

LUTHER COLLEGE

Teacher Education Program Handbook



<https://www.luther.edu/education/>

Education Department Office: Koren 122

563.387.1140

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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.

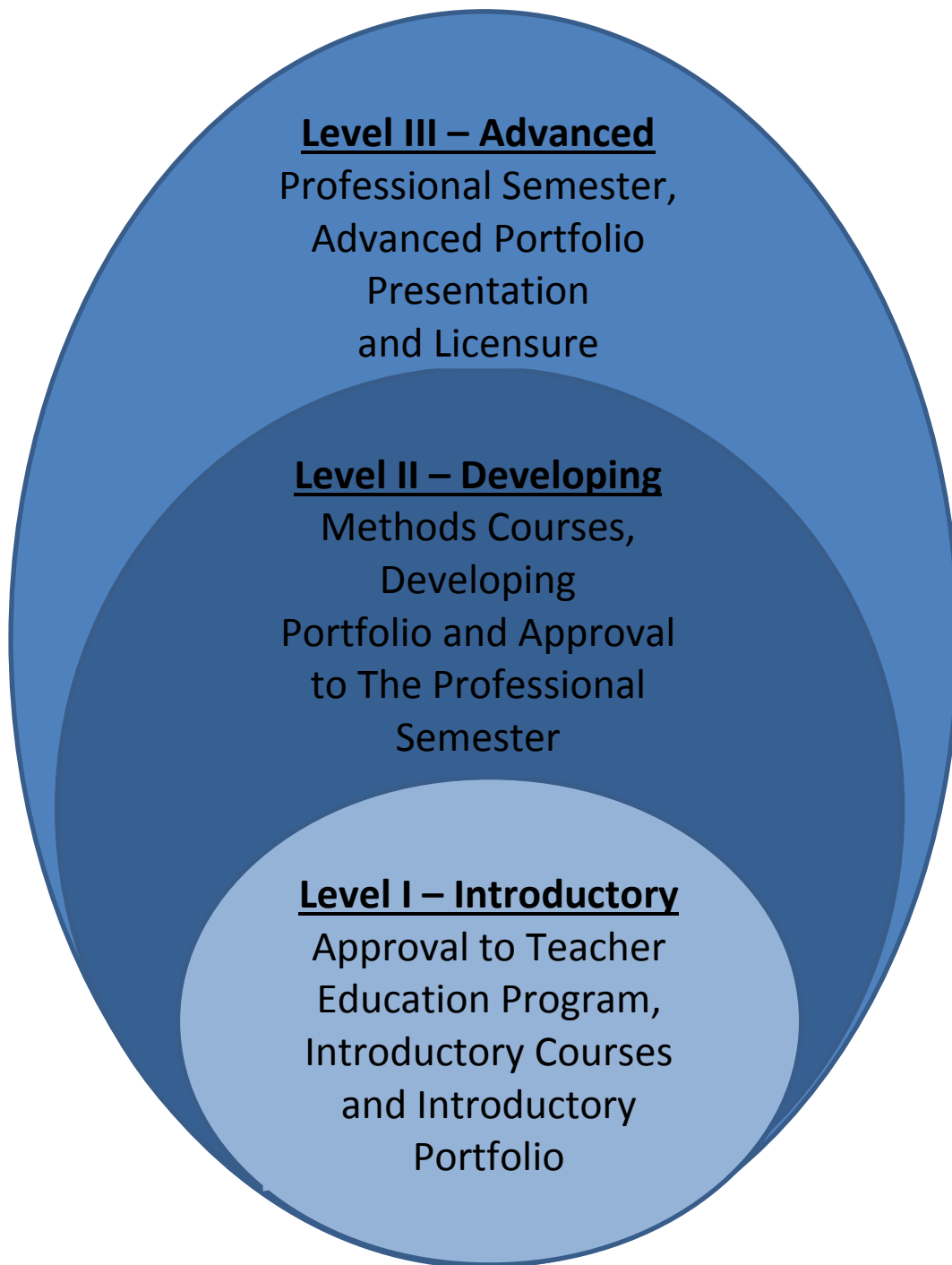
This handbook outlines the procedures leading to teacher licensure and guides prospective students through the various Education Department curricula. It should serve as a reference tool and contains information that will be helpful such as meeting information and application deadlines. This information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

Last Name	First Name	Title	Office	Phone	Email	Position/Focus
Bigler	Kris	Field Placement Officer	Koren 108	563.387.1548	biglkr01@luther.edu	Student Teaching and 300-level Methods Placements and EDUC 185/215 Instructor
Bohach	Barbara	Department Head, Associate Professor of Education	Koren 105	563.387.1547	bohachba@luther.edu	Department Head and Elementary Education
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Olufsen	Jennifer	Certification Officer	Koren 115	563.387.1093	olufseje@luther.edu	Teacher Licensure and EDUC 185/215 Placements
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Teacher Education Program Progression

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 222 (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)
- 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 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

*Majors	Major GPA min	Additional Requirements
Elementary Ed	2.75	C or higher in all content knowledge coursework
Math	2.50	C or higher in Math 220, 240 & 365
Music	2.75	Pass piano proficiency
Science	2.50	
World Languages	3.00	
All others	2.75	

****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 Academic Endorsement*

Art

Athletic Coach

Business, All

English Language Learners (ESL)**

English/Language Arts Academic Endorsement*

English/Language Arts

Instructional Strategist II

Behavior Disorders/Learning Disabilities**

Mathematics Academic Endorsement*

Mathematics

Middle School**

Math, Science, English/Language Arts, Social Studies

Music Academic Endorsement*

Music

Reading

Science Basic Academic Endorsement*

Science Biology
Science Chemistry
Science General Science
Science Physical Science
Science Physics
Social Science American Government
Social Science Anthropology
Social Science Economics
Social Science History Academic Endorsement*
Social Science History (American and World)
Social Science Psychology
Social Science Social Studies Academic Endorsement*
Social Science Sociology
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/>

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 teach 5th-12th 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> 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.

<u>Major</u>	<u>Education Minor</u>
Art Major	Art Education Minor
Music Major	Music Education Minor

Candidates who are 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

Speak with the Assessment Coordinator if you have questions about this.

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.

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 insensitive 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
 - Demonstrates and practices an understanding of the ethics of teaching including honesty, confidentiality, and the legalities of the profession
 - Demonstrates ethical behavior but may be lacking knowledge of some legalities
 - Demonstrates unethical, immoral, or illegal behavior
 - Not observed/unable to comment on this disposition

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

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

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

10. Communications/Demeanor
 - Presents appropriate demeanor and interacts in a positive manner with others
 - Shows an interest in positive interaction, but displays difficulty communication with others
 - Sometimes is antagonistic toward others or has difficulty communicating
 - 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.

DIVERSE CLINICAL PLACEMENTS

TEP completers must have documentation to show they engaged in clinical placements in a variety of settings to ensure they participated in diverse clinical 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/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 types of challenges.
<https://www.luther.edu/education/applied/concentrated-methods-practicum/>

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

- Take the Praxis Core. [Minnesota accepts the Praxis Core.]

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). A student must submit passing scores for an entire test.

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 on-line 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 advanced 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*. All candidates will be sent an email notification 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.*

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 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, *no later than October 15th of the fall you are taking your primary "advanced methods" course (Elementary, Secondary, Art and/or Music), schedule a meeting with the Field Placement Officer to discuss the feasibility of such involvement on campus.* The student

3. 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 be student teaching within driving distance of Luther College and find it necessary to live in a Luther-owned property, ASAP before committing to any such housing arrangements, discuss this with the Field Placement Officer to discuss this option. Student teachers must immerse themselves in the “teaching experience.”

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.

What 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. Petition forms are located on the Luther Education Department's web site (education.luther.edu). Use the form relevant to your situation. 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 Education website.

<https://www.luther.edu/education/students/petitioning/>

Petitions should:

- 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

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 or 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 confer 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.

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)

Luther College Education Department
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 teacher candidates 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 that the teaching profession is a developmental process (Goodlad & McMannon, 2004). Therefore, reflection on one’s development and the framework is critical to the candidate’s success.

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

Strand I: The Liberal Arts

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.

Strand II: Knowledge, Skills, and Dispositions

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.

Strand III: Accountability

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

Strand IV: Diversity

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

Strand V: Reflection

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

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.

Strand I: Luther College teacher education 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. Luther College teacher education 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 (Copy editor, 2011). By connecting faith and learning, the Christian liberal arts objectives of the College become an integral part of the teacher preparation program.

The connection of faith and learning is fostered through All-College and Teacher Education Program requirements. Through these requirements, Luther College provides a grounding in the liberal arts, including democratic ideals and social equity, which are important to teachers' abilities to instruct, mentor, and provide opportunities for PK-12 students to experience equity in school and into adult life (Goodlad, 2003-2004). Palmer (1998) suggested that teaching is a holistic act involving intellectual, emotional, and spiritual selves. Luther College provides candidates the opportunities to explore ideas of democracy, social equity, and teaching dependent on integrated selves or wholeness.

Also, within the liberal arts tradition, candidates are further challenged to explore leadership, service, and vocation in their lives. They are provided numerous opportunities through experiential components within the All-College and Teacher Education Program to do so. Palmer (2000) suggested that leadership is everyone's vocation within a community and whether intentional or not, each leads by example and through interactions within the community. The liberal arts provide the foundation for candidates to foster the knowledge, skills, and dispositions necessary for teaching.

B. Evidence indicating successful completion of Strand I - The Luther Educator will have:

1. Demonstrated breadth and depth of knowledge through successfully completing a minimum of 76 credit hours in the general education program and all requirements within the chosen major.
2. Committed to the professional practices reflective of liberal arts objectives as evidenced in the repeated assessment of pre-service teachers' professional dispositions throughout the Teacher Education Program and candidates' successful completion of the professional semester.

Strand II: Luther College teacher education 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. Darling-Hammond and Bransford (2005) present a model for preparing teachers for a changing world. The model acknowledges teaching as a profession and to prepare PK-12 students for participation in democratic society. Furthermore, teaching is a complex endeavor that considers knowledge of learners and their development in social contexts, subject matter and curriculum, and teaching, including diverse learners and assessment (Darling-Hammond & Bransford, 2005).

Additionally, Education Department faculty recognizes teaching as a developmental process, with a teacher's craft developing through experience (Danielson, 2007; Goodlad & McMannon, 2004) Thus, various levels of field experiences with progressively demanding expectations for candidates to meet standards are provided. Furthermore, professional knowledge develops through use of research and practical experience (Darling-Hammond & Bransford, 2005), and faculty involves candidates in learning research-supported practices for their chosen area of emphasis. Luther College strives to prepare candidates for quality teaching and learning through incorporating these ideas of preparing teachers for a changing world, teaching as a developmental process, and use of research. This is achieved through candidates' academic work in college classrooms, various levels of practical experiences with PK-12 students and practicing teachers, professional development opportunities, and student teaching. These experiences reflect Luther College's mission for a life of service and vocation; meet the state requirements for teacher licensure; and support candidates' development of knowledge, skills, and dispositions essential to quality teaching and learning.

B. Evidence indicating successful completion of Strand II - The Luther Educator will have:

1. Completed the State-approved teaching licensure process, including College and Department graduation requirements. Candidates may participate in additional, elective opportunities.
2. Achieved proficiency on artifacts demonstrating competency on ten (10) INTASC Standards (Interstate New Teacher Assessment and Support Consortium Standards).
3. Demonstrated acceptable performance evaluations from:
 - a. Practical experiences at the introductory and developing levels
 - b. Student teaching formative and summative evaluations
 - c. Recitals, proficiency tests, exhibits and presentations

4. Demonstrated expectations in varied field experience across such dimensions such as
 - a. domestic and international
 - b. rural to urban
 - c. cultural and linguistic
 - d. economic
5. Satisfactorily completed the Advanced Portfolio or EdTPA, with Elementary Education Majors presenting orally
6. Engaged in research and may have presented in local, state and regional conferences. (Optional)
 - a. Academic Administrative Assistantships (AAA) for faculty-student research and collaboration
 - b. Research Symposium
7. Sought and participated in campus-based affiliates of national organizations (Council for Exceptional Children, Future Music Educators Association, National Education Association, and National Science Teachers Association are available.)

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

- A. Preparation to become a teacher is dependent upon many factors. A teacher’s biography and the preparation program that one completes are among these factors that influence teaching (Cochran-Smith, Gleeson, & Mitchell, 2010; Lortie, 1975/2000, Schoonmaker, 2002). Additionally, learning and knowing are positioned within one’s physical and social contexts of teaching (Putnam, R. T. & Borko, H., 2000). Thus, the Education Department considers each candidate and supports one’s achievement of the standards as well as progress toward one’s chosen vocation.

The Education Department endorses the INTASC Standards for all candidates preparing to become teachers. These Standards, are introduced through the initial teacher education courses (Education 185/215: Clinical Experience in the Schools or Education 232: Introduction to Music Education) and serve as the guide for developing all courses in the Education Department. Candidates demonstrate these standards throughout their professional semester and through successful completion of the professional portfolio or EdTPA and student teaching evaluation.

Candidates have varied opportunities to practice, receive feedback, and refine their practice based on the INTASC Standards in order to increase skills and accountability in teaching the PK-12 learner. These opportunities include meeting individually with faculty advisors regarding vocational choices and mentoring throughout education courses, as well as with PK-12 partners in practica.

- B. Evidence indicating successful completion of Strand III - The Luther Educator will have:
1. Completed Education 185/215: Clinical Experience in the Schools or Education 217: Introduction to Music Education.
 2. Completed a pre-professional skills test, such as the PRAXIS Core or other State-approved assessment.
 3. Completed all coursework required by the Education Department for the major and/or minor.

4. Achieved a grade point average (GPA) of at least 2.75 overall and in all teaching areas to be admitted to the program and maintain that for admission to the professional semester. Exceptions to the GPA include modern languages at 3.00 and mathematics/biology/chemistry at 2.50. Math teaching majors must earn a grade of C or above in MATH 220, 240 and 365. All transfer course grades are calculated the GPA.
5. Documented professional development through demonstrating the INTASC Standards by submitting to electronic system that tracks candidate progress through the initial, developing, and advanced portfolio or EdTPA.
6. Demonstrated competence through the student teaching experiences and evaluations.
7. Prepare the advanced portfolio or EdTPA demonstrating assimilation of the Standards during their professional semester. Elementary Education Majors present this publicly.

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

A. Description

With respect to diversity, the Education Department's framework for Teacher Education acknowledges that teacher candidates should be provided with experiences in teaching diverse populations to support the learning of all students. From this perspective, the department is committed to providing experiences that contribute to creating caring and culturally competent teachers (Banks, 2004; Noddings, 1992).

The Education Department focuses on providing teacher candidates with instruction and experience on four aspects of diversity in the classroom: (1) increasing the intercultural awareness and competency of beginning teachers (Banks, 2004); (2) encouraging sensitivity to PK-12 students' social and emotional needs (Comer, 2011); (3) developing candidates' ability to vary instructional methods to meet a wider range of student needs and to engage a wide variety of learning styles within the classroom (Montgomery, 2001); and (4) integrating the curriculum using the experiences, histories, traditions, and values that students bring to the classroom (Delpit, 2012; Emdin, 2016; Gay, 2000; Ladson-Billings, 2001; Paris, 2012).

Coursework and practical experiences broaden candidates' knowledge of student diversity, background, and learning preferences. These experiences foster candidates' examination of their lessons, materials, and classroom interactions to support the learning of all students, including those who are gifted, live in poverty, identify as LGBT, identified with special needs, or are culturally-linguistically diverse. Furthermore, teacher candidates create classrooms that connect their PK-12 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).

Teacher candidates are provided multiple avenues to gain experience with diverse students and colleagues in their future field. They may select from several special endorsements that enable more effective instruction of very young children, middle school students, students with special needs, and students 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 Future Music Education Association allow our candidates 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 with area schools in which candidates may participate. Finally, student teaching and practical experiences are available to candidates in urban, suburban, and rural areas. Opportunities exist to work in settings of cultural diversity, mentoring programs, school-community projects, and service projects.

- B. Evidence indicating successful completion of Strand IV – The Luther Educator will have:
1. Documented an artifact and rationale statement for the 10 InTASC Standards, each of which addresses teacher interaction with peoples of diverse backgrounds in teaching students, and working with colleagues and families.
 - a. Standard #1: Learner Development
 - b. Standard #2: Learning Differences
 - c. Standard #3: Learning Environments
 - d. Standard #4: Content Knowledge
 - e. Standard #5: Application of Content
 - f. Standard #6: Assessment
 - g. Standard #7: Planning for Instruction
 - h. Standard #8: Instructional Strategies
 - i. Standard #9: Professional Learning and Ethical Practice
 - j. Standard #10: Leadership and Collaboration
 2. Identified and completed a special endorsement to complement his or her education major/minor, including:
 - a. Elementary Education, with one of the following:
 - i. Special Endorsements: Reading, Early Childhood, Middle School, English as a Second Language, and/or Instructional Strategist II: Learning Disabilities & Behavioral Disorders
 - ii. Academic Endorsement
 - b. 5-12 Minor in Secondary Education
 - c. K-12 Minor in Art, Music, or Physical Education
 3. Selected student teaching environments that provide 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, Korea, Norway, Scotland, and Singapore
 - c. Documented these with Clinical Demographic data graph
 4. Prepared lesson and unit plans that highlight adaptations to support individual learners

5. Participated in service organizations, campus activities, political action groups, and pre-professional organizations that encourage community involvement
 - a. Council for Exceptional Children (CEC)
 - b. Future Music Educators Association (FMEA)
 - c. National Science Teachers Association
 - d. Habitat for Humanity
 - e. Luther College Diversity Center
 - f. PALS (a mentoring program between area youth and Luther students)
 - g. Luther Student Education Association (LSEA)
 - h. National Council of Teachers of Mathematics (NCTM)
 - i. Teachers for Social Justice
 - j. Believing and Achieving
 - k. Hola Enlaces/Postville Tutoring
 - l. Federal work study in the schools and childcare centers

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

A. Description

Consistent with the College's identified *Goals for Student Learning*, the Teacher Education Program is built on the premise that becoming a teacher is a developmental and cumulative process, beginning in the preservice program and continuing throughout the teacher's career. This is underscored in the goals, which specifically note, "Graduates of Luther College should be individuals with disciplined and inquisitive minds, equipped to understand and confront a changing society, and committed to using their talents to serve the common good...Luther College seeks to ensure that all students will grow in knowledge and abilities and *mature in values during their undergraduate years and be motivated to continue this growth throughout their lives.*" Graduates should also be able to "...respond individually and collectively to ethical challenges confronting the world..." (Luther College Catalog, 2017-2018, italics added). These goals undergird the Teacher Education Program and the importance of reflection in effective teaching and contributing to society.

Reflection has long been viewed as critical to a teacher's practice. John Dewey (1933) placed reflection at the core of teaching and urged practitioners to critically practice. Others, such as Donald Schön (1992), David Boud, Rosemary Keogh, and David Walker (1985) continued to press teachers and other practitioners to use reflection as a developmental process. Critical reflection can serve as a means to merge methods of critical inquiry, ethical decision-making, personal belief systems, and instructional practice in order to assist teachers in developing more refined and informed instruction. (Giovannelli, 2003; Kane, Sandretti, & Heath, 2004; Lambe, 2011; Larrivee, 2000) The Interstate New Teacher Assessment and Support Consortium (INTASC), Council for the Accreditation of Educator Preparation (CAEP), and the Iowa Teaching Standards provide substantive evidence of the need for teachers to approach the vocation as reflective practitioners. The Education Department embraces that reflection is at the heart of practice. Therefore, teacher candidates must have the time and opportunity to think about the events of their teaching and have opportunities to sharpen their skills. The Education Department believes these to be learned skills

and that these skills and qualities contribute to the development of caring and culturally responsive teachers who will “be equipped to understand and confront a changing society” by responding to the ethical challenges they encounter. (Mission Statement - <https://www.luther.edu/about/mission/>)

- B. Evidence of successful completion of Strand V - The Luther Educator will have:
1. Achieved satisfactory ratings on an artifact and rationale statement for
 1. Standard #9: Professional Learning and Ethical Practice
 2. Standard #10: Leadership and Collaboration
 2. Self-evaluated teaching dispositions in ED 185/215, junior methods, junior placement, student teaching.
 3. Satisfactorily completed three levels of portfolio: Introductory, Developing, and Professional.
 4. Achieved proficient ratings on a set of on-going performance assessments, beginning with Education 185/215 and continuing through Education 486.
 5. Satisfactorily completed Paideia II: The History and Philosophy of U.S. Schools.
 6. Participated in Education 486 Student Teaching Retreat.
 7. Adhered to The Luther Student Honor Code.
 8. Satisfactorily completed background checks.

The Luther Education Department strives to instill in each candidate a sense of commitment to continued professional development beyond the Luther College degree. Teaching, by its very nature, is a lifelong activity and process of learning strongly shaped by the context in which the teacher practices (Day, 1999). Experience, maturity, and additional education will extend and enhance the graduates’ teaching skill, content knowledge, attitudes, diverse perspectives, and interpersonal relationships.

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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.