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Preparing Competent, Caring, and Inquisitive Teachers for Global Responsibility

Welcome to the Luther College Teacher Education Program
Do you want to teach students in elementary schools, secondary subjects, or in music education programs? If so, Luther’s Education Department will prepare you to be a competent, nurturing teacher who is excited to learn about the students and the world. Becoming a teacher is a rewarding experience!

This handbook outlines the procedures leading to teacher licensure, and guides prospective teachers through the Education Department program expectations and curricula. It serves as a reference and contains helpful information such as required courses and application deadlines. Prospective teachers should refer to this document often as they progress through the Teacher Education Program (TEP).

If prospective teachers have questions after reading this document, they should contact the Education Department faculty or staff (See contact list on page 7) to make an appointment.

Education Department Office
Renee Gunderson, Administrative Assistant
Koren 101
Phone: 563.387.1140
Fax: 563.387.1107
gunderre@luther.edu
Luther College Education Department Diversity Statement

The faculty, staff, and emerging teachers in the Education Department at Luther College unequivocally denounce all forms of bias and hate. We strive to create an inclusive community where differences according to race, ethnicity, language, religion, national origin, gender identity, sexual orientation, socioeconomic status, age, and (dis)ability status are valued and affirmed. We are committed to challenging and eradicating racism, white privilege, xenophobia, heteronormativity, sexism, ableism, classism, and other unforeseen biases we bring into the classroom. Finally, we recognize our role and responsibility as teachers to create a more just and humane society so that all children may thrive.

Luther College Mission Statement

In the reforming spirit of Martin Luther, Luther College affirms the liberating power of faith and learning. As people of all backgrounds, we embrace diversity and challenge one another to learn in community, to discern our callings, and to serve with distinction for the common good.

As a college of the church, Luther is rooted in an understanding of grace and freedom that emboldens us in worship, study, and service to seek truth, examine our faith, and care for all God’s people.

As a liberal arts college, Luther is committed to a way of learning that moves us beyond immediate interests and present knowledge into a larger world—an education that disciplines minds and develops whole persons equipped to understand and confront a changing society.

As a residential college, Luther is a place of intersection. Founded where river, woodland, and prairie meet, we practice joyful stewardship of the resources that surround us, and we strive to be a community where students, faculty, and staff are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.
Conceptual Framework for Teacher Education
“Preparing Competent, Caring, and Inquisitive Teachers for Global Responsibility”

The Education Program at Luther College is founded on the principles that a command of theoretical knowledge about learning and human behavior, a foundation of knowledge in the subject matter to be taught, an understanding of how theory and subject matter shape pedagogy, and a repertoire of teaching competencies that facilitate teaching and learning 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 further the education of successive generations.

Flowing from the Luther College Mission Statement, the conceptual framework guides the Education Department’s vision for preparing student teachers to work effectively in PK-12 schools and guides development of courses, teaching, candidate performance, service, and department accountability. The framework is continually assessed and revised, for it is based on the philosophical assumption of the teaching profession as a developmental process (Goodlad & McMannon, 2004). Therefore, reflection on one’s development and the framework are critical to the candidate’s success.

The education department faculty, as an academic community of Luther College, has formulated five strands providing the foundation on which candidates build both teaching competence and a sense of vocation.

**Strand I: The Liberal Arts**
Luther College teacher education candidates acquire knowledge grounded in the liberal arts, as they provide a foundation for educated adults.

**Strand II: Knowledge, Skills, and Dispositions**
Luther College teacher education candidates develop knowledge, skills, and dispositions necessary for quality teaching and learning.

**Strand III: Accountability**
Luther College teacher education candidates apply the knowledge, skills, and dispositions as measured by teacher standards and personal vocational choices.

**Strand IV: Diversity**
Luther College teacher education candidates develop as caring and culturally competent teachers for the 21st century as they interact with diverse populations.

**Strand V: Reflection**
Luther College teacher education candidates evolve as ethical, reflective, and critical thinkers, essential to life-long learning.

Embedded in each strand are the mechanisms designed to assess the continuous growth and progress toward articulated program outcomes. Candidates are active participants in this assessment process as they continue developing as teachers.
<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Office</th>
<th>Phone</th>
<th>Position/Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Bohach</td>
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<td></td>
<td></td>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Secondary Methods–Science</td>
</tr>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Department Head</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Literacy Education</td>
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<td></td>
<td></td>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td></td>
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<td>Associate Professor</td>
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<td>Special Education</td>
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<td></td>
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<td></td>
<td>Diversity and Inclusion</td>
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<td></td>
<td></td>
<td></td>
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</tr>
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<td>Associate Professor &amp; Music Education Program Director</td>
</tr>
</tbody>
</table>
Teacher Education Program Progression

The following graphic and checklists illustrate the main levels within the TEP. Starting in the first year, a student interested in education will take the J-term course, EDUC 185/215: Clinical Experience in the Schools I. This is the beginning of level 1.

**Level I - Introductory**
- Approval to Teacher Education Program (TEP), Introductory Courses, and Introductory Portfolio

**Level II - Developing**
- Methods Courses, Developing Portfolio, and Approval to the Student Teaching Semester

**Level III - Advanced**
- Student Teaching Semester, Advanced Portfolio Presentation, and Licensure
### Level 1 – Introductory Checklist

This level entails completing the TEP Introductory Courses and applying to the Teacher Education Program. Level 1 is typically completed in the first and second years.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete the January term course EDUC 185 in the first year or EDUC 215 in the sophomore year (CR/NC)</td>
</tr>
<tr>
<td></td>
<td>- <strong>Pay mandatory, non-refundable course fee of $130</strong> to cover transportation, background check and a 1-year Anthology Portfolio subscription.</td>
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<td>- Attend the EDUC 185/215 orientation meeting and on-campus seminars.</td>
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<td>- Complete a mandatory background check.</td>
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<td></td>
<td>- Satisfactorily complete the clinical experience and seminar expectations.</td>
</tr>
<tr>
<td>2</td>
<td>Communicate with advisors regarding your progress and plans – Review the <a href="#">21-22 Academic Catalog</a></td>
</tr>
<tr>
<td>3</td>
<td>Declare your major(s) and minor(s) with the Registrar <a href="#">Click Here for Form</a></td>
</tr>
<tr>
<td>4</td>
<td>Complete the following classes and earn a grade of C or better</td>
</tr>
<tr>
<td></td>
<td>- EDUC 220</td>
</tr>
<tr>
<td></td>
<td>- EDUC 221</td>
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<td></td>
<td>- <strong>One</strong> of the following methods courses:</td>
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<tr>
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<td>- EDUC 222 (Elementary education)</td>
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<td></td>
<td>- MUED 232 (Music education)</td>
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<td></td>
<td>- EDUC 252 (Secondary education)</td>
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<tr>
<td></td>
<td>- PAID 112</td>
</tr>
<tr>
<td>5</td>
<td>Achieve and maintain an overall GPA of 2.75, including transfer credits. GPA is not rounded up.</td>
</tr>
<tr>
<td>6</td>
<td>Submit satisfactorily completed Introductory Anthology Portfolio</td>
</tr>
<tr>
<td>7</td>
<td>Apply to the Teacher Education Program (TEP)</td>
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<td></td>
<td>- The <a href="#">Application Form</a> and <a href="#">Reference Form</a> can be found on the Education Department website</td>
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<tr>
<td></td>
<td>Submit all application materials before the deadline: October 1 for spring registration or March 1 for fall registration</td>
</tr>
<tr>
<td>8</td>
<td>Register for 300-level education courses <strong>after</strong> receiving approval from the Education Department to enter the Teacher Education Program</td>
</tr>
</tbody>
</table>

**NOTE:** Registration for 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 any 300-level education courses. See the details about portfolio deadlines on the Education website. Students will be removed from 300-level courses if satisfactory completion is not obtained by June 15.
**Level II – Developing Checklist**

At this level, students have entered the Teacher Education Program and are now teacher candidates. They deepen their understanding of pedagogy (teaching) and content through the methods courses and the J-term clinical experience. The Developing Portfolio is completed during this level, and candidates will also apply to student teach.

<table>
<thead>
<tr>
<th>Continue with required coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renew your Anthology subscription <em>($110)</em>. This subscription will take you through graduation.</td>
</tr>
<tr>
<td>Attend the <strong>Mandatory Methods Practicum and Student Teaching Application Meeting</strong> the fall of your methods year, prior to student teaching. (Typically, your junior year)</td>
</tr>
<tr>
<td>Complete the application for the January methods practicum.</td>
</tr>
<tr>
<td>● EDUC 321/322 – Elementary Education</td>
</tr>
<tr>
<td>● MUED 361 – Music Education</td>
</tr>
<tr>
<td>● EDUC 366 – Secondary Education</td>
</tr>
<tr>
<td>Complete the application for your student teaching semester (EDUC 486). The application will be given to you by the Field Placement Officer, and further information can be found in the Student Teaching Handbook in the Appendix.</td>
</tr>
<tr>
<td>Meet with the Luther Career Center to draft a resume and submit it to the Field Placement Officer or other designee</td>
</tr>
<tr>
<td>Attend the <strong>Mandatory Student Teaching Group Meeting</strong> the semester prior to student teaching</td>
</tr>
<tr>
<td>Attend the <strong>Mandatory Individual Student Teaching Exit Meeting</strong> with the Field Placement Officer</td>
</tr>
<tr>
<td>Communicate with advisors regarding progress and plans</td>
</tr>
<tr>
<td>Submit satisfactorily completed Developing Anthology Portfolio</td>
</tr>
</tbody>
</table>
Level III – Advanced Checklist
Upon successful completion of these requirements, the candidate will fulfill the criteria for licensure.

<table>
<thead>
<tr>
<th>Task</th>
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</table>
| Complete and receive credit for your student teaching practicum (EDUC 486) and any additional required coursework and practicum placements  
- Elementary Education candidates must complete EDUC 490, Senior Project and Presentation |
| Submit satisfactorily completed Advanced Anthology 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 the Teacher Certification Officer |
| Complete and submit all licensure paperwork to the Teacher Certification Officer. Include payment for Iowa licensure and background check fee. |
| Complete Bachelor’s Degree and maintain the required GPA for your teaching area |

At What Level Do You Want to Teach?
Luther College has three certification programs. These are the links to the course planners:
1. Elementary Teaching (K-6)
2. Secondary Teaching (5-12)
3. Music Education Teaching (K-12)

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

**NOTE:** adding more than one endorsement area to your program may require additional semesters of coursework and student teaching
Endorsement Paths

The core program in Elementary Education plus one Academic Endorsement
- English/LA (K-8)
- History (K-8)
- Math (K-8)
- Music (K-8)
- Science (Basic) (K-8)
- Social Studies (K-8)

The core program in Elementary Education plus one Special Endorsement
- English Language Learners (ESL) (K-12) (only offered every other year)
- Middle School Specialist (5-8) (only offered every other year)
- Reading (K-8)
- Special Education Instructional Strategist II: BD & LD (K-12)

A special endorsement also requires an area of concentration. An area of concentration is 12 hours in any academic department outside of Education. This concentration is not listed on your teaching license but is required. Remember, these are Iowa endorsements, not endorsements in other states. Your education advisor can give you more information.

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

Secondary Education Minor (5-12)
If you are planning to become a teacher at the secondary level, you will major in the content area you plan to teach. In addition, you will minor in Secondary Education. This will prepare you to teach grades 5-12.
Content Areas with Secondary Education Minors

American Government (Political Science)   History (American and World)
Anthropology                             Management
Biology                                  Mathematics
Business                                 Physics
Chemistry                                Political Science (American Government)
Economics                                Psychology
English                                  Sociology

Second Teaching Area

If you are planning to teach in Iowa (only), it is possible to be licensed in a second teaching area/discipline by taking a few more courses in the second area. If you would like to be better prepared and/or be licensed outside of Iowa in two disciplines, 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 (In Iowa): Methods for science + the coursework listed on our website for Biology, and the few additional (required) History courses. Optional: Social Sciences methods and a History major.
- Biology and History (Outside of Iowa): Methods for science and methods for Social Sciences + the coursework listed for both Biology and History.

NOTE: If pursuing a second teaching area, without methods in both disciplines and full coursework for both disciplines is valid ONLY in the State of Iowa. Additional student teaching may be required. Check with the Field Placement Officer.

Additional Endorsements

You may choose to add additional endorsements to your teaching license. Endorsements (Iowa recognized only) that may be added to a secondary license are:

- English Language Learners (ESL) (K-12)
- Middle School (5-8)
- Special Education Instructional Strategist II: BD & LD (K-12)
Music Education Teaching
If you want to teach vocal, instrumental (band or orchestra), or elementary general music, Luther College offers a K-12 program in Music Education with special requirements listed clearly on Music Student Guidelines website.

Middle School Teaching
This endorsement may be attached to an Elementary, Secondary, or Music education licensure.

For elementary majors: this will be one of your two academic concentrations.

For secondary majors: you will major in one of the two content areas of your choosing. For your non-major content area, additional courses will be required.

The middle school endorsement is for Iowa only. If you plan to teach in another state, check that state’s Department of Education website for their middle school requirements.

The State of Iowa requires two content areas: History, English, Mathematics, or Science. Click here for the approved list of courses in each area. If you wish to teach middle school in Iowa, complete the middle school endorsement as listed on the website.

NOTE: Middle school endorsement courses are only offered every other year.

Licensure in More Than One Endorsement
Candidates seeking to be licensed in more than one endorsement may be required to accomplish the following:

1. Advanced Methods Practicum in the additional endorsement(s)
2. A Developing Portfolio for the additional endorsement(s)
3. An Advanced Portfolio for the additional endorsement(s)
4. Extended student teaching

NOTE: Consult 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.
TEP Student Assessment
The Luther Education Department uses the 2011 InTASC Standards (Interstate Teacher Assessment and Support Consortium) to guide curriculum, assess student development, and improve its program. Students show evidence of their knowledge and execution of the standards throughout the TEP coursework via portfolio submissions over the time (three levels). Additionally, at the end of the first clinical experience (EDUC 185 or 215), a professional disposition evaluation is completed by the cooperating teacher in Anthology.

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 their practice, particularly the effects of their 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 Education Department Anthology Portfolio System

State accreditation requires that the Luther Education Program show evidence of candidates’ growth over time relative to the behaviors of successful beginning teachers as described by the 2011 InTASC standards.

The Luther Education Department Anthology Portfolio System is a way for candidates to provide evidence of their growth by demonstrating their knowledge, understanding, and application of the standards from early admission in the program through the student teaching semester. The portfolio is a performance assessment, should one be required for licensure in another state. Each portfolio is designed to demonstrate a different skill set:

- **Introductory Portfolio:** understanding the standards
- **Developing Portfolio:** beginning application of the standards
- **Advanced Portfolio:** readiness to teach by applying the standards

Introductory Portfolio

The Introductory Portfolio includes evidence of candidates’ understanding of the InTASC standards. Artifacts (assignments) completed in the 200-level coursework and submitted to the portfolio show this understanding, which is foundational to the learning in the 300-level advanced methods coursework.

Developing Portfolio

The Developing Portfolio includes evidence of the candidates’ beginning application of the InTASC standards in the year of advanced methods coursework and the J-term clinical experience. Candidates deepen their understanding of planning, teaching, assessing, and reflection. Artifact evidence should be from application experiences and include use of academic language that will facilitate professional conversations on teaching and learning.
The Developing Portfolio is a significant opportunity to prepare candidates for performance assessments. In some cases, candidates complete a performance assessment (e.g. edTPA) during student teaching or their first year of teaching and this serves as a model for that experience.

**Advanced Portfolio**

In the Advanced Portfolio, candidates show their readiness to teach during the student teaching experience. The application and articulation of planning, teaching, assessing, reflection, and the use of academic language demonstrate readiness to teach.

Remember, reflection is a behavior of successful teachers. Lesson/unit plans include a reflection on the efficacy of the teaching (i.e. 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 reflection is included as evidence of meeting the application level criteria.

Each artifact entry will include an explanatory rationale statement. Your rationale statement illustrates that you understand the importance of the behaviors described by the standards AND that you are able to apply those behaviors in the P-12 school setting. The Advanced Portfolio truly is a 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 the Administrative Assistant, Renee Gunderson, in Koren 101, or email her at gunderre@luther.edu
Professional Dispositions
The assessment of professional dispositions is in Anthology.

Assessed at four points in the program:
- EDUC 185/215
- TEP admission
- Methods practicum
- Student teaching

1. Punctual, Prepared, and Fully Present
2. Professional (appropriate dress, behavior, written and oral communication)
3. Resourceful/Willing to Take Initiative
4. Respectful of Diverse Cultures, Abilities, and Viewpoints
5. Student-Centered
6. Collaborative
7. Mindful of Classroom and School Policies
8. Open to Feedback from Supporting Professionals
9. Reflective (Professionally)
10. Reflective (Personal Self-Awareness)
Course Planners
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.

1. Elementary Teaching (K-6)
2. Secondary Teaching (5-12)
3. Music Education Teaching (K-12)

You should download and print a 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 download and print the 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 mandated changes that would apply to all students. If you have any questions regarding these requirements, you should address your questions to your advisor.

Education Department Petition Process
Occasionally, circumstances arise which make it impossible to follow the Education Department procedures. These occasions should be rare; however, in the event special arrangements are being requested, the student must write a petition to the Education Department asking permission to complete an alternative procedure. These petitions will be discussed and acted upon by the Education Department. Writing a petition does not assure it will be honored; it is a process by which the student has the opportunity to be heard. Petition forms are located on the Luther Education Department’s website. Use the form relevant to your situation.

Petition Requirements
- Be word-processed and edited
- Have your name and contact information, including your email address
- Read the form carefully. Provide the information needed.
- If the petition involves the timing or sequencing of coursework, include the semester(s) [dates] affected by this request
- Include all required signatures
Submit all petitions to the Teacher Certification Officer, Jennifer Olufsen in Koren 122.

Any concerns about the department should be brought to Dr. Barbara Bohach, Department Head. These concerns are welcomed. If students do not wish to contact the department head, they may contact any department faculty member.

Diverse Clinical Placements
TEP completers must have documentation to show they engaged in diverse clinical placements in a variety of settings. As stated in the college catalog: *All education majors and minors are required to have a practicum that includes students from diverse backgrounds.* The January-term methods clinical and/or student teaching must include a placement with demographic characteristics different from the first practicum (EDUC 185/215). Consider the school’s: location, state; urban; suburban; rural; school district and school enrollment; SES (Title I; percentage of free/reduced lunch; racial/ethnicity; percentage of English Language Learners. The greater the variety of school communities you experience during your teacher education program is evidence you have firsthand knowledge of different teaching environments.

Keeping Professional Records
It would be advantageous to maintain a professional file from this point on in your development as a teacher candidate. This Teacher Education Program Handbook is the first item in your professional file. This file might contain:

- Your Anthology Portfolio system subscription is a helpful tool to organize your records.
- 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 from all your courses so you have evidence of course requirements.
- 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 that you have worked out with your academic advisor
- A copy of your current unofficial transcript
• The names, addresses, and phone numbers of all cooperating teachers with whom you have worked, including the dates and grade levels of all placements. Mentor teachers form a professional network that may be an excellent resource in your future.
• Petitions if you request exceptions to “normal” protocol.

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.
Faculty Advisors: Elliott Johnson and Rebecca Newhouse.

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

Educators for Social Justice
To provide opportunities for students to learn how to meaningfully address issues related to justice, equity, and diversity in communities. To diversify our experience in order to better approach the changing climate of our global society.
Faculty Advisor: Dr. Jill Leet-Otley
Student Teaching Application and Approval

Student Teaching Approval Requirements

a. Approval by both the Education and your Major departments.

b. Maintenance of cumulative GPA of at least a 2.75

c. Maintenance of major GPA designated by the department

d. Demonstration of professional dispositions

In the fall prior to the academic year you plan to student teach, you must attend a mandatory informational meeting about applying to student teach. Following this meeting, the link to the on-line student teaching application form will be emailed to you to complete and submit. If you are unable to attend this meeting, please contact the Field Placement Officer, in advance, to obtain information and the application link.

There is also a mandatory meeting during the semester prior to student teaching that provides essential information regarding the professional semester, such as procedures for meeting cooperating teachers, school security, ethics and seminar attendance. All candidates will be sent an email notification prior to the meeting. Student teaching is required for licensure.

As you anticipate student teaching, keep the following in mind:

1. The license and/or endorsement(s) you are seeking may require student teaching time beyond the one Luther semester. See the Field Placement Officer for clarification. (Each candidate’s placement is unique due to the particular licensure/endorsement expectations and the school district calendar of each placement.)

2. If you are considering involvement in on-campus opportunities/activities during student teaching, you must petition the Education Department before leaving for your student teaching semester. We encourage you to spend your student teaching semester separated from campus life as much as possible.

3. The student teaching semester is intended to be a time you immerse yourself in the life of a teacher. It is a full-time job/responsibility.

4. If you expect to student teach within driving distance of Luther College and find it necessary to live in a Luther-owned property, before committing to any such housing arrangements, discuss this with the Field Placement Officer.

Tuition Credit

Instead of being a full-time student who is charged the full-time tuition rate, the student teacher 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 and met all graduation requirements (except student teaching and senior project for elementary majors) and all the requirements of their major. The tuition credit is available only for student teaching credits and only in the ninth semester, not beyond.

The student must complete a 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.

Students must notify the Financial Aid Office of their intent to attend Luther College a ninth semester and provide a listing of the courses and number of credits for those courses they are planning to enroll in for the ninth semester.

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

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.

Credit Hour Charges
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.

Graduate Charges
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.
Removal from a Clinical Placement College Policy Statement

A Luther student shall be removed from their clinical placement under the following conditions:

1. The cooperating teacher is inadequately prepared to demonstrate interest or skill in mentoring the Luther 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 a supporting role from the classroom before the Luther student is prepared to assume the role of the teacher. In such instances, the Field Placement Officer will obtain a 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 Luther student from making continual progress during the practicum experience.
   Specifically, circumstances indicate that the Luther 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 their 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 which 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 placement in the school)
6. The Luther student fails to demonstrate a growing sense of the profession 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 alert the assessment coordinator to consider the nature of the concerns and share that information with the candidate’s academic advisor and the education department head. The assessment coordinator will confer with the candidate, in person, by phone, and/or electronic means, to verify information and gain an understanding of the concerns.

The department head and assessment coordinator will decide on the best course of action in the interest of the cooperating school faculty and K-12 students, taking into consideration the teacher candidate, to the extent possible.

The assessment coordinator will inform all parties of the date of termination and any other contingencies that must be addressed to ensure the ongoing program of instruction for the K-12 classroom. The assessment coordinator will also inform the Student Life and Registrar’s Office at Luther College.

**Procedure for Appeal:**
Students who do not agree with the decision regarding removal from the clinical placement may appeal that decision, in writing, to the Provost Office. Such appeal should list the reasons why the student believes removal was unwarranted, under one of three reasons given in the Faculty Handbook policy 502.0: 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 Provost Office is final. (Revised 11/9/2021.)

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