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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 5.)

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

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.
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.
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
<th>Position/Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bigler</td>
<td>Kris</td>
<td>Field Placement Officer, Instructor in Education</td>
<td>Koren 108</td>
<td>563.387.1548</td>
<td><a href="mailto:biglkr01@luther.edu">biglkr01@luther.edu</a></td>
<td>Student Teaching and Methods Placements; EDUC 185/215</td>
</tr>
<tr>
<td>Bohach</td>
<td>Barbara</td>
<td>Department Head, Associate Professor of Education</td>
<td>Koren 105</td>
<td>563.387.1547</td>
<td><a href="mailto:bohachba@luther.edu">bohachba@luther.edu</a></td>
<td>Department Head, Elementary Education, and Literacy</td>
</tr>
<tr>
<td>Gunderson</td>
<td>Renee</td>
<td>Administrative Assistant</td>
<td>Koren 122</td>
<td>563.387.1140</td>
<td><a href="mailto:gunderre@luther.edu">gunderre@luther.edu</a></td>
<td>Administrative Support</td>
</tr>
<tr>
<td>Huinker</td>
<td>Amanda</td>
<td>Adjunct Instructor in Education</td>
<td>Koren 107</td>
<td>563.87.1543</td>
<td><a href="mailto:huinkeramanda@luther.edu">huinkeramanda@luther.edu</a></td>
<td>Middle School Education</td>
</tr>
<tr>
<td>Johnson</td>
<td>Elliott</td>
<td>Instructor in Education</td>
<td>Koren 102</td>
<td>563.387.2979</td>
<td><a href="mailto:johnel12@luther.edu">johnel12@luther.edu</a></td>
<td>Elementary Education and Math Methods</td>
</tr>
<tr>
<td>Leet-Otley</td>
<td>Jill</td>
<td>Assistant Professor of Education</td>
<td>Koren 104</td>
<td>563.387.1542</td>
<td><a href="mailto:leetj01@luther.edu">leetj01@luther.edu</a></td>
<td>Elementary and Special Education</td>
</tr>
<tr>
<td>Meyer-Mork</td>
<td>Jodi</td>
<td>Associate Professor of Education</td>
<td>Koren 103</td>
<td>563.387.1544</td>
<td><a href="mailto:meyejo09@luther.edu">meyejo09@luther.edu</a></td>
<td>Elementary, Early Childhood and Special Education</td>
</tr>
<tr>
<td>Newhouse</td>
<td>Rebecca</td>
<td>Adjunct Instructor in Education</td>
<td>Koren 107</td>
<td>563.387.1543</td>
<td><a href="mailto:newhre01@luther.edu">newhre01@luther.edu</a></td>
<td>Secondary Methods</td>
</tr>
<tr>
<td>Norland</td>
<td>Deborah</td>
<td>Professor of Education</td>
<td>Koren 116</td>
<td>563.387.1546</td>
<td><a href="mailto:norlandd@luther.edu">norlandd@luther.edu</a></td>
<td>Elementary Education and English Language Learners</td>
</tr>
<tr>
<td>Olufsen</td>
<td>Jennifer</td>
<td>Certification Officer</td>
<td>Koren 115</td>
<td>563.387.1093</td>
<td><a href="mailto:olufseje@luther.edu">olufseje@luther.edu</a></td>
<td>Teacher Licensure and EDUC 185/215 Placements</td>
</tr>
<tr>
<td>Snell-Anderson</td>
<td>Heidi</td>
<td>Adjunct Instructor in Education</td>
<td>Koren 109</td>
<td>563.387.1196</td>
<td><a href="mailto:snelhe01@luther.edu">snelhe01@luther.edu</a></td>
<td>Educational Psychology, Elementary Science and Social Studies Methods</td>
</tr>
<tr>
<td>Thompson</td>
<td>Claire</td>
<td>Adjunct Instructor in Education</td>
<td>Koren 101</td>
<td>563.387.1301</td>
<td><a href="mailto:martincl@luther.edu">martincl@luther.edu</a></td>
<td>Elementary Integrated Art</td>
</tr>
<tr>
<td>Wilson</td>
<td>Jill</td>
<td>Associate Professor of Education, Coordinator of Music Education</td>
<td>Koren 101</td>
<td>563.387.1301</td>
<td><a href="mailto:wilsji01@luther.edu">wilsji01@luther.edu</a></td>
<td>Music Education</td>
</tr>
</tbody>
</table>
Teacher Education Program Progression

Level III – Advanced
Student Teaching Semester,
Advanced Portfolio
Presentation
and Licensure

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

Level I – Introductory
Approval to Teacher
Education Program,
Introductory Courses
and Introductory
Portfolio
Level 1 – Introductory Checklist
Approval to Teacher Education Program & Introductory Courses
__ Complete the January term EDUC 185/215 course
   • Pay mandatory, non-refundable course fee.
__ Communicate with advisors regarding your progress and plans
__ Declare your major(s) and minor(s) with the Registrar
__ Enroll in EDUC 220 and 221
__ Enroll in EDUC222 (Elem) OR 232 (MUED) OR 252 (Sec Ed)
__ Achieve and maintain an overall GPA of 2.750 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 Basic Skills Passing Scores: Reading (156), Writing (162), Math (150)
__ Submit all pages of all Praxis Core score reports to the Education Office, Koren 122
__ Attend mandatory fall & spring meetings
__ Acquire a Chalk & Wire 5-year subscription from Administrative Assistant. This subscription will take you through graduation.
__ Complete the Luther College Introductory Portfolio
__ Register for 300-level education courses after receiving approval from the Education Department

<table>
<thead>
<tr>
<th>Major</th>
<th>Major GPA min</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Ed</td>
<td>2.75</td>
<td>C or higher in all content knowledge coursework</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>2.50</td>
<td>C or higher in all education coursework</td>
</tr>
<tr>
<td>Music Ed</td>
<td>2.75</td>
<td>Pass piano proficiency; C or higher in all education coursework</td>
</tr>
<tr>
<td>All others</td>
<td>2.75</td>
<td>C or higher in all education coursework</td>
</tr>
</tbody>
</table>

Level II – Developing Checklist
Methods Courses, Developing Portfolio and Approval to the Student Teaching
__ Continue with required coursework
__ Attend Mandatory Methods Practicum and Student Teaching Application Meeting the fall of your method’s year prior to student teaching (typically during your junior year)
__ Complete the application for the methods practicum (EDUC 321/322, 361, 366)
__ Complete the application for student teaching semester (EDUC 486)
__ Complete the Developing Portfolio
__ Attend Mandatory Student Teaching Group Meeting the semester prior to student teaching
__ Attend Mandatory Individual Student Teaching Exit Meeting with Field Placement Officer
__ Communicate with advisors regarding progress and plans
Level III – Advanced Check

*Student Teaching, 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 via online form to Administrative Assistant (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 for Iowa licensure and background check fee.
__ Complete Bachelor’s Degree

**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.

Approval to be licensed as a Teacher

1. Maintain your GPA levels
2. Complete all student teaching placements with satisfactory results
3. Complete your Advanced Portfolio
4. Complete your Bachelor’s Degree at Luther College (undergrads)
5. 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; however, these additional courses and student teaching, if required, strengthen your readiness and marketability.

Art Academic Endorsement*

Art

Athenic Coach

Business, All

Early Childhood Teacher (Pre-K; K)

Elementary Classroom Teacher

English Language Learners (ESL)**

English/Language Arts Academic Endorsement*

English/Language Arts

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
Special Education; Instructional Strategist II LD/BD**

*Elementary Education majors only
**These endorsements may be attached to either an Elementary major or a Secondary Education major.

Note: All students of Education, both majors and minors, must pass the Praxis Core Basic Skills tests in order to be accepted into the Teacher Education Program and Praxis II Content Knowledge and Pedagogy tests in order to be licensed by Luther College for the State of Iowa.
At What Level Do You Want to Teach?
Luther College has four types of certification programs, depending on the content taught:

1. Elementary Teaching (K-6)
2. Secondary Teaching (5-12)
3. Middle School Teaching (5-8)
4. Music Education Teaching (K-12)

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 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.*

1. The core program in Elementary Education plus an Academic Endorsement
   [https://www.luther.edu/education/program/elementary-major/academic-endorse/](https://www.luther.edu/education/program/elementary-major/academic-endorse/)
   - English/LA (K-8)
   - History (K-8)
   - Math (K-8)
   - Music (K-8)
   - Science (Basic) (K-8)
   - Social Studies (K-8)

2. The core program in Elementary Education plus a Special Endorsement
   [https://www.luther.edu/education/program/elementary-major/spec-endorse/](https://www.luther.edu/education/program/elementary-major/spec-endorse/)
   - Early Childhood (Pre-K;K) (K-8)
   - English Language Learners (ESL) (K-12)
   - Middle School Specialist (5-8)
   - Reading (K-8)
   - Special Education Instructional Strategist II: BD & LD (K-12)

Course requirements for these academic and special endorsements are also listed on a course planner. [https://www.luther.edu/education/program/elementary-major/](https://www.luther.edu/education/program/elementary-major/)

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 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 grades 5-12. 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 & History.
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:
• English Language Learners (ESL) (K-12)
• Middle School (5-8)
• Choose 2 specialty areas: Math, Science, Language Arts, or Social Studies
• Special Education Instructional Strategist II: BD & LD (K-12)

Middle School Teaching
This endorsement may be attached to an Elementary, Secondary, or Music 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. See https://www.luther.edu/education/program/overview for
the approved list of courses in each area. Students wishing to teach in Iowa must complete the middle school
endorsement as listed on the website. Elementary majors are advised to complete an academic endorsement.
Secondary majors are to major in that content specialty. This will satisfy the Luther graduation requirements
and gain eligibility for licensure.
Note: middle school endorsement courses are only offered every other year.

Music Education Teaching
Luther College offers a K-12 program in Music Education with special requirements listed clearly on the course
planners.
Licensure in More Than One Endorsement
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

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.
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 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 evidence of meeting the application level criteria.*

Your **rationale statement** is key to your evidence 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 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 Administrative Assistant, 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 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 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 indicate 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.

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.

The following evaluation sheet is used to assess dispositions of all students in the Teacher Education Program.
Professional Dispositions

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

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

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

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

5. High Personal Expectations
   - Continually Seeks new and better ways of teaching to facilitate the learning of all students
   - Makes modest effort to improve teaching performance to affect and encourage the learning for all students
   - Makes little effort to improve teaching performance and to encourage students to learn
   - Not observed/unable to comment on this disposition
6. Commitment to Ethical, Legal, and Moral Practices
   - 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 communicating with others
    - Sometimes is antagonistic toward others or has difficulty communicating
    - Not observed/unable to comment on this disposition
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 https://www.luther.edu/education/students/planners/. The website also contains specific endorsement requirements https://www.luther.edu/catalog/1947.htm.

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.

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.
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 Teacher Education Program Handbook is the first item in your professional file. This file might contain:

- Your Chalk & Wire 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.
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*

**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.
Testing Requirements for the 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 (Praxis Core Basic Skills Tests)
2. Completing the TEP to be eligible for Licensure (Praxis II Content Knowledge and Pedagogy Tests)

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

Acceptance into TEP – Praxis Core Basic Skills (Reading, Writing and Math)
Take the Praxis Core Basic Skills Tests. [Minnesota accepts the Praxis Core.]

If a student does not pass all three exams on the first round, the student will need to retake only the sections where the score was below the minimum score. Students must submit a passing score report for each of the three subtests (reading-156, writing-162, math-150) when applying to the teacher education program.

Completing the TEP to be eligible for licensure—Praxis II Content Knowledge & Pedagogy
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

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 advance to obtain information and the application link. Forms may be obtained from the web site. All students must attend the Pre-Student Teacher Meeting and complete Student Teacher Application Forms.

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

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, schedule a meeting with the Field Placement Officer to discuss the feasibility of such involvement on campus.
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 be student teaching 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 to discuss this option. Student teachers must immerse themselves in the teaching experience.
**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 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.

**To Receive the Tuition Credit**

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.

**Ninth Semester Tuition Credit**

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.

**Financial Assistance**

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 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.

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; 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 web site (education.luther.edu). Use the form relevant to your situation. See the Education website. https://www.luther.edu/education/students/petitioning/

Petition Require
- 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 Teacher Certification Officer in Koren 115.

Any concerns about the department should be brought to the Department Chair. These concerns are welcomed. If students do not wish to contact the Department Chair, they may contact any department faculty member. Students should also refer to the Student Handbook for Luther College: Code for Student Rights, Responsibilities and Conduct at Luther College.

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

A Luther College Student shall be removed from their 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 form 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 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 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 placement in the school)

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

Procedure for Removal:
A cooperating teacher, building principal, Luther college supervisor, or methods professor may make a recommendation for removal from a placement to the Field Placement Officer. The individual recommending the removal should provide written documentation regarding the area(s) of concern. The Field Placement officer will consider the nature of the concerns and share that information with the candidate’s academic advisor and the education department head. The Field Placement Officer will also conger with the candidate, in person, by phone, and/or electronic means, to verify the information and gain an understanding of their 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 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 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 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 Vice President for Academic Affairs and Dean of the College is final. (Revised 4/29/19)
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 lead 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.
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:
   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) 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.
   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.
References


