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Welcome to Luther College Teacher Education Program

Becoming a teacher is a rewarding experience in which teachers influence the lives of K-12 students in multiple ways. The Education Department focuses on “Preparing Competent, Caring, and Inquisitive Teachers for Global Responsibility” as delineated further in our conceptual framework.

This handbook outlines the procedures leading to teacher licensure and guides prospective students through the various Education Department curricula. It should serve as a reference tool and contains information that will be helpful such as meeting information and application deadlines. This information will be referred to often as you progress through the Teacher Education Program.

If after reading this document questions still exist, students should seek assistance from Education Department faculty or staff. (See contact list on page 4.)

The Education Department offices are located on the first floor of Koren. To make an appointment with a member of the Education Department, you may call or email them. Faculty members often have a sign-up sheet for appointments on their office door.

The Education Department office is Koren 122.
Phone: 563.387.1140 Fax: 563.387.1107
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
<th>Office</th>
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<th>Position/Focus</th>
</tr>
</thead>
<tbody>
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</table>
Teacher Education Program Progression

**Level III – Advanced**
Professional Semester, Advanced Portfolio Presentation and Licensure

**Level II – Developing**
Methods Courses, Developing Portfolio and Approval to The Professional Semester

**Level I – Introductory**
Approval to Teacher Education Program, Introductory Courses, and Introductory Portfolio
What to do when:

Level 1 – Introductory Checklist

Approval to Teacher Education Program & Introductory Courses

__ Complete EDUC 185/215 ($125 course fee will be added to student account)
__ Communicate with advisors regarding your progress and plans
__ Declare your major(s) and minor(s) with the Registrar
__ Enroll in EDUC 220, 221, 222/232/252, ART 22 (4-credit course), HPE____
__ Achieve and maintain an overall GPA of 2.75 including transfer credits*
__ Apply to the Teacher Education Program (TEP)
  •  http://www.luther.edu/education/students/tep/
  •  Deadline: October 1 or March 1
__ Complete the appropriate entrance exam achieving passing scores
  •  Praxis Core: Reading (156), Writing (162), Math (150)
  •  MN NES EAS: Reading (520), Writing (520), Math (520)
  •  MTLE: Reading (240), Writing (240), Math (240) [taken prior to 6/7/16]
__ Submit score reports to the Education Office, Koren 122
__ Attend mandatory fall & spring meetings
__ Submit $125 Chalk & Wire subscription fee to Renee Gunderson
__ Complete the Luther College Introductory Portfolio**
__ Register for 300-level education courses after receiving approval from the Education Department

Level II – Developing Checklist

Methods Courses, Developing Portfolio and Approval to the Professional Semester [Student Teaching]

__ Continue with required coursework*
__ Attend mandatory methods practicum application meeting the fall of methods year prior to student teaching (typically during junior year)
__ Complete the application for the methods practicum (EDUC 321/322, 361, 366)
__ Attend mandatory professional semester application meeting the fall of methods year prior to student teaching (typically during junior year)
__Complete the application for the professional semester (EDUC 486) __Complete the Developing Portfolio
__Attend mandatory professional semester placement meeting meeting the semester prior to student teaching
__Communicate with advisors regarding progress and plans

**Level III – Advanced Check**

*Professional Semester, Advanced Portfolio Presentation and Licensure*

__Complete and receive credit for student teaching practicum (EDUC 486) and any additional required coursework and practicum placements*
__Submit Teacher Candidate Brochure information to the Career Center (non-refundable fee of $25 will be added to student account)
__Submit Advanced Portfolio
__Take the Praxis II Content Knowledge and Pedagogy tests (be alert to requirements for your licensure area)
__Submit passing Praxis II score reports to Teacher Certification Officer
__Complete and submit all licensure paperwork to the Teacher Certification Officer. Include payment of $160 for Iowa licensure and background check fee (if applicable)
__Complete Bachelor’s Degree

<table>
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<th>Majors</th>
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<th>Additional Requirements</th>
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<tr>
<td>Elementary Ed</td>
<td>2.75</td>
<td>C or higher in all content knowledge coursework</td>
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<tr>
<td>Math</td>
<td>2.50</td>
<td>C or higher in Math 220, 240 &amp; 365</td>
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<tr>
<td>Music</td>
<td>2.75</td>
<td>Pass piano proficiency</td>
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<tr>
<td>Science</td>
<td>2.50</td>
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<tr>
<td>World Languages</td>
<td>3.00</td>
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</tr>
<tr>
<td>All others</td>
<td>2.75</td>
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**NOTE:** Registration for the 300-level Education courses often takes place before students have completed their 200-level education coursework. Students must complete their introductory portfolio prior to beginning a 300-level Education class. See the details about portfolio deadlines on the Education website.
Approval to be licensed as a Teacher

- Maintain your GPA levels
- Complete all student teaching placements with satisfactory results.
- Complete your “Advanced Portfolio”
- Complete your Bachelor’s Degree at Luther College (undergrads)
- Pass Praxis II tests [Be alert to requirements for your licensure.]

Teacher Licensure Programs

The following is a listing of the teacher licensure programs available in the Education Department:

These endorsements are recognized by Iowa only, but these additional courses and student teaching, if required, strengthen your readiness and marketability.

Art*
Art
Athletic Coach
Business, All
English Language Learners (ESL)**
English/Language Arts*
English/Language Arts
Foreign Language French
Foreign Language German
Foreign Language Spanish*
Foreign Language Spanish
Health*
Health
Instructional Strategist II
Behavior Disorders/Learning Disabilities**
Mathematics*
Mathematics
Middle School**
Math, Science, English/Language Arts, Social Studies
Music*
Music
Physical Education*
Physical Education
Reading
Science Basic*
Science Biology
Science Chemistry
Science General Science
Science Physical Science
Science Physics
Social Science American Government
Social Science American History
Social Science Anthropology
Social Science Economics
Social Science History*
Social Science Psychology
Social Science Social Studies*
Social Science Sociology
Social Science World History
Teacher Elementary Classroom
Teacher Pre-Kindergarten-Kindergarten
*Elementary Education majors only
**These endorsements may be attached to either an Elementary Major or a Secondary Education Major.

All licensure programs can be found online:
https://www.luther.edu/education/students/licensure/
At What Level Do You Want to Teach?

Luther College has three types of certification programs, depending on the content are taught:

1. Elementary Teachers (K-6)
2. Secondary Teachers (5-12)
3. Art/Music/Physical Education/Health (K-12)

Note: All students of Education, both majors and minors, must pass the Praxis core or MN NES basic skills tests in order to be accepted into the Teacher Education Program.

Elementary Teaching (K-6)
If you are planning to become an elementary teacher, you will major in elementary education. There are two paths possible in this major. You must complete the elementary core and choose one of the two paths possible in this major.

1. The core program in Elementary Education plus an Academic Endorsement:
   This is a prescribed list of courses that total 24 hours in an academic area (i.e., Math, Science, English, Social Studies, etc.).

2. The core program in Elementary Education plus a Special Endorsement:
   This is a prescribed list of courses/hours in an Elementary specialty:
   - Instructional Strategist II: Behavior Disorders and Learning Disabilities (K-12)
   - English Language Learners (K-12)
   - Early Childhood Pre K – K
   - Middle School (Math, Language Arts, Science, Social Studies)
   Course requirements for these specialties are also listed on the Elementary Planner

   [https://www.luther.edu/education/students/planners/elem-ed/](https://www.luther.edu/education/students/planners/elem-ed/)
A Special Endorsement requires an Area of Concentration. An area of concentration is 12 hours (courses are not specified) of any academic department outside of Education; this concentration is not listed on your teaching license. A student may also select 12 semester hours in any science or 12 semester hours in any social science as his or her area of concentration. A concentration is an opportunity to acquire learning focused in one discipline, although it is not extensive knowledge. It will not be noted with any special designation on your transcript. If you would like extensive knowledge, consider a special endorsement and/or an academic or minor in that discipline. If you do choose a special endorsement and/or academic endorsement, both appear on your license. These are Iowa endorsements, not endorsements in other states. Discuss this with your advisor.

*Note: Multiple endorsements will require additional student teaching.*

**Secondary Teaching (5-12)**

If you are planning to become a teacher at the secondary level, you will major in the discipline you plan to teach. In addition, you will minor in Secondary Education. This will prepare you to teacher 5\textsuperscript{th} - 12\textsuperscript{th} grade. If you are planning to *teach in Iowa (only): it is possible to be* licensed in a **second teaching area** in a second discipline) by taking a few more courses in the second area. For better preparation and/or to get licensed in the second area *in a state other than Iowa,* take the methods and content coursework for each area. For example:

- Biology and Chemistry: Same methods courses (science) + the coursework listed on our website for both Biology & Chemistry
- Biology and History: Methods for science & methods for Social Sciences + the coursework listed on our website for both Biology & Chemistry

> *Please note that a second teaching area, without methods in both disciplines and full coursework for both disciplines is valid ONLY in the State of Iowa.*
You may choose to add additional endorsements to your teaching license. Endorsements (Iowa recognized only) that may be added to a secondary license are:
- Middle School (5-8)
- Choose 2 specialty areas: Math, Science, Language arts, or Social Studies
- Instructional Strategist II: BD & LD (K-12)
- English Language Learners (ESL, K-12)

**Middle School Teaching**

This endorsement may be attached to an Elementary, a Secondary, or a K-12 license.

The Middle School Endorsement, as detailed on the Education Department website, is for Iowa only. If you plan to teach in another state check that state’s Department of Education website for that state’s Middle School requirements.

The State of Iowa requires two special areas from the above list. See [https://www.luther.edu/education/program/overview](https://www.luther.edu/education/program/overview) for the approved list of courses in each area. Students wishing to teach in Iowa must take the Middle School Endorsement as listed on the website. Elementary majors are advised to take an academic endorsement (similar to a major); three courses, most of which already are required for Elementary licensure, provide limited content knowledge. Secondary majors are to major in that content specialty. This will satisfy the Luther graduation requirements and gain eligibility for licensure.

“Check in” with a member of the Education Department faculty to ensure that you are on track with your Education coursework to be eligible to receive licensure in that teaching area. Before registration each semester, make sure you have met with an Education Department faculty member.
K-12 Art, Music, Health and Physical Education Teaching
Luther College offers a K-12 program in each subject area listed above, each with special requirements listed clearly on the program sheets. You will major in the discipline you plan to teach. You will minor in the corresponding Education Minor.

<table>
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<tr>
<td>Music Major</td>
<td>Music Education Minor</td>
</tr>
<tr>
<td>Health Major</td>
<td>Health Education Minor</td>
</tr>
<tr>
<td>PE Major</td>
<td>PE Education Minor</td>
</tr>
</tbody>
</table>

(Students wishing for a PE or a Health ED minor are encouraged to minor in both PE and Health Education.)
2011 InTASC Standards: What Teachers Know, Understand, and DO

The Learner and Learning

Standard #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, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #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.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #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.

Standard #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 local and global issues.

Instructional Practice

Standard #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.

Standard #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.

Standard #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.

Professional Responsibility

Standard #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 actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and 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.
Luther College Portfolio System

State accreditation of the Luther Teacher Education Program requires that we have evidence of our candidates’ growth over time relative to the behaviors of successful teachers as described by the 2011 InTASC standards (Interstate Teacher Assessment and Support Consortium). The completers of the Luther College TEP must demonstrate the behaviors of beginning teachers.

The Luther College Portfolio System is a way for a candidate to provide evidence of his or her growth over time and evidence that he or she is ready to demonstrate these behaviors during student teaching and for a “performance assessment” should that be a requirement for licensure.

- Introductory Portfolio: “understanding” standards
- Developing Portfolio: “beginning application” of the standards
- Advanced Portfolio: “readiness to teach”

The Advanced Portfolio is completed with evidence from student teaching. It is a collection of activities (artifacts) you choose as evidence that you are ready to teach (to be “the” teacher): application level demonstration of the 2011 InTASC standards.

Your ability to use "academic language" to facilitate professional conversations of teaching and learning in your teaching area is important to the quality of your demonstration of “readiness to teach.” [See the expectations of the professional association of teachers connected to your primary teaching area.]

[Reminder: reflection is a behavior of successful teachers. Lesson/unit plans include a reflection on the efficacy of the teaching: did the students achieve the learning described by the lesson objectives/unit goals. When a unit/lesson plan is included as the artifact, two reflections are needed:
  - lesson/unit plan reflection
  - reflection on the use of the application of the behaviors described by the standard.]

Insight gained from engaging in the behaviors of successful teachers is key to the reflection that is included with the evidence of the application level demonstration.

Your rationale statement is key to your evidence that you understand the importance of the behaviors described by the competencies AND that you are able to apply those behaviors in the P-12 school setting. The Advanced Portfolio truly is demonstration of higher level learning: application of the competencies and justification of the evidence.

To sign up for an electronic portfolio account or for assistance with your electronic portfolio, please see Renee Gunderson, Koren 122 or email her at gunderre@luther.edu
The InTASC Learning Progressions for Teachers

The focus of these progressions is on the practice of teaching and how to improve practice. The key questions are always these: What is the impact of the practice on the learner? Are the learners engaged? Are they learning, growing, and improving?

These progressions are intended to describe what movement from basic competence to more complex teaching practice looks like.

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today’s world. This “common core” outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

This document is an update to INTASC’s Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, which were released in 1992. These standards differ from the original standards in one key respect: These standards are no longer intended only for “beginning” teachers but as professional practice standards, setting one standard for performance that will look different at different developmental stages of the teacher’s career. What distinguishes the beginning from the advanced teacher is the degree of sophistication in the application of the knowledge and skills. To reflect this change
in emphasis, InTASC removed “new” from its name and now is called the Interstate Teacher Assessment and Support Consortium (InTASC).

[These] standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher’s practice. The relationships among the three have been reframed...

**Performance** first—as the aspect that can be observed and assessed in teaching practice.

“**Essential knowledge**” signals the role of declarative and procedural knowledge as necessary for effective practice

“**Critical dispositions**” indicates that habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice.

Vocabulary choice in the document was deliberate to be consistent with the vision being presented.
Professional Dispositions

1. Attendance/Punctuality
   - Displays excellent attendance and punctuality
   - Is occasionally absent and/or late
   - Is frequently absent and/or late
   - Not observed/unable to comment on this disposition

2. Self-Initiative/ Independence/ Reliability/ Leadership Skills
   - Is resourceful, shows initiative
   - Has good ideas, works effectively with supervision
   - Is passive, depends on others for direction, ideas, and guidance
   - Not observed/unable to comment on this disposition

3. Student-Centered Focus
   - Establishes environment of respect that meets physical, emotional, and social needs of students
   - Has knowledge of appropriate behavior but does not apply it
   - Appears disrespectful, disorganized, and insensitive to students/others
   - Not observed/unable to comment on this disposition

4. Respect for Diverse Perspectives
   - Demonstrates respect, interest, and enthusiasm for teaching all students with a positive attitude; expects all students to succeed
   - Recognizes all students have potential for learning and growth, but does little to support students who learn differently
   - Appears thoughtless and incentive or makes negative remarks about students
   - Not observed/unable to comment on this disposition

5. High Personal Expectations
   - Continually Seeks new and better ways of teaching to facilitate the learning of all students
   - Makes modest effort to improve teaching performance to affect and encourage the learning for all students
   - Makes little effort to improve teaching performance and to encourage students to learn
   - Not observed/unable to comment on this disposition
6. Commitment to Ethical, Legal, and Moral Practices
   o Demonstrates and practices an understanding of the ethics of teaching including honesty, confidentiality, and the legalities of the profession
   o Demonstrates ethical behavior but may be lacking knowledge of some legalities
   o Demonstrates unethical, immoral, or illegal behavior
   o Not observed/unable to comment on this disposition

7. Response to Feedback/Supervision
   o Solicits suggestions and feedback; is receptive to suggestions, asks questions, and adjusts performance accordingly
   o Appears receptive but does not implement suggestions
   o Is defensive and unreceptive to feedback
   o Not observed/unable to comment on this disposition

8. Professionalism
   o Presents self in a professional manner (dress, hygiene)
   o Needs guidance in developing professionalism
   o Consistently demonstrates a lack of professionalism and appears to make no effort to change
   o Not observed/unable to comment on this disposition

9. Knows and Follows Policies
   o Has a clear understanding of and follows school policies
   o Has knowledge of policies but seems unsure of how to implement them
   o Has no read and/or ignores policies
   o Not observed/unable to comment on this disposition

10. Communications/Demeanor
    o Presents appropriate demeanor and interacts in a positive manner with others
    o Shows an interest in positive interaction, but displays difficulty communication with others
    o Sometimes is antagonistic toward others or has difficulty communicating
    o Not observed/unable to comment on this disposition
Key Information
The Luther Education Program has three objectives.

- The first is to provide you with the knowledge to be an effective teacher.
- Second, we will work to develop your skill as a classroom practitioner: the pedagogy.
- Thirdly we work to guide you in your development of dispositions for the teaching professions. Throughout the TEP there are opportunities to reflect and evaluate your dispositions relative to teaching.

Planning Forms
The Education Department has created a planning form to assist you in developing your four-year course schedule at Luther College. These planners are located on the Luther Education Department website https://www.luther.edu/education/students/planners/. The website also contains specific endorsement requirements https://www.luther.edu/catalog/1947.htm.

You should download, for your records, a hard copy of the planning form during the semester in which you are approved to the Teacher Education Program. This planner should be kept with your handbook for future reference. It is also advisable to hard copy requirements of any endorsements you are planning to pursue. Review these documents each semester with your advisor to ensure you are on track to finish the entire endorsement before graduation.

Students are responsible for the program requirements at the time of entry into the Teacher Education Program with the exception of state mandate changes that would apply to all students. If you have any questions regarding these requirements, you should address your questions to your advisor.
**Keeping Professional Records**

It would be advantageous to maintain a “professional file” from this point on in your development as a teacher candidate. This Education Department Handbook is the first item in your professional file. This file might contain:

- Any official Paperwork that you receive ~ (i.e. approval to department, approval to student teach, petitions, etc.)
- Copies of all syllabi for all educational coursework. In the past we have sent syllabi to other state licensing departments as “proof” of areas covered and the teacher was released from having to “retake” an area of coursework, it is important that you save your syllabi for all your courses so you have the notes from Luther College
- Information regarding licensure in the state(s) where you may wish to locate as well as licensure notes from Luther College
- Your copy of the “course planner” you have worked out with your academic advisor
- A copy of your current balance sheet or transcript
- The names, addresses, and phone numbers of all cooperating teacher with whom you have worked, with the dates and grade levels of all placements. Mentor teachers form a professional network that may be an excellent resource in your future.
Student Education Organizations

*Luther Student Education Association (LSEA)*

LSEA is a student-lead organization for all education majors and minors. Members meet monthly to build leadership skills and enhance the information gained from Education classes through professional involvement, guest speakers, workshops, films, and discussions. Individual LSEA members may choose to join the National Education Association, which offers professional networking opportunities, liability insurance, and membership in the Iowa State Education Association. Students choosing national and state membership may choose to attend a fall workshop in Des Moines, IA and a spring leadership workshop in Boone, IA.  
*Faculty Advisor: Dr. Jodi Meyer-Mork*

*Future Music Educators Association (FMEA)*

FMEA exists to supplement the music education program, provide local and state leadership roles, participation with professional organizations (Music Educators National Conference, American Choral Directors Association, Iowa Band Directors Association, and National String Teachers Association) to meet and discuss issues related to music teaching and learning.  
*Faculty Advisor: Dr. Jill Wilson*

*Council for Exceptional Children (CEC)*

The Council for Exceptional Children (CEC) is an organization dedicated to serving teachers and other professionals who work with children who have disabilities. It is affiliated with the National CEC. Luther CEC holds monthly meetings and is involved in many service projects, hosts guest speakers, and encourages attendance at state and national CEC meetings.  
*Faculty Advisor: Dr. Jill Leet-Otley*
Testing Requirements
Luther College Education Department

There are two different points in your progress through the Luther College TEP that involve testing requirements:

1. Acceptance into TEP
2. Completing the TEP to be eligible for Licensure

See the Education Department website, http://www.luther.edu/education/students/testing/.

Acceptance into TEP – Basic Skills Test

- If you expect to be licensed in Iowa and/or another state, not Minnesota, take the Praxis Core.
- If you expect to be licensed in Minnesota, take the MN NES EAS.

If a student does not pass all three exams on the first round, he/she will need to retake only the sections where the score was below the minimum score. When a student applies to the teacher education program, he/she must submit a passing score report for each of the three subtests (reading, writing, math) from either the Praxis Core or the MTLE. A student must submit passing scores for an entire test. Students without passing scores on all three subtests of either the MTLE or the Praxis Core may not enroll in education courses numbered 300 or above.

Completing the TEP to be eligible for licensure—Praxis II

All Luther College Education majors and minors are required to pass the pedagogy and content knowledge tests listed as requirements for the state of Iowa. See the Education Department website for information about the particular tests you must take. You need this information in hand before you register for these tests at the ETS Praxis II site. In addition, students may need to take additional tests to obtain licensure in other states.
Student Teaching Application Dates

In the fall of the year prior to the academic year you plan to student teach, you must attend a meeting. Following this meeting the link online student teaching application form will be emailed to you to complete and submit. If you will be off campus when your meeting occurs, please contact the Field Placement Officer in advance to obtain information and the application link. Forms may be obtained from the web site. **All students must attend the Pre-Student Teacher Meeting and complete Student Teacher Application Forms.**

The meeting for all student teachers for the following academic year, both fall and spring will be held in November of the year prior to student teaching.

**Note:** There is also a meeting during the semester prior to student teaching (held in the second half of each semester) that provides essential information regarding the professional semester, such as procedures for meeting cooperating teachers, school security, ethics and the human relations seminar. All student teaching meetings are mandatory*. Email notification will be sent to all candidates prior to the meeting. It is your responsibility to highlight the date and attend the meeting that pertains to you. It is required by Iowa for graduates.
Financial Information

_Ninth Semester Tuition Credit_
This information is provided to you from the Registrar and Financial Aid Office. This credit is NOT administered by the Education Department. It is the student’s responsibility to secure information regarding this credit. You must apply for this credit; it does not happen automatically. Students turn this paper into the Financial Aid Office.

_World is the Tuition Credit?_
Instead of being a full-time student who is charged the full-time tuition rate, the student is a full-time student who is charged the part-time tuition rate. The part-time tuition rate is a per credit hour charge. The part-time rate is then reduced by a tuition credit, which is one-half of the part-time charge. The tuition credit is listed as financial assistance on your statement account.

_To Qualify for the Tuition Credit:_
The student must have earned at least 128 credits. The student must have also met all graduation requirements (except practice teaching or social work internship) and all the requirements of his/her major. The tuition credit is available only for practice teaching credits and only in the ninth semester, not beyond.

_To Receive the Tuition Credit:_
The student must complete tuition credit form for each term enrolled-Semester I, J-Term, and Semester II. The tuition credit form is available in the Registrar’s Office. The completed form is returned to the Registrar’s Office at the time the enrollment deposit is paid.

_Financial Assistance Information:_
The student must notify the Financial Aid Office of his/her intent to attend Luther College a ninth semester and provide a listing of the courses and number of credits for those courses he/she is planning to enroll in for the ninth semester. A student must also complete a FAFSA to determine Pell Grant and Direct Loan eligibility. An Iowa student may qualify for the Iowa Tuition Grant, if the FAFSA is
filed by the deadline date and the student meets the financial need requirements and has not previously received the grant eight semesters. Luther College grants scholarships, SEOF and Perkins are not available. Work is normally offered due to course responsibilities and availability of positions.

Remember:
The student is charged for every enrolled credit hour. J-Term is no longer a tuition-free term. If a student enrolls in a J-Term class, the student will be charged. The J-Term charge will not appear on the statement of account until January. In the fall only semester charges will appear on the statement of account.

Special Note:
Secondary Education Majors who have their degree from Luther but still need to student teach should contact the Financial Aid Office and the Student Accounts Office about their charges and financial assistance.

(Please call 563.387.1528 if you have any questions)

Note: This information is being provided to you as a courtesy. Any questions should be directed to the Registrar or Student Accounts Office.
Education Department Petition Process

Occasionally, circumstances arise which make it impossible to follow the Education Department procedures. These occasions should be rare but in the event special arrangements are being requested, the student must write a petition to the Education Department asking permission to complete an alternative. These petitions will be discussed and acted upon by the Education Department Petition Committee. Writing a petition does not assure it will be honored; it is a process by which the student has the opportunity to be heard. The petition form is located on the Luther Education Department’s web site (education.luther.edu). Petitions that relate to eligibility for a particular class must be submitted no later than the last day of classes of the semester prior to the semester in which the student is petitioning for eligibility. See the petition form for future information about petition submission. See the Education website.

Petitions should:

- Be word-processed and edited
- Have your name and contact information, including your email address
- State the rationale for your petition, including an idea of what you would like to happen
- Identify your advisor, including an Education Department professor with whom you have discussed your petition
- Be dated
- State the rationale for your petition; make clear your request and why it is necessary for the Education Department procedures and/or requirements to be waived
- If the petition involves the timing or sequencing of coursework, include the semester(s) [dates] affected by this request
- Include all required signatures

Please submit to Jennifer Olufsen in Koren 115.
Any concerns about the department should be brought to the Department Chair. These concerns are welcomed. If the student does not wish to contact the Department Chair, he/she may contact any senior department member.

Students should also refer to the Student Handbook for Luther College: “Code for Student Rights, Responsibilities and Conduct at Luther College.”

Note: Section 2.2 refers to the Academic Evaluation Grievance Procedure of the college. For sexual harassment issues, refer to “Offenses, which Exploit Others, Sexual Harassment, Discriminatory of Harassing Conduct.”
Removal from a Clinical Placement College Policy Statement

A Luther College Student shall be removed from his/her clinical placement under the following conditions:

1. The cooperating teacher is inadequately prepared to demonstrate interest or skill in mentoring the Luther College student. This may be demonstrated by a teacher who: 1) gives little or inappropriate feedback/guidance to the student and/or 2) removes him/herself physically or in supporting role from the classroom before the Luther student is prepared to assume the role of the teacher. In such instances, the Director of Field Placement will obtain different placement for the Luther Student.

2. When/if it is determined by all parties—the Luther student, college supervisor, and cooperating teacher—that a situation exists which prevents the student from making continual progress during the practicum experience. Specifically, circumstances indicate that the student is unable or unwilling to make critical changes or adaptations that would result in progress toward gaining professional skills.

3. It is determined that the Luther student is substantially distracted from the teaching experience whether due to personal problems, health issues, attitude, or the Luther College student demonstrates a lack of commitment to his/her own learning process or that of the classroom students. It is hereby assumed that even after counseling, the student is unable/unwilling to rectify the situation.

4. The Luther student interacts with the classroom students in an inappropriate matter:
   a. Physical, Sexual, or Verbal abuse of students
   b. Impatience, humiliation, or harassment of students
   c. Inappropriate out-of-school contacts with imply a friendship rather than a mentor relationship
   d. Discussion of highly personal topics with students
e. Violation of confidentiality
f. Inappropriate language, jokes, innuendoes, or sharing of printed and/or media material with students
g. Leaving children unattended or in any situation that would subject them to danger
h. Inappropriate use of electronic mail and/or technology in the work setting.

5. The Luther student fails to comply with the conditions as specified in the objectives of the clinical experience (Teacher Candidates should refer to the “Contract of Understanding” signed prior to the placement in the school)

The candidate fails to demonstrate a growing sense of the professional because of prolonged and unexcused absence and/or tardiness; or is found guilty of a felony crime during the clinical placement whether or not such is related to the school setting.

**Procedure for Removal:**

A cooperating teacher, building principal, Luther college supervisor, or methods professor may make a recommendation for removal from a placement to the Field Placement Officer. The individual recommending the removal should provide written documentation regarding the area(s) of concern. The Field Placement officer will consider the nature of the concerns and share that information with the candidate’s academic advisor and the education department head. The Field Placement Officer will also conger with the candidate, in person, by phone, and/or electronic means, to verify the information and gain an understanding of his/her knowledge and explanation related to the concerns.

The Department Head and Field Placement Officer will make their decision based on the best interest of the cooperating school faculty and the students, taking into consideration the teacher candidate, to the extent possible.
The Field Placement Officer will inform all parties of the date of termination and any other contingencies that must be addressed to insure the ongoing program of instruction for the students in the classroom. The Field Placement Officer will also inform the Student Life and Registrars office at Luther College.

\textit{Procedures for Appeal:}

Students who do not agree with the decision regarding removal from the clinical placement may appeal that decision, in writing, to the Vice President for Academic Affairs and Dean of the College. Such appeal should list the reasons why the student believes the removal unwarranted, under one of the three reasons given in the Faculty Handbook policy 614.0: “Lack of information, competence, or prejudice.” Such an appeal must be made prior to the end of the semester in which the removal occurred. The decision of the Vice President for Academic Affairs and Dean of the College is final. (Approved by the Department of Education, August 2, 1999)
Conceptual Framework for Teacher Education

“Preparing Competent, Caring, and Inquisitive Teachers for Global Responsibility”

The conceptual framework established by the Luther College Education Department reflects a shared vision for preparing pre-service educators to work effectively in PK-12 schools. Flowing from the Luther College mission statement, the conceptual framework provides direction for programs, courses, teaching, candidate performance, service, and department accountability. The framework is continually assessed and revised for it is based on the philosophical assumption that the teaching profession is a developmental process. Growth and development continue throughout a teacher’s career; therefore, reflection on the framework is critical to student success.

The Education Department Faculty, as an academic community of Luther College, has formulated five strands that provide the foundation on which students build both teaching skills and a sense of vocation.

I. Luther College teacher candidates benefit from general education requirements that provide learning opportunities grounded in the assumption that the liberal arts provide a foundation for educated adults.

II. Luther College teacher candidates are presented with an array of opportunities and experiences that lead to the development of the knowledge, skills, and dispositions necessary for quality teaching and learning.

III. Luther College teacher candidates are prepared individually to demonstrate the knowledge, skills, and dispositions as they relate
to identified teacher competencies and to personal vocational choices.

IV. Luther College teacher candidates are provided with opportunities to engage in experiences with diverse populations to assist their development as competent, caring, and inquisitive teachers for the 21st century.

V. Luther College teacher candidates are encouraged to develop ethical, reflective, and critical thinking skills that are critical to lifelong learning as a teaching professional.

Embedded in each of those strands are the mechanisms designed to assess the continuous growth and progress toward articulated program outcomes. The students are active participant in this assessment process as they continue developing as teachers.

**Strand I:** Luther College teacher candidates benefit from general education requirements that provide learning opportunities grounded in the assumption that the liberal arts provide a foundation for educated adults.

A. Description:
Luther College teacher candidates know and demonstrate the knowledge, skills, and dispositions identified by the college mission statement, specifically, preparation for a life of leadership, service, and vocation. By connecting faith and learning, the Christian liberal arts objectives of the college become an integral part of the teacher candidate preparation program at Luther College. (Luther College Catalog, 2003-05; Goodlad, 2003-2004; Palmer, 2000; Nodding, 1992).

B. Evidence Indicating Successful Completion of Component I.
   1. Students demonstrate breadth and depth of knowledge through the general education program within the chosen major.
2. Students demonstrate commitment to the professional practices reflective of liberal arts objectives as evidence in the Luther College Department of Education “Professional Dispositions” evaluation.

Strand II: Luther College teacher candidates are presented with an array of opportunities and experiences that lead to the development of the knowledge, skills, and dispositions necessary for quality teaching and learning.

A. Description:
   Education faculty prepares students for quality teaching and learning through academic work in classrooms, practica, and student teaching, and professional development opportunities. These experiences meet the state requirements for teacher licensure and reflect the college’s mission for a life of service and vocation. (Atkin, 1987; Joyce, Weil & Calhoun, 2000; Darling-Hammond, 1999).

B. Evidence Indicating Successful Completion of Component II.
   1. Students complete the state-approved teaching licensure process and college and department graduation requirements. Student may participate in additional, elective opportunities.
      a. Artifacts demonstrating competency on ten (10) INTASC Standards (Interstate New Teacher Assessment and Support Consortium Standards)
      b. Performance evaluations form:
         i. Practica at the introductory and developing levels
         ii. Student teaching formative and summative evaluations
         iii. Recitals, proficiency tests, exhibits and presentations
   2. Portfolio presentations
   3. Academic Administrative Assistantships (AAA) for faculty-student research and collaboration
   4. Domestic (rural and urban) and/or international field experience evaluations
   5. Campus based affiliates of national organizations (National Education Association, Music Educators Association and Council for Exceptional Children) are available.
   6. Domestic (rural and urban) and/or international field experience evaluations
   7. Senior project in major
   8. Research symposium presentations

Strand III: Luther College teacher candidates are prepared individually to demonstrate the knowledge, skills, and dispositions as they relate to identified teacher competencies and to personal vocational choices.
A. Description:
The Luther College Education Department has identified the teaching competencies expected for all students preparing to become teachers. These competencies, based on INTASC Standards, are introduced through the initial introduction to teacher education course (Education 185/215: Clinical Experience in the Schools; Education 217: Introduction to Music Education) and serve as the framework for all courses in the education department. Assimilation of these competencies is demonstrated throughout the teacher candidate’s professional semester. (Cochran Smith, 2003; Council of Chief State School Officers, 1999; Ferrini-Mundy, 2002; Otis-Wilborn & Pugael, 2002).

Evidence Indicating Successful Completion of Component III.
1. Students successfully complete Education 185/215: Clinical Experience in the Schools; Education 217: Introduction to Music Education.
2. Students successfully pass the Pre-Professional Skills Test (Praxis Core/MTLE).
3. Students successfully complete all coursework required by the education department for either their major and/or minor.
4. Students maintain a grade point average of 2.75 at Luther to be admitted to the program and must maintain that in the major for admission to the professional semester.
5. Students document their progress in assimilating of the competencies into their professional development through the Luther electronic portfolio system that tracks student progress over time.
6. All Luther education students prepare and Elementary Education majors publicly present a professional portfolio that demonstrates assimilation of the competencies into their teaching as a part of their professional semester.

Strand IV: Luther College teacher candidates are provided with opportunities to engage in experiences with diverse populations to assist their development as competent, caring, and inquisitive teachers for the 21st century.

A. Description:
To be effective, teachers need to meet the instructional needs of all students. Achieving this goal involves instruction that is sensitive to students’ social and emotional needs, varies instructional methods to reflect different ways of learning, and also includes the experiences, histories, traditions, and perspectives students bring to the classroom. Teachers must also create classrooms that connect students to the broader society, where issues of social responsibility, democracy, and global citizenship promote critical thinking and active engagement in the learning process. (Comer, 2005; Thompson & Tyagi, 1993).
Luther education students are presented with coursework and practical experiences that broaden their knowledge of student diversity of ability, background and learning style. Instructors encourage students to examine their lessons, materials and classroom interactions to ensure that the needs and skills of all students are being met. Luther education students may select from several special endorsements which enable more effective instruction of very young children, middle school students, students with special needs, and student for whom English is not the primary language.

Pre-professional opportunities in professional teaching organizations such as the National Education Association, the Council for Exceptional Children, and the Music Education Association allow Luther student educators to learn how these organizations support the professional growth of teachers. The Luther College Diversity Center fosters an appreciation and understanding of cultural diversity by arranging co-curricular activities and engaging Luther students in cooperative learning experiences with area schools.

Student teaching and practicum experiences are available to Luther students in urban, suburban and rural areas. Special opportunities exist to work in settings of cultural diversity, in mentoring programs, school-community projects, and service projects.

Positive student-teacher relationships are a cornerstone of effective teaching. These strong relationships appear to be particularly important in the educational experiences of low-income students as well as those who are second language learners or who come from different cultural backgrounds. Luther education students are presented with coursework and practical experiences that broaden their knowledge of student diversity of ability, background, and learning style. (Darling-Hammond, 1997; Cummins, 1996; Garcia, 1999).

B. Evidence Indicating Successful completion of Component IV.

1. Students identify and complete a special endorsement to complement their education major/minor, including
   a. Elementary Education, with one of the following:
      i. Special Endorsements: Early Childhood, English as a Second Language, Instructional Strategist 11: Learning Disabilities & Behavioral Disorders, Middle School and Reading
      ii. Academic Endorsement
   b. 5-12 Minor in Secondary Education
   c. K-12 minor in Art, Music, or Physical Education
2. Students select a student teaching environment that provides practical experiences with learners from a variety of cultural, linguistic, and family backgrounds.
   a. Domestic opportunities (urban, rural, suburban)
   b. International opportunities such as Belgium, Norway, Singapore, Korea, Mexico

3. Students prepare lesson plans that highlight adaptations for individual learner differences.

4. Students participate in service organizations, campus activities, political action groups, and pre-professional organizations that encourage community involvement.
   a. National Education Association
   b. Council for Exceptional Children
   c. Music Educators Association FMEA
   d. Mentoring program
   e. FAST (Families and Schools Together
   f. Habitat for Humanity
   g. Luther College Diversity Center
   h. PALS
   i. Wellness (Good & Fitness
   j. Luther Student Education Association (LSEA)
   k. National Council of Teachers of Mathematics (NCTM)

**Strand V:** Luther College teacher candidates are encouraged to develop ethical, reflective, and critical thinking skills that are critical to life-long learning as a teaching professional.

A. Description:
Consistent with the identified Goals for Student Academic Achievement as stated in the Luther College Catalog, the teacher education program is built on the premise that becoming a teacher is a developmental process. Specifically, the goal note “a commitment to dealing reflectively and in community with ethical challenges facing human beings in the world, a commitment to a life of work that will provide successful fulfillment, guided by a sense of intellectual curiosity.” (Luther College Catalog, 2004-05)
Current literature in teacher preparation, best practices, and the standards movement as noted in the IN TASC Standards, NCATE Standards, and the Iowa Teaching Standards, provide substantive evidence of the need for teachers to approach the vocation as reflective practitioners. It is our belief that reflection is at the heart of practice. Therefore, teaching candidates must have the time and opportunity to think about the events of their teaching and have opportunities to sharpen their rights. The Education Department believes these to be learned skills and that these skills and qualities contribute to the creation of competent, caring and inquisitive teachers in a direct way.

The Luther Teacher Department strives to instill in each candidate a sense of commitment that will lead to continued professional development beyond the Luther College degree. (Goodlad, 2004; NCATE, 2002; Danielson, 1996)

B. Evidence indicating successful completion of component V.
   1. Program Competency 8: Reflection and Professional Development Program
   2. Competency 9: Relationships with Parents, Colleagues, and the Larger Community
   3. Self-Evaluation of teaching dispositions
   4. Working and professional portfolios
   5. On-going performance assessments, beginning with Education 185 and continuing through Education 486.
   6. Paideia 2: US Schools
   7. Student Teaching retreat
   8. Student Honor Code
Mission Statement

The Luther College Education Department believes that a strong liberal arts background prepares the Luther student for specialization in the education program.

The Education Program at Luther College is founded on the principle that a command of theoretical knowledge about learning and human behavior, a foundation of knowledge in the subject matter to be taught, and repertoire of teaching competencies that facilitate learning and teaching are essential to the development of effective reflective beginning teachers. Informing all of these elements is a moral stance that grows out of the college’s roots and the discipline’s long commitment to successive generations.

The Luther College Education Department views teaching as a developmental process that continues beyond the baccalaureate degree. Experience, maturity, and additional education will extend and enhance the Luther graduate’s teaching skills content knowledge, attitudes, multicultural perspectives, and interpersonal relationships.
Welcome to the first college experience in classrooms as a teacher candidate. This will be an exciting January term to “walk in the shoes” of a teacher and glean information to help decide whether a career in education wants to be pursued. As EDUC 185/215 students, the time will be demanding but worthwhile learning about schools and teaching from “the other side of the desk.”

Course Description

The teacher candidate works as an observer-aide under teachers in a public/private area school with concentrated instruction in preparation for these duties through seminars that accompany the experience. Seminars include the following topics: ethics, professionalism, program competencies, and dispositions, including reflective practice. Students taking this course in January must complete application materials in the Education Department by October 1 of the previous semester. First-year students enroll in EDUC 185 (first-year seminar) offered during January term. All other students enroll in EDUC 215. Students earn a grade of Credit or No Credit.

Course Fee

There is a $125 course fee for students enrolled in EDUC 185/215. This pays for expenses of the course such as transportation, background checks, and materials. No partial refunds are given.
General Course Structure

During the first day of January term, teacher candidates meet on the Luther campus with education faculty. Teacher candidates, faculty, and staff participate in large groups and seminar orientation sessions to learn the expectations of the course, including those of the local schools where teacher candidates interact. Then in the following days, the teacher candidates participate in their assigned K-12 classroom all day Monday through Thursday and then meet with their seminar groups on Fridays. During the last week of J-term, teacher candidates will meet individually with their seminar leaders for exit interviews.

Teacher candidates will meet with all other EDUC 185/215 students during the first day of January term. Information about where and when to meet for these large group sessions will be with materials picked up from the office and/or e-mail communication. Attendance and participation in large group is required.

Education faculty will provide information and involve teacher candidates in activities that help them learn about schools and the EDUC 185/215 experience. Possible topics include Luther Educator Competencies, ethical behavior, teacher education program, what to do in the k-12 classroom, evaluation of the experience, and professionalism.

Participation in Seminar
EDUC 185/215 students will participate in small groups led by seminar leaders in both the first day of the term on campus and then each Friday of January term. The small group setting will allow teacher candidates to discuss and reflect upon their experiences with peers and education faculty.
Preparing for Day 1—In December, a reminder is sent to EDUC 185/215 students.

- Visit school’s website and know the following:
  - Phone number
  - Location and how to get there
  - Names of key people, such as the principal, office manager, custodian, lunch workers, and office professionals
  - Classroom teacher’s website, if one is available
  - Special initiatives of the school (i.e. Positive Behavioral Interventions & Supports (PBIS), RTI/MTSS, etc.)
  - School calendar for January and any special occurrences (in-service days, early releases, conferences, etc.) that may influence field experience

- Jennifer Olufsen will provide contact information for cooperating teacher. Contact the teacher through e-mail. Remember that even an e-mail leaves and impression. Proofread any correspondence so that it appears professional.

- Pick up breakfast and lunch at the Grab-n-Go window. It will open at 6:30 a.m. If leaving before 6:30, the option to pick it up the day before is available. If eating school lunch, it is students’ responsibility to pay for the lunch.

- **Check ALL social media accounts to convey a favorable impression to K-12 students, parents, faculty, and administration.** Check privacy settings so that only approved individuals can view account. It is common practice for future employers to access social media sites that are public.

Day 1—in the school

- Be confident and have a positive attitude
- Dress professionally
- Cover or remove any distractible piercings/tattoos
- Wear Luther lanyard and identification card at all times
- Pick up breakfast and/or lunch at the Grab-n-Go window
Arrive early to meet car pool at Union
Upon arrival, check in at the Main Office and ask procedure for sign-in/out routine each day
Introduce yourself to the school personnel
In the classroom, observe the teacher and the students
Take initiative
Review teacher’s contact information and the best method of communication
Give cooperating teacher the evaluation forms and clarify expectations for arrival, departure, and dates of the experience. Discuss any in-service days and how the teacher wants you to participate.
Discuss your role and responsibilities in the classroom with the teacher

Carpooling, Arrival and Departure Times
Renee Gunderson will visit with the large group regarding carpool information. Meet with carpool to discuss arrangements specific to travel on the first day. On days traveling to schools, meet those in your carpool at the Union. Be sure to arrive early, as drivers will not wait for latecomers. Tardiness jeopardizes all candidates’ abilities to arrive on time. Teachers’ contract days will dictate candidates’ arrival and departure times at the schools.

Delays or Cancellations Due to Weather
Students will NOT travel through a closed or late school district due to weather. Check with seminar leaders to identify districts that are driven through to get to assigned destination.

Listen to radio stations: 104.7 FM, 98.3 FM, or watch KCRG (local channel 2), KWWL (local channel 7), KGAN (local channel 9), KTTC (local channel 10), or go to the website kvikradio.com. Many schools have text alert systems available for notification of delays and cancellations.
Make decisions based on comfort-level of driving. If the weather is bad, but school hasn’t been called off, carpools should allow extra time for winter driving [perhaps even wait 15 minutes before leaving]. Be sure to inform your cooperating teachers and Renee Gunderson (563-387-1140) of delayed departure as well as the carpool. This might also happen when getting out early. If Decorah Community Schools dismisses early for inclement weather, Luther College students should return to campus.

If a Luther College Fleet vehicle becomes disabled, stay with the car and car pool. Call Luther 563-387-2000, ask for security or call the Facilities Services Office at 563-387-1146.

**Area Schools**
To find directions to local schools, use googlemaps.com or mapquest.com. Ask Renee Gunderson for assistance if there are questions about routes to various locations.

**Professionalism – What’s Expected of a Teacher Candidate?**
- Confidentiality – Experiences observed in the classroom and at school must remain confidential. Do not discuss school experiences in the community or on campus. This demonstrates professionalism and is required by law through the Family Education Rights Privacy Act (FERPA).
- Checking in and out – follow school routines and procedures
- Dress – Wardrobes should fall well within the acceptable guidelines for the school. *Clothing must cover cleavage, midriff and buttocks when you are raising your arms, bending over, or sitting on the floor. Wear clothing that is comfortable yet professional and allows easy movement. Do not wear jeans or flip-flops or other open-toed shoes. Leggings, for example, could be worn with a long shirt or dresses.* Dressing more conservatively and professionally in the first few days is recommended so as to learn the expectations for the school. Some may be assigned recess or bus duty, so prepare to have warm clothing available.
○ Teacher candidates are expected to be at assigned classroom each day and to be there on time.
○ Speech and actions during the field experience should provide a positive role model for K-12 students.
○ Electronic communication - Many people use social media to stay in touch with family and friends. During the EDUC 185/215 experience, teacher candidates may be asked to ‘friend’ K-12 students. Politely refuse this invitation. DO NOT interact on social media with students. This is to protect you, the student, and the school. Be sure cell phones are turned off and stored away. Follow the school’s policy for cell phone use during the school day and do not share phone numbers with students.

In-service Days
In-service days may be scheduled during the J-term experience. An in-service day is when district teachers participate in learning and/or teaching about some topic, such as reading or assessment, important to the district teachers. These vary in time from a couple hours to a full day. Teacher candidates are expected to participate in this experience. Please contact seminar leader if there are concerns or questions.

Communication
As a representative of Luther College, teacher candidates should be conscious of their communication and actions.

If a teacher candidate is ill and cannot attend, they should do the following:
   a. notify carpool driver of absence
   b. notify cooperating teacher of absence
   c. notify Renee Gunderson (she will inform seminar leader) of absence

If an illness continues, this process must be followed each day.
How Teacher Candidates Are Evaluated
Teacher candidates are evaluated through their demonstration of dispositions important to teaching that can be found on the Ed 185/215 Evaluation Information Sheet at: (www.luther.edu/education/students/ed-185/)

Cooperating teachers will complete an on-line evaluation of their teacher candidates.

The cooperating teacher may discuss his/her rating with the teacher candidate. The seminar leader and teacher candidate will meet to discuss the evaluation during the last week of J-term.

CR/NC grade: Criteria for Credit
  ○ Checklist/anecdotal notes of satisfactory seminar presence/participation
  ○ Satisfactory score on Presentation Rubric
  ○ Log documenting hours during ED 185/215
  ○ Complete cumulative reflection

Last Days in School
Teacher candidates should leave a good impression. Please attend to the following in the final days of school:
  ○ Pay any lunch or other outstanding balances
  ○ Return all materials to the cooperating teacher
  ○ Deliver thank you notes to the cooperating teacher, principal, and other school personnel who have assisted during this placement
  ○ Review the evaluation results with cooperating teacher
  ○ Obtain a hard copy of the teacher’s completed Education 185/215 Evaluation form for conversation with seminar leader during exit interview
**Final Interview**
Teacher candidates will meet individually with seminar leaders to reflect upon the ED 185/215 experience. This is a time for candidates to seriously consider whether education is the career that they choose to pursue. To the final interview, teacher candidates should bring their *completed* copies of each of the following forms:

- ED 185/215 Time Log
- ED 185/215 Evaluation (cooperating teacher prints at completion of on-line evaluation)
- Advisor Request Form (if needed)

**Assignments**
Write and date written reflections each day that inform your “Final Reflection” in which specific experiences are highlighted and reflected upon. A CUMULATIVE REFLECTION is due before or at the exit interview. During the 200-level courses, this assignment will be submitted as a portfolio artifact for Competency #8 [Reflection].

**Teacher Education Program (TEP)**
-- **Basic Information**
Important information for all students interested in the Teacher Education Program:

- Students must be approved for the Teacher Education Program before they are permitted to register for 300-level courses in the Education Department.
- Candidates' completed TEP applications are due October 1 for spring semester registration and March 1 for fall semester registration.
- Students need to submit a completed application and all other required documents in advance of these dates.
- The Education Department and all teaching area departments review teacher education candidates to make sure they meet all of the admission requirements.
○ Students may not transfer methods courses at the 300 level or above from another institution.

○ Transfer students need to meet with the Department Head.

Admission Requirements for the Teacher Education Program

○ 2.75 minimum overall GPA.

○ Satisfactory completion of EDUC 185 or EDUC 215 (Clinical Experience I in the Schools)

○ Three recommendations from faculty and staff: one Education professor; one professor in major; third from another faculty or staff member.

○ Passing scores on one of two approved Basic Skills Exams (see explanation below):

  ○ Praxis Core Exam: reading (156), writing (162), and mathematics (150). (Praxis exams are given on Luther College's campus several times a year. See ets.org).
  MN NES EAS: reading (520), writing (520), and math (520). (Minnesota-bound students only.)

  ○ Minnesota Teacher Licensure Exam: reading (240), writing (240) and mathematics (240). (Prior to 6/7/16)

○ Approval of the candidate by all teaching area departments and the Education Department.

○ Satisfactory completion of the Chalk & Wire Introductory Portfolio.