checks	11
Courses Requiring Field Experiences	11
Placement Procedures	17
Roles and Responsibilities	18
Assessment.....	19
Knowledge Base Components	19
IV. STUDENT TEACHING	20
Student Teacher Admission Requirements	20
Student Teacher.....	21
Cooperating Teacher	21
College Supervisor	21
School Partnership Coordinator/Education Office Coordinator	21
Administrators.....	21
V. STUDENT TEACHING POLICIES/PROCEDURES	21
Placement Procedures	21
Housing Needs When College is Not in Session.....	22
Meals Prior to Official Opening of the College and During College Breaks	22
Calendar	23
Absences	23
Employment During Student Teaching	23
Planning Documentation	23
Substitute Teaching.....	23
Licensure Documentation, Online Job Applications, and Letters of Recommendation	23
Student Teaching Evaluation	24
Guidelines for Student Teaching Evaluation.....	24
Unsatisfactory Performance	24
Teacher Candidate Impact on Learning in P-12 Classrooms	25
Exit Requirements Necessary for Graduation and Licensure.....	25
Licensure Procedures	25
The Praxis II® Subject Assessments.....	26
REFERENCES	28
Wartburg Teacher Education Model	29
Student Learning Outcomes	30
Core Curriculum Mapping	32
Reflective Practices for Positive Dispositions Model.....	33
Notice of Concern	34
Elementary Education Core.....	35
Secondary Education Core	36
Endorsements	37
Teacher Education Program Timeline	39
Teacher Education Program Application (TEP).....	40
Professional Development Plan (PDP).....	41
Confidentiality Statement.....	42
Code of Ethics	43
Online Field Experience Resources.....	44

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 teacher education program 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, 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 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 29). 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 32). 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 (see page 30):

- 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 (58).” With this definition in mind the following

dispositions are evaluated throughout the Teacher Education Program as well as during student teaching:

1. Values

- elicits a positive response*
 - 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 (see page 33).

The Notice of Concern evaluation will be used and filed in the Education Department if a Wartburg faculty determines a need to identify and address a student's dispositions. (see page 34).

D. WARTBURG COLLEGE EDUCATION DEPARTMENT

The Teacher Education Program at Wartburg College is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP) which grants NCATE accreditation only to top-quality programs that meet rigorous national standards.

The Teacher Education Program is also 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 mean that the Wartburg College Teacher Education Program is performance-based according to professional standards.

The Wartburg Education faculty and staff are available to students for instruction, guidance, and support on the journey to become a teacher. A major role of faculty is facilitating the intellectual growth and development of students through teaching. Wartburg Education faculty members are responsible for planning and organizing course material; stating course objectives, purposes and requirements; selecting and ordering texts and other supplemental instructional material; and assigning course grades. Occasionally, teachers from the community are sought to teach as adjunct instructors in specialized courses or specialty areas. Such faculty hold a Master's Degree and must have had successful experiences teaching the specialized area.

Teacher education programs are offered in elementary teaching (grades K-8) and secondary teaching (grades 5-12). Courses for elementary education are listed on the Education Department Elementary Education Core sheet (see page 35). Courses for secondary education are listed on the Education Department Secondary Education Core sheet (see page 36). Programs in elementary education require a major in elementary education and one endorsement (see pages 37-38); 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.

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. 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 license in their teaching major(s) and other selected endorsement areas. K-8 and 5-12 licensures are available in art, music, and physical education. Licensure for early childhood and middle school classrooms is also available. Students with elementary education teaching majors who are interested in teaching in secondary schools may discuss this option with their advisors to make careful plans to achieve this goal. Iowa licensure leads to licensure or certification in other states. Students would need to meet the state's requirements 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. Students may view their confidential files at any time in the Education Office upon request. In addition, students' records are available to faculty and administration for internal educational purposes only. The Education Office maintains these confidential student records. Information in these student files is the basis for progression through the teacher education program and for receiving honors and professional opportunities related to a teaching career.

E. PROFESSIONAL OPPORTUNITIES

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

- demonstration of the integrated knowledge, skills, and dispositions needed to become a committed effective-reflective teacher
- field experience evaluations
- student teaching evaluations
- cumulative grade point average
- contributions to the education profession such as professional presentations as well as active participation or officerships in the two education groups, Kappa Delta Pi (KDP) and Wartburg Association of Student Educators (WASE)
- contributions to the Wartburg College community

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

Kappa Delta Pi (KDP): Kappa Delta Pi is an International Honor Society dedicated to scholarship and excellence in education. 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 to the Teacher Education Program, have an overall grade point average of 3.5 or higher, and a sincere intention to complete the Teacher Education Program leading to certification.

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

F. TEACHER EDUCATION UNIT

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

All members of the Education Unit who teach methods courses have had P-12 school teaching experience prior to their position with Wartburg College. Professional development continues for Unit members as they remain current on educational theories and practices within their specialty area. By Iowa state law, all college methods teachers must spend at least sixty hours of team teaching in P-12 schools between approval visits. A maximum of thirty hours of the sixty-hour requirement may be completed by supervising preservice candidates in P-12 classroom settings.

G. TEACHER ADVISORY COUNCIL

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

H. ACADEMIC ADVISING

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

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

It is the **student's responsibility**, with the assistance of the advisor, to register for classes according to the educational sequence and to ensure that all requirements for subsequent courses are met. Students must also declare their major(s)/minor(s) at the end of the first semester of their sophomore year. The Declaration of Major/Minor form must be completed and returned to the Registrar's Office (<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 in order to be accurately recorded in the Registrar's Office as well as the Education Office, and to be assured of receiving all critical information pertaining to the Teacher Education Program. A timeline to guide students through each step of the teacher education program can be found on page 39.

I. ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)

Students apply for admission to the Teacher Education Program during their enrollment in the Foundations of American Education course (ED 100), normally during the first or second year. Written application forms (see page 40) are available from the instructor, the Education website (<http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences.aspx>) or in the Education office. Admission to the teacher education program is dependent upon the following:

1. cumulative GPA of 2.5 or above in all course work taken at Wartburg
2. successful completion of the Praxis™ Core Academic Skills for Educators Tests (Praxis Core); successful completion is defined as scores of at least 156 in Reading, 154 in Writing, and 131 in Math with a composite score of 455 or higher. It is not possible to only satisfy the lowest minimum scores and meet the composite; no appeal is available to this policy
3. coursework of C- or above in ED 100 Foundations of American Education, PSY 101 Introduction to Psychology, and EN 111 English Composition (or ACT English score of 20 or higher)
4. successful completion of and a positive evaluation in ED 181 Field Experience in Education
5. demonstrated awareness of the Effective-Reflective Teacher Model and Knowledge Base components (see page 29)
6. positive recommendation from student's advisor
7. completion of TEP application

Several courses in the education sequence require that the student must be admitted to the Teacher Education Program. A student whose cumulative grade point average falls below a 2.5 or has not passed the Praxis Core may seek a waiver for special permission to enroll in classes 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 Chair to discuss and determine on an individual basis what documentation and requirements must be met. Transfer students may be admitted to the Teacher Education Program after completing one term at Wartburg College and meeting the criteria. 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 to the Teacher Education Program. Students who have not been admitted to the Teacher Education Program by their second term will not be allowed to continue upper level courses without the approval of the Education Department. Transfer students must take either Foundations of American Education (ED 100) or Educational Psychology (ED 315) at Wartburg College.

J. THE PRAXIS™ CORE ACADEMIC SKILLS FOR EDUCATORS TESTS

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

1. It assesses the basic skills in mathematics, reading, and writing.
2. It is an extensively used, nationally-named test.
3. It is used by both the University of Northern Iowa and Luther College, benchmark institutions for Wartburg College.
4. It is recommended by the Council for the Accreditation of Educator Preparation (CAEP).
5. Norming, reliability, and validity studies have already been conducted.
6. It is administered on a pre-announced, standardized schedule throughout the nation.

7. Students may take the test at selected Sylvan Learning Centers or the University of Northern Iowa if they cannot take it on the nationally-administered days.
8. Computer modules are available to assist students in preparing and remediating scores for the test.

Successful completion of the Praxis Core is a requirement for admission to the Wartburg College Teacher Education Program. Successful completion is defined as scores of at least 156 in Reading, 154 in Writing, and 131 in Math with a composite score of 455 or higher. It is not possible to only satisfy the lowest minimum scores and meet the composite. There is no appeal available to this policy. Successful completion of the Praxis Core exam is also a prerequisite for 300- and 400-level courses. The Education Department strongly recommends taking the Praxis Core test as soon as Foundations of American Education (ED 100) is successfully completed and the student has decided to pursue a career in teaching. The test and/or individual subtests may be retaken until the student receives a passing score. Transfer students will be allowed to transfer their scores from other institutions; they will also be allowed to take upper-division course work for one term without a passing score.

Register online at the ETS test site (www.ets.org/praxis) by following the link to the Praxis series, then the link to Register for a Test. **Designate Wartburg College as a receiving institution (recipient code 6926) so the college receives official score results.** It is also important to schedule the Praxis Core exam to allow adequate time for test scores to reach the Wartburg Education Department prior to registration for 300- and 400- level courses. Scores will be available online two to three weeks after the testing window closes. Test scores may be required on future job applications therefore; **every student** should **keep a copy** of the official test scores with the student's personal, permanent records. Online test results are downloadable 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.

The ETS website provides information regarding the fees, testing dates, and additional services offered by ETS. Also available are interactive practice tests, free study companions, and tips for test preparation. The Wartburg College Pathways Center offers Praxis Core support in the testing areas.

K. COMPLAINTS/APEALS PROCEDURES

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

Any student who is not admitted to the Teacher Education Program or is not approved for student teaching by the Education Department or the major department may appeal that decision to the Appeal Committee of the Unit. The committee will be appointed by the Education Department Chair and will consist of a student appointed by the Wartburg Association of Student Educators president and two unit members not in the student's major department.

Prior to the appeal, the student is to meet with his/her advisor to discuss the advisability of the appeal process. If the student chooses to continue with the appeal, the student will write a letter to the Education Department requesting an appeal and stating reasons for such appeal. Members of

the student's major department should then review this letter. Recommendations from the major department should be written by the chairperson and affirmed by faculty who have first-hand experience with the student in the classroom. In an emergency situation when relevant information is not available prior to the beginning of the student teaching term, the appeal process must be completed within the first five full class days of the term.

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

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

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

L. INTERVENTION PROCESS

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

A request for intervention is a written statement of the problem or behavior that needs a specific plan of action or correction in order for the student to proceed in the Teacher Education Program. The student will be notified that the intervention has been requested. The student's advisor and the student will collaborate on a Professional Development Plan (PDP) (see page 41). The plan will be recorded and filed in the Education Department's confidential Intervention File. The advisor is responsible for following up on the outcome until the outcome has been performed, adequate growth has been made, or other student options are sought.

III. Field Experience

Field experiences help students explore their intended career path. As early as the first year, prospective teachers become involved in teaching activities in the P-12 classroom. A field experience may be completed in an elementary or secondary classroom to help assess the education student's interests and abilities in teaching. Throughout the program, one-on-one tutoring and small and large group presentations are essential components of practicum experiences. Methods courses

emphasize instructional planning, a variety of teaching strategies, and technology integration. It is through the field experiences that students come to understand the demands of teaching and whether their abilities, needs, and interests correspond with the teaching profession. Students do not get a letter grade for their field experience; however, Pass/Fail performance will appear on the student transcript.

A. Field Experience Background Checks

All education students must complete the Single Contact Repository (SING) background check before they 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 \$15 background check fee is assessed as a class fee in ED 100. 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 teacher education students is typically taken during the first or second year. This experience involves observation and participation in the elementary or secondary school. Objectives of the experience are to

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

This course is offered in the fall and winter terms.

Field Experience: ED 181

Contact Hours Required: 25

Paperwork required: Logsheet, midterm evaluation, final evaluation

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

Contact Hours Required: 3

Paperwork required: Logsheet, evaluation of lesson 1, evaluation of lesson 2

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

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

This course is offered in the fall term.

Field Experience: ED 284

Contact Hours Required: 25

Paperwork required: Logsheet, 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 and winter terms.

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 and winter terms.

Field Experience: ED 282

Contact Hours Required: 30

Paperwork required: Logsheet, 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, and
- 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: Logsheet, 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 of this experience are to

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

This course is offered in the fall term.

Field Experience: ED 385

Contact Hours Required: 15

Paperwork required: Logsheet, midterm evaluation, final evaluation

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

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

This course is offered in the winter term.

Field Experience: ED 382

Contact Hours Required: 25

Paperwork required: Logsheet, 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.

Field Experience: ED 384

Contact Hours Required: 30

Paperwork required: Logsheet, 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: Logsheet, 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 during even numbered years..

Contact hours required: 15

Paperwork required: logsheet, 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: Logsheet

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 during even numbered years.

Contact hours required: 15

Paperwork required: logsheet, 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: logsheet, 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: logsheet, 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 210 Children's Literature	3	Embedded in course ED 210. Students are responsible for teaching two lessons in the area of Children's Literature in an elementary setting
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
ED 361 Middle School Curriculum	30	Observation and participation in middle school math, science, language arts, and social studies classrooms. Required of elementary or secondary majors with the middle school endorsement.

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

Students are placed in partner school districts to fulfill the required hours for their field experiences. Partnerships are coordinated between student education majors and supervising teachers in local schools by the School Partnership Coordinator. A student is given the opportunity to suggest choices for grade level placements 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 the 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 field experience placements in a partner district. The student should **not** contact schools regarding the placement until the student has been asked to do so by the Wartburg College Supervisor. Sometimes a cooperating teacher in a partner district may request a specific student teacher because of previously conducted field experiences in a particular classroom. If possible and advantageous to both parties, this request will be honored.

Students must complete a 25-hour field experience in a culturally diverse classroom setting significantly different than their own. This requirement may be met in the Waterloo, Cedar Falls, Charles City, or Oelwein Community Schools, during the May Term field experience in New York City or Denver, Colorado, or during a student teaching experience in the above-mentioned Iowa schools, Des Moines, Hawaii, or the Denver Public Schools in Colorado. Other assignments, which include a 25-hour experience, may be considered and approved on an individual basis. Students

should also seek opportunities to work with special needs students either in the regular classroom or in a resource room setting.

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

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 will play an important role in the field experience student's personal and professional development. It is with this challenge in mind that the following responsibilities are suggested:

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

Wartburg Student: The field experience student is placed in a field site for the purpose of becoming familiar with curriculum, understanding techniques, and observing the interactions at school. Content knowledge, teaching skills, professional dispositions, and understanding the impact teaching can have on student learning becomes strengthened throughout the field experience. It is expected that all college students who enter the Teacher Education Program at Wartburg College will treat confidential information they may have access to during practicums and/or student teaching according to the Confidentiality Statement (see page 42). This statement binds college students to the principles of keeping issues and concerns of families/students they encounter during these experiences in a confidential and professional manner. Failure to do so can result in disciplinary action.

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

1. Adhere to the rules and philosophy of the cooperating school district and recognize that the field experience student is a guest in the assigned school.
2. Understand and follow the rules and regulations established by the Code of Ethics based on Iowa Code Chapter 272 adopted by State of Iowa Board of Educational Examiners (see page 43).
3. Be prompt, courteous, and dependable. Without exception, notify the cooperating teacher and college supervisor immediately if an absence is unavoidable.
4. Dress, act, and look professional. The field experience student should maintain a professional demeanor in terms of attire, actions, and language.
5. Come prepared 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 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 the cooperating teacher to sign (see page 44 Logsheets).
11. Complete online evaluation with the cooperating teacher (see page 44 Evaluation) and deliver time-log to the Education Department.

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

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

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 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 website addresses for each course, including evaluations is included on page 44. The criteria used for evaluation purposes are based upon the components of the Wartburg Teacher Education Knowledge Base.

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 (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 collaborate 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 student teaching. Written application is made to the Education Department and due in December. Instructions, forms, and the deadline for the application process will be emailed to potential student teachers. Approval is necessary before student teaching. Admission to student teaching is dependent upon the following:

1. cumulative grade point average of 2.5 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
4. achievement of C- or above in all methods and professional core courses and endorsement courses (see Academic Catalog)
5. completion and submission of student teaching application form
6. recommendation from the Education Department and the student's advisor(s)

7. attain the Praxis II qualifying score in both a test of pedagogy and a test of content (see page 26, The Praxis II® Subject Assessments).

Students approved for student teaching meet again at a formal meeting held during the winter term in the year prior to student teaching. At that time, the students must have a professional resume prepared and will receive their student teaching placement(s) and thorough instructions.

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

B. STUDENT TEACHER

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

C. COOPERATING TEACHER

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

D. COLLEGE SUPERVISOR

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

E. SCHOOL PARTNERSHIP COORDINATOR/EDUCATION OFFICE COORDINATOR

The Wartburg School Partnership Coordinator/Education Office Coordinator screen all preservice teacher records prior to the formal department meeting to assure eligibility for admission to student teaching, to provide student teacher major and endorsement assignments necessary to meet licensure approval, and to 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, 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 partner school districts for a fourteen-week student teaching experience. 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 supervise the 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 room plan must notify the Education Department of their fall early return date before leaving for the summer prior to student teaching. The Education Department will make arrangements with Residential Life for the early return one 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. Notify Wartburg Food Service if a sack lunch is needed.

Over breaks when dining services are not available, meal/food receipts may be turned in for reimbursement based on the student teacher's meal plan (Monday through Friday only and some restrictions will apply). Contact the Education Office Coordinator with any questions.

D. CALENDAR

Student teachers follow the calendar of the school district in which they are placed. Each student teacher is expected to participate in all preservice and inservice 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 teachers 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 the intensity of this experience, the Education Department would like to encourage student teacher candidates not to work during this term. However, this may not be possible for all students. Therefore, students are encouraged to schedule their employment for weekends if possible and to limit their hours. Notification of all outside employment and participation in activities (student government, music, 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 or at least one day before the teaching of the lesson or unit. Any questions or problems should be addressed at that time. The student teacher should place all plans in an organized notebook 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 upon each visit, in addition to expecting a detailed daily lesson plan for the observation. No student teacher should be permitted to teach without such preplanning with the cooperating teacher.

H. SUBSTITUTE TEACHING

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

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

It is the responsibility of student teachers 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 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, and
- completion of formal evaluation reports.

Because student teaching is an integral part of the education program, it is important that evaluations be ongoing and occur at regular time intervals. The evaluation scale will indicate a student teacher's performance and personal attributes that are identified as being essential for an effective teaching candidate. A five-tiered system on the Student Teaching Progress Report guides the assessment of 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 for effective teaching. The evaluation information will be part of the student teacher's permanent file in the Wartburg Education Department.

K. GUIDELINES FOR STUDENT TEACHING EVALUATION

The following indicators are provided as guides for determining teacher effectiveness in meeting the performance criteria and are to be based upon observation and/or other data-collection procedures. If used as it is designed, a majority of the marks will be in the adequate category. This rating system also supports the concept of focusing on the positive. Ratings should be based on the individual's performance compared to the performance of a beginning teacher.

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

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

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

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

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

L. UNSATISFACTORY PERFORMANCE

If a student 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: withdraw from student teaching, extend the student teaching experience, repeat the experience (re-register for student teaching in another term), provide a new placement with a different cooperating teacher (only under unique circumstances), or change career path.

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) through 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 teacher candidate as a way of collecting student performance data for analysis and evaluation purposes. This should 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 in student teaching
2. demonstration of comprehensive understanding of the performance-based outcomes of the Wartburg Teacher Education Knowledge Base
3. requirements for Iowa licensure

O. LICENSURE PROCEDURES

Every teacher must be licensed to teach. In Iowa, the license requirements are set by a 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 only in the state of Iowa. In many cases, even if requirements for full licensure have not been met, one can obtain a temporary license in another state. If students intend to teach in a state other than Iowa, they should obtain information concerning licensure requirements in that state as early as possible. It is highly recommended that all students obtain Iowa licensure upon the completion of their program at Wartburg.

Online Licensure: Students receive information about licensure at a meeting held in fall term. 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 will be required to pass 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. Do not jeopardize your student teaching placements by failing to complete the Praxis Subject Assessments in a timely manner.

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, **every student** should **keep** a copy of the

official test scores with the student's 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 receives official score results.** The website provides information regarding the fees, testing dates, and additional services offered by ETS. Also available are interactive practice tests, free study companions, and tips for test preparation. The 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

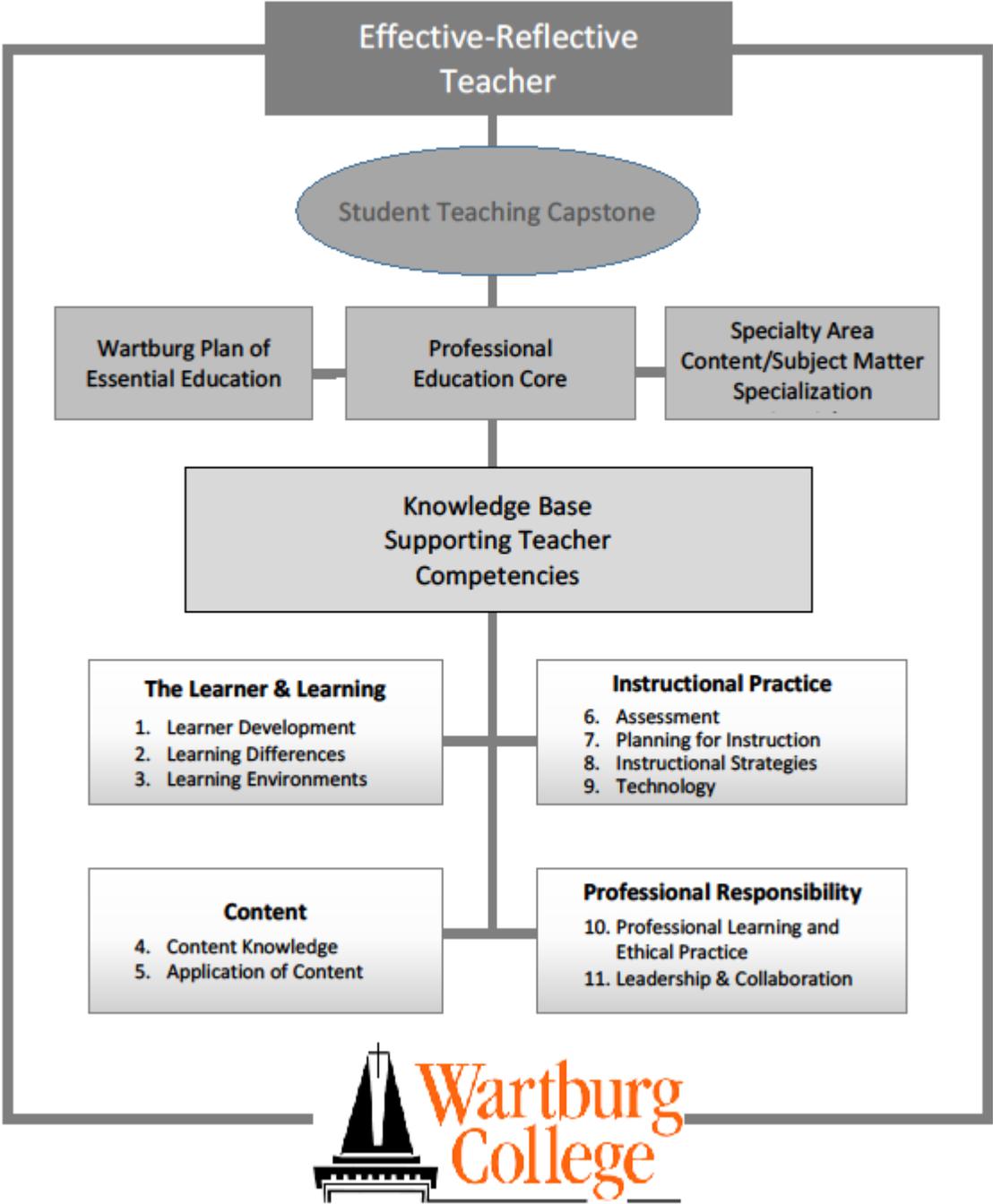
<http://www.ets.org/portal/site/ets/menuitem.22f30af61d34e9c39a77b13bc3921509/?vgnextoid=d378197a484f4010VgnVCM10000022f95190RCRD> .

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

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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)

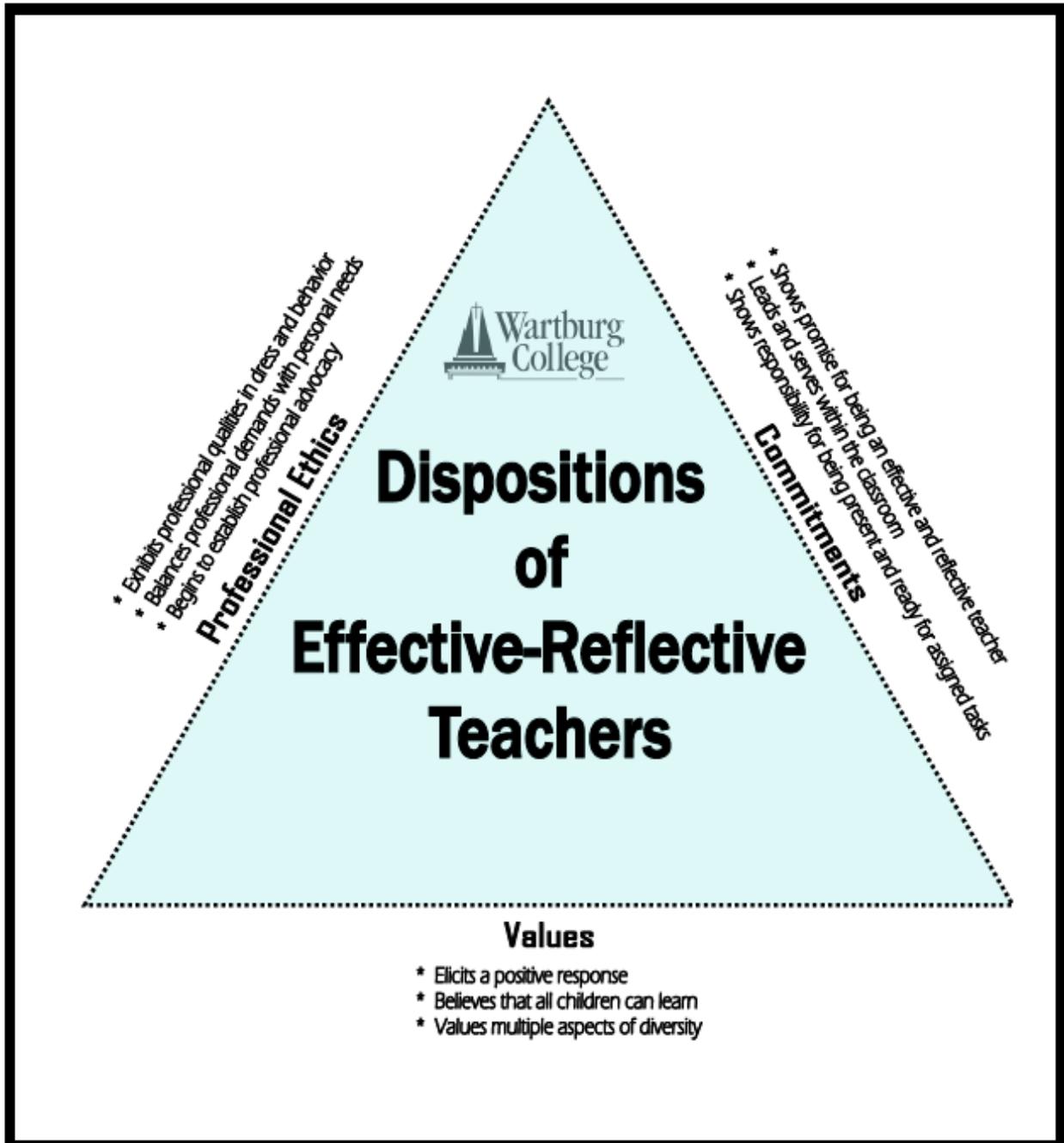
	ED 100	ED 181	ED 215	ED 212	ED 221	ED 230	ED 282	ED 315	ED 320	ED 321 *	ED 350 **	ED 383	ED 385	MA 312	SCI 385	Dept 470 ***	St. Tch. 13
I. Communication																	
A. Verbal	6																12
B. Nonverbal	6																12
C. Written	1																12
II Student Learning																	
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	4,6,8,1	12
C. Classroom Context			5,6,11	1,5,6,9													12
IV. Instructional Planning																	
A. Content and Context														4,5	4,8	4,6,8,1	12
B. Lesson Design						4				4							12
C. Curriculum Goals	2																12
V. Instructional Strategies																	
A. Teaching							7,10					7,10	7,10				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																	
13																	
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 _____

VALUES

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

COMMITMENTS

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

PROFESSIONAL ETHICS

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

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

**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

Core Courses

___ ED 100/181*	Foundations of American Education and Field Experience (1cc) F,W,S-online
___ ED 212	Human Relations (1cc) F,W,M,S-online
___ ED 215	Psychology of the Exceptional Child (1cc) F,W,S-online
___ ED 315/383**	Educational Psychology and Field Experience (1cc) F,W
___ PSY 210	Child Development (1/2cc) F,W (or PSY 225 F,W)
	Four cc of student teaching from the following:
___ ED 480***	Student Teaching: Special Education (2cc) F,W
___ ED 482***	Elementary Student Teaching (2cc or 4cc) F,W
___ ED 484***	Preschool-Kindergarten Student Teaching (2cc) F,W
___ ED 488***	Middle School Student Teaching (2cc) F,W

Literacy

___ EN 112*	Intermediate Composition (1cc) F,W
___ COM 112*	Oral Communication (1/2cc) F,W,M
___ ED 210	Children's Literature (1cc) W,M,S
___ ED 320**	Language Arts (1cc) W
___ ED 321/385**	Reading in the Elementary School and Field Experience (1cc) F

Mathematics

___ MA 110*#	Structures of Mathematics (1cc) F
___ MA 111*#	Structures of Mathematics II (1cc) W
___ MA 312	Teaching Elementary School Mathematics (1cc) W

Social Science

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

Science

___ BI 131*#	Biology of Ordinary Things (1cc) W (or BI 101, 117, 130, 132, 133, or 151)
___ PHY 130*#	Physics of Ordinary Things (1cc) F (or CH 113, PHY 101, 132, 170, 203)
___ SCI 385	Elementary School Science Methods (1cc) F

Other Methods

___ ED 224	Teaching Elementary School Health and Physical Education (1/2cc) W
___ ED 225	Teaching Elementary Art and Music (1/2cc) F

*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 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 one semester to establish GPAs for acceptance into program)

Additional Essential Education Requirements

- ___ IS 101 (1 cc) F
- ___ IS 201 (1 cc) F,W,S
- ___ Foreign Language (1 cc) F,W
- ___ Interdisciplinary (ID) (1 cc) F,W,M,S
- ___ RE 101 (1 cc) Literature of the Old and New Testament F,W
- ___ Faith and Reflection (1 cc) F,W,M
- ___ PE 100 (1/2 cc) F,W,M



EDUCATION DEPARTMENT SECONDARY EDUCATION CORE

___ED 100	Foundations of American Education (1cc) F,W,S-online
___ED 181	Field Experience in Education F,W
___ED 212	Human Relations (1cc) F, W, M, S-online
___ED 215	Psychology of the Exceptional Child (1cc) F,W,S-online
___ED 230*	Teaching in the Secondary School (1cc) F,W
___ED 282	Field Experience: Secondary School F,W
___ED 315*	Educational Psychology (1cc) F,W,S-online
___ED 350*	Content Area Reading Strategies (1cc) F,W
___ED 383	Field Experience: Education Psychology 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.)

Revised 3-16-16

Elementary Education Endorsements K-8
(includes specialized K-12 ESL and 5-12 Instructional Strategist I)

Last updated 3-7-18; check carefully the terms that content courses are offered; also cross-check with online catalog as changes do occur!

ART ENDORSEMENT 8 1/2 cc

- ART 105 Design I
- ART 111 Drawing I
- ART 135 Ceramics I (or ART 141 Sculpture I)
- ART 151 Jewelry
- ART 201 Painting I (or ART 131 Printmaking I)
- ART 260 History of Western Art (available WT 2018)
- ART 480 K-12 Art Methods (1 1/2 cc)

COACHING ENDORSEMENT 2 cc

- PE 155 Care and Prevention of Athletic Injuries
- PE 200 Coaching Authorization

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)
- 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
- GER 106 Elementary German II
- GER 204 Intermediate German I OR GER 206 Intermediate German II
- GER 260 May Abroad: German Culture I (1/2 cc)
- GER 261 May Abroad: Intensive Conversation I
- 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
- HI 109 American History to 1877
- HI 110 American History since 1877
- HI 121 World Civilizations I
- HI 122 World Civilizations II
- 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
- One (1) course from:
 - 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 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&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 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 ??? Transitional Collaboration (1 cc)
- 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)
- ED 210 Children's Literature W,M,S
- ED 223 Language Development F
- EN 244 Young Adult Literature 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
- One (1) cc selected from:
 - EN 220 Poetry Writing
 - EN 221 Fiction Writing
 - EN 222 Literary Non-Fiction Writing
- One (1) cc selected from:
 - EN 208 Survey of American Literature I
 - EN 209 Survey of American Literature II

PRE-12 ENGLISH AS A SECOND LANGUAGE 6 cc

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

MATHEMATICS ENDORSEMENT 7 cc

- MA 110 Structures of Mathematics I
- MA 111 Structures of Mathematics II
- MA 214 Statistical Methods
- One (1) cc in computer science selected from:
 - CS 110 Introduction to Information Systems
 - CS 120 Introduction to Computers and Programming
- Three (3) cc from:
 - MA 106 Mathematics in Modern Society, MA 107 Finite Mathematics
 - MA 190 Precalculus, MA 250 Applied Calculus, MA 251 Foundational Differential Calculus(1/2 cc), MA252 Foundational Integral Calculus(1/2 cc)
- Any MA course numbered 200 or higher

Elementary Education Endorsements K-8
(includes specialized K-12 ESL and 5-12 Instructional Strategist I)

Last updated 3-7-18; check carefully the terms that content courses are offered; also cross-check with online catalog as changes do occur!

MIDDLE SCHOOL ENDORSEMENT (0-311/2 cc)

- ED 350 Content Area Reading Strategies
- ED 360 Middle Level Socialization Development F odd years
- ED 361 Middle School Curriculum F even 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
 - MA 107 Finite Mathematics
 - MA 110 Structures of Mathematics I
 - MA 111 Structures of Mathematics II
 - MA 190 Pre-Calculus
 - MA 214 Statistical Methods
 - MA 250 Applied Calculus
 - MA 251 Foundational Differential Calculus
 - MA 252 Foundational Integral Calculus
- Science Three (3) cc from:
 - One life science course from:
 - BI 117 Environmental Biology
 - BI 130 Drugs & Personal Health
 - BI 131 Biology of Ordinary Things
 - BI 132 Extreme Biology
 - One physical science course from:
 - CH 113 Principles of Chemistry I
 - PHY 101 General Physics I
 - PHY 102 General Physics II
 - PHY 130 Physics of Ordinary Things
 - One earth science course from:
 - PHY 132 Earth Science
 - PHY 170 Astronomy
 - BI 120 Science of Water OR PHY 120 Science of Water
- Language Arts 4 ½ cc from:
 - COM 112 Oral Communication (1/2 cc)
 - ED 223 Language Development F
 - EN 112 Intermediate Composition
 - EN 156 Introduction to Myth and Folklore
 - EN 244 Young Adult Literature

MUSIC ENDORSEMENT 9 cc

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

PHYSICAL EDUCATION ENDORSEMENT 7 cc

- Any BI 202 Prerequisite
- BI 202 Human Anatomy and Physiology W
- PE 140 Foundations of Physical Education and Sport (1/2 cc) F
- PE 155 Care and Prevention of Athletic Injuries
- 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)
- 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
- ED 390 Research in Reading M
- EN 112 Intermediate Composition

SCIENCE ENDORSEMENT 7 cc

- BI 120 Science of Water
- SCI 385 Elementary Science Methods
- Three (3) courses from:
 - CH 113 Principles of Chemistry I
 - CH 114 Principles of Chemistry II
 - CH 190 Environmental Chemistry
 - PHY 101 General Physics I
 - PHY 102 General Physics II
 - PHY 130 Physics of Ordinary Things
- One (1) cc from:
 - BI 101 Concepts of Biology
 - BI 117 Environmental Biology
 - BI 131 Biology of Ordinary Things
 - BI 151 Biology I: Ecosystems, Cells, and Evolution
- One (1) cc from:
 - PHY 132 Earth Science
 - PHY 170 Astronomy

SOCIAL STUDIES ENDORSEMENT 8 cc

- ED 221 Teaching Elementary Social Studies W
- HI 109 American History to 1877
- HI 110 American History since 1877
- PS 101 Introduction to American Politics
- One (1) cc in European or non-western history
- Three (3) cc 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
- SP 106 Elementary Spanish II
- SP 204 Intermediate Spanish I
- SP 206 Intermediate Spanish II
- SP 260 Hispanic Culture I (1/2 cc)
- SP 261 May Abroad: Intensive Conversation I
- One (1) or more cc from:
 - SP 265 Term Abroad-Hispanic Culture II AND
 - SP 266 Term Abroad-Intensive Conversation II
 - SP 311 Cultural History of Spain
 - SP 312 Cultural History of Latin America
 - SP 315 Latinos in the United States
 - SP 316 Hispanic Women
 - SP 317 Cinemas of Latin America
 - SP 320 Spanish Language and Composition
 - SP 321 Spanish for the Professions
 - SP 326 Spanish Phonetics and Pronunciation
 - 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	
1. <i>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) ➤ Take the <i>Praxis</i> Core test after successfully completing ED 100 & ED 181
2. <i>Second Year</i>	<ul style="list-style-type: none"> ➤ Declaration of Major Form completed and turned in to the Registrar <i>no later than end of first semester of sophomore year</i> ➤ Be familiar with the course requirements for teaching concentration ➤ Complete requirements for acceptance into the Teacher Education Program (TEP) <ul style="list-style-type: none"> ○ GPA 2.5 or above ○ <i>Praxis</i> Core Test scores of at least 156 in Reading, 154 in Writing, and 131 in Math with a composite score of at least 455. ○ Coursework C- or above in ED 100, PSY 101, EN 111, P in ED 181 ○ TEP application completed and turned into the Education Dept.
3. <i>Third Year</i>	<ul style="list-style-type: none"> ➤ All potential student teachers attend Student Teaching Round-up ➤ Complete Student Teaching Application form 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 <i>Praxis</i> Subject Assessment qualifying scores in both a test of pedagogy and one test of content
4. <i>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 ___ No ___ 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	
<input type="checkbox"/> Yes <input type="checkbox"/> No	I have completed a SING background check prior to my first field experience.
<input type="checkbox"/> Yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been convicted of a felony?
b. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been convicted of a crime other than parking or speeding violations? Include all deferred judgments.
c. <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you currently have any criminal charges pending against you?
d. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever had a founded report of abuse made against you?
e. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever had an educational license denied, revoked, or suspended?
f. <input type="checkbox"/> Yes <input type="checkbox"/> 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 _____		* 415 Minimum Composite	
	(156 Required)	(154 Required)	(131 Required)			
Not accepted for the following reasons:	GPA <input type="checkbox"/>	ED100/181 <input type="checkbox"/>	PSY 101 <input type="checkbox"/>	EN 111 <input type="checkbox"/>	Praxis Core <input type="checkbox"/>	Deficiency Ltr sent _____
ACCEPTED INTO TEP ON:	_____	Letter Sent <input type="checkbox"/>	Media Release <input type="checkbox"/>	Database updated <input type="checkbox"/>	_____	_____

Notification:

Student's Name:
Year in College:
Advisor:
Status in Program:
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

Code of Ethics of the Education Profession

Preamble

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

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

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

PRINCIPLE I COMMITMENT TO THE STUDENT

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

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

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

PRINCIPLE II COMMITMENT TO THE PROFESSION

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

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

In fulfillment of the obligation to the profession, the educator

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

Adopted by the NEA 1975 Representative Assembly

Online Field Experience Resources

ED181	Foundations of Education	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/ED%20181%20Time%20Log.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/be0hR5OefaydgbvjboDx0bd
ED210	Children's Literature	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/Log%20ED210%20Revised%202014.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/hPs3bmR3HGJUuziD
ED215	Psychology of the Exceptional Child	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/ED%20215%20Log%20Psych%20of%20the%20Except.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/w7BFoi9D68
ED282	Teaching in the Secondary School	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/Ed%20282%20Time%20Log%20Revised%202014.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/cwDcXycY55f49amlu8
ED284	Introduction to Mild and Moderate Disabilities	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/ED%20284%20Time%20Log%205-1-14.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/fyyzUJi8dfC8eV
ED324	Remedial Reading	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/Log%20ED382%20Revised%202017.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/Pb03elNeTixdepn
ED383	Educational Psychology	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/ED%20383%20Log%20Sheet%20Revised%202014.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/dbd21oJfRa
ED384	Middle Level Curriculum	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/ED%20384%20Log%20Sheet%20Revised%202014.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/r0meZekARW9wec6EHc
ED385	Reading in the Elementary School	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/Log%20ED385%20Revised%202014.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/3c0V2LYnfmZCI3fq9u48
ED481	Early Childhood Practicum	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/ED%20481%20Log%20Sheet%20Revised%202014.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/WcHE38loSb7bb5eQQ5D
MU181	Elementary Music Methods	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/MU%20181%20Time%20Log%20Sheet.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/fx0aZfcz2l1C
MU281	Secondary Music Methods	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/MU%20281%20Time%20Log%20Sheet.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/Cx1169oNcKbG8Y
MA312	Elementary Math Methods	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/MA%20312%20Log%20Sheet.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/7Cf3zs9LN0
MA470	Secondary Math Methods	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/MA%20470%20Time%20Log%20Sheet.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/o4M6w3r5GOblit9W8g
BI/CH/PHY470	Secondary Science Methods	
	Logsheet:	http://info.wartburg.edu/Portals/0/Education/BI-CH-PHY%20470%20Time%20Log%20Sheet.pdf
	Evaluation:	http://www.emailmeform.com/builder/form/v80ad4yR6LB97CV4