Teacher Education Program
Policy Manual
2014-2015

Updated January 2015
Table of Contents

Education Program Mission Statement and Model .......................................................... 1
Education Program Description ....................................................................................... 1
Danielson Domains of Competency .............................................................................. 2
Academic Appeals .......................................................................................................... 3
Program Appeals ........................................................................................................... 3
Confidentiality of Student Records ................................................................................ 3
Americans with Disabilities Act ....................................................................................... 3
Transfer Students and Courses ...................................................................................... 3
Returning Students Seeking Initial Licensure ................................................................. 4
Teacher Education Program - Requirements for Elementary and Secondary ............... 5
Becoming a Teacher? Quick Guide to the Education Program at NW ......................... 5
Elementary Education Program Steps: Program Admission, Student Teaching, Licensure ...... 6-9
Secondary Education Program Steps: Program Admission, Student Teaching, Licensure ...... 10-13
Signature Assessments .................................................................................................. 14
Cumulative GPA Requirement and Course Restrictions ............................................... 14
Disposition Alert ........................................................................................................... 14
Application into the Program ........................................................................................ 14
Pre-Professional Skills Test (C-BASE) ........................................................................... 14-15
Field Experience ........................................................................................................... 15-16
Elementary Education Majors Field Hours ................................................................ 17
Secondary Education Majors Field Hours ..................................................................... 18
Field Experience Record ............................................................................................... 19
Field Hours Required for Early Childhood & Early Childhood Integrated Setting Endorsements ...... 20
Multicultural Hours Requirement .................................................................................. 20-21
Rationale for the Requirement ....................................................................................... 20
Entrance/Exit Portfolio Requirements .......................................................................... 22
   Introduction ................................................................................................................ 22
   Trust, Love and Worship God .................................................................................... 22
   Responding to the Call to Teach as a Vocation ......................................................... 22
   Teacher as Servant ................................................................................................... 22
   Framework for Teaching/The Four Teaching Domains ............................................. 22
   Teacher as Servant Disposition Survey .................................................................. 23
   Self-Disposition Survey ........................................................................................... 23
   Unit and Lesson Plans from Student Teaching ....................................................... 23
   Assessment .............................................................................................................. 23
   Resume ..................................................................................................................... 23
Exit Portfolio Information ............................................................................................. 24
Student Teaching Deadlines .................................................................................................................................................. 24
Applying to Student Teach................................................................................................................................................... 25
Non-Traditional Options: .................................................................................................................................................... 26
Counting of Student Teaching Days.................................................................................................................................... 27
Unethical or Criminal Behavior Policy ................................................................................................................................ 27
Completion of Student Teaching & Applying for Licensure........................................................................................................... 28
  Required Exit Documentation ............................................................................................................................................... 28
  Applying for a Teaching License ......................................................................................................................................... 28
  Recommendation for Licensure ........................................................................................................................................... 28
Northwestern College’s Title II Report .................................................................................................................................. 28
Northwestern College Teacher Education Program

Education Program Mission Statement and Model: Teacher as Servant

The Teacher Education Program at Northwestern College is committed to the Christ-centered development of teachers called to serve God and society in diverse classroom settings. Central to the model for the program is the theme “Teacher as Servant.” This theme corresponds with Northwestern’s Vision for Learning (2007), whereby “students, staff and faculty take up the task of loving, understanding and serving the world whose Savior and Lord is Jesus Christ.”

In order to serve effectively as teachers, Northwestern College teacher candidates receive an educational experience rich in content knowledge, which includes classroom experience. The teacher education program relies heavily on the liberal arts program provided by the college experience. The model of the Teacher Education Program has been crafted to align with the mission/vision of the college, with specific focus and emphasis in the four goals contained within the Vision for Learning, which are:

♦ Trust, Love & Worship God
♦ Engage Ideas
♦ Connect Knowledge & Experience
♦ Respond to God’s Call

The model has also been designed to reflect current research and practice within the field of education. Towards this end, we have utilized Danielson’s Enhancing Professional Practice: A Framework for Teaching, 2nd ed. (2007, ASCD) to provide focus for the professional program. The four domains (Planning & Preparation, Classroom Environment, Instruction and Professional Responsibilities) have provided an overarching framework for the types of knowledge and skills we expect our teacher candidates to develop.

Education Program Description

The Teacher Education Program at Northwestern College is fully accredited by the Iowa Department of Education, the North Central Association, and the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). In addition, the Northwestern Teacher Education Program is a member of the American Association of Colleges for Teacher Education (AACTE) and the Iowa Association of Colleges for Teacher Education (IACTE). These professional organizations, along with the State of Iowa, have recently adopted “performance-based teacher education” as the model for education programs and the basis for both beginning teacher licensure and program assessment.

This means several things for education students at Northwestern. First, it means that the program is organized around specific knowledge and performances that are believed to be crucial for successful teaching. Secondly, the progress of students in our program is evaluated on the basis of their ability to meet these performance benchmarks. Progress will be halted at certain points in the program if students do not perform these benchmarks well. Thirdly, students need to exhibit professional dispositions (attitudes and habits) in addition to the knowledge they gain and the behaviors they perform to complete the education program. Finally, the accreditation of the Teacher
Education Program at Northwestern College is based on evidence that the whole program is performance-based according to standards set by professional organizations and evidence that our students and graduates meet the standards as they are outlined and described.

This Policy Manual provides a description of the Teacher Education Program at Northwestern College. It presents the requirements and options to complete the program and earn a beginning teacher license. In addition to being presented in this manual, the program requirements will be explained in many of the education courses, by academic advisors, and in various seminars and meetings that are held each year. Students should see their advisor and/or professor for the answers and clarification needed. Understanding and meeting the requirements is ultimately the responsibility of each student.

Declaring a major in education and working through the Teacher Education Program does not constitute a contractual agreement with the Education Department resulting in a teaching license. Students must meet requirements at a satisfactory level, successfully complete the entire program, and pass the required PLT and Praxis II Content test in order to proceed to licensure approval.

The program contains multiple decision points. At each of these points, the Northwestern College Teacher Education Committee will make decisions that allow students to move forward in the program if they are successfully meeting performance expectations. If progress is unsatisfactory, students will be informed of their status and what must occur in order to regain acceptable standing.

**Danielson Domains of Competencies**

**Domain 1: Planning and Preparation**
- 1a - Demonstrating knowledge of content and pedagogy
- 1b - Demonstrating knowledge of students
- 1c - Setting instructional outcomes
- 1d - Demonstrating knowledge of resources
- 1e - Designing Coherent instruction
- 1f - Designing student assessments

**Domain 2: Classroom Environment**
- 2a - Creates an environment of respect and rapport
- 2b - Establishing a culture for learning
- 2c - Managing classroom procedures
- 2d - Managing student behavior

**Domain 3: Instruction**
- 3a - Communicating with students
- 3b - Using questioning and discussion techniques
- 3c - Engaging students in learning
- 3d - Using assessment in instruction

**Domain 4: Professional Responsibilities**
- 4a - Reflecting on teaching
- 4c - Communicating with families
- 4e - Growing and developing professionally
- 4f - Showing professionalism
Academic Appeals
Students who wish to appeal academic program decisions or the decisions of a faculty member or an academic department concerning their academic progress must submit to the dean of the faculty a written appeal of the decision within 30 days following their notification of the decision. The dean of the faculty will provide a written acknowledgment of the appeal within seven days. The dean of the faculty will investigate the appeal and provide a decision which will be communicated in writing to the student within 15 days of this acknowledgment. This decision will be final.

Program Appeals
Students who wish to appeal Teacher Education Program policy, benchmark or disposition decisions must present their appeal in writing to the Education Department chairperson. The chair will present the appeal to the department at the following Teacher Education Committee meeting (TEC). It is possible that the TEC will ask the student to present his or her appeal to the committee in person.

Confidentiality of Student Records
In the course of the student’s teacher education training at Northwestern College, various professionals will be evaluating student performance inside and outside of the classroom. Those evaluations are completed confidentially and the content will remain confidential, although Education Department faculty will likely share the results in a paraphrased format for the student’s own professional development. Students should be aware of the FERPA (Family Educational Rights and Privacy Act) guidelines governing academic records at Northwestern College. FERPA guidelines can be found and reviewed on the Registrar’s Page of the college website at: (https://my.nwciowa.edu/ICS/Academic/FERPA_Information.jnz). This will explain who has the right to view academic records and who does not, as well as how to gain that access.

Americans with Disabilities Act
In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, NWC will provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider to discuss their individual needs and accommodations.

Transfer Students and Courses
Students who transfer education courses to Northwestern College will be required to provide documentation to the Teacher Education Committee of field experience hours included in those courses. If the courses transferred have specific signature assessments tied to them at Northwestern, the students will be required to successfully perform those assessments or to provide documentation that such performances have already occurred. Students in this situation should arrange a meeting with the Education Department Chairperson to discuss the situation and determine what documentation and performances are required. Instructors of the specific courses involved may be asked to monitor these experiences and approve assessments. Credits that are transferred into Northwestern will follow the College policy for all transfer students in that the grades will not be calculated into the NWC cumulative grade point average.

If you are transferring a course into Northwestern that requires practicum or field hours and you have completed the hours elsewhere, you have the following options to meet our program requirements:
• Provide proof of completed hours. This can be a copy of a syllabus from another institution that shows the course and completed hours or an email from your cooperating teacher/supervisor who confirms your completed hours in their classroom. Submit to the Education Office.
• Re-do the hours and submit to the Education Office.

If you cannot get the institution or cooperating teacher to confirm your hours, you will need to re-do these hours prior to being approved for student teaching.

Returning Students Seeking Initial Licensure
If a returning student has at least a 2.5 cumulative GPA from their earned degree (at NWC or from another institution), they must complete the following requirements for admission to the Education Program before they are permitted to register for restricted classes:

• Purchase Livetext (standard edition) at www.livetext.com. You will use this program during your time at NW.
• Complete the “Application for Admission to the Teacher Education Program” which is found on the Education page of Northwestern’s website (see “Becoming a Teacher “)
• Provide the education office assistant with the names and email address of 5 people (faculty & staff) who can attest to your potential as a teacher. If you have not been a student at NWC, one of the five people must be from your major department from the college where you completed your degree. Email to: edoffice@nwciowa.edu
• Complete the Entrance Portfolio. (you will create a template for the Entrance Portfolio in EDU227, Instructional Technology class.)
• Complete the Self-Disposition form found on the education page of NW’s “Becoming a Teacher” page. Email the completed form to edoffice@nwciowa.edu
• Obtain passing scores on the C-BASE test. This test is offered multiple times each semester at Northwestern. Register in the Education Office.
• Secure a recommendation from the department of your major (secondary ed students only).
• Take and pass the Praxis II Content test prior to admission to the Teacher Ed Program
• Take and pass Praxis II Content and pedagogy tests prior to being approved for student teaching.

If a returning student has earned less than a 2.5 cumulative GPA, the person must:

• complete 12 credit hours of coursework at Northwestern or another approved college/university and earn a 2.5 GPA before being permitted to apply to the program or take restricted classes.
• The student will also need to complete the eight bulleted items listed above
Teacher Education Program—Requirements for Elementary and Secondary Education
The following pages include information and forms that define the elementary and secondary programs. The forms outline the requirements for successful completion of the programs. Students are strongly encouraged to use this information and forms often to learn and understand the requirements of the program and to track their progress in meeting all requirements.

Becoming a Teacher. A quick guide to the education program:

I. Take Foundations of Education (EDU 102) to get an idea of what the teaching field is like.

II. Purchase the LiveText software online at www.livetext.com (Purchase the standard edition. You must use your Northwestern College email to register your Livetext account). You will submit assignments and projects on this program. It is required for all education students.

III. Know and complete the process for Admission to the Teacher Education Program:
   A. Apply to the Teacher Education program by the end of 1st semester of the sophomore year.
   B. Pass the C-BASE test as part of your application to the Teacher Education Program. Offered on campus each semester.
   D. Maintain a minimum 2.5 cumulative grade point average.
   E. Maintain a minimum 2.5 cumulative grade point average in your major.
   F. Prepare an Entrance Portfolio and review it with the assigned professor.
   G. Complete the Self-Disposition checklist form.
   H. Obtain recommendation from the department of your major (Secondary education majors only. The Education department will request this on your behalf.)

I. The Teacher Education Committee will review completed applications once each semester. Completed applications received by October 15th will be held and reviewed by the Teacher Ed Committee for review by November 1st. Completed applications received after October 15th and by March 1st will be reviewed by March 15th.

IV. Continue to accumulate evidence of your field experience, teaching abilities, and work with children and young people. This evidence is required for your senior exit portfolio/approval.

V. Continue to take courses in your major and acquire field hours related to those courses. (You must be approved into the Teacher Education Program to take restricted courses.)

VI. Work on the classroom field hours you are responsible to arrange (minimum of 20 hours for most students) and the multicultural field hours (100 hours). Check your hours on MyNorthwestern/academics/degree information/field hours to see how many hours have been recorded or ask the education office for a summary.

VII. Plan, with the assistance of your advisor, the time frame for your student teaching experience. Complete a formal request for student teaching by January 15th in the school year prior to the year you will student teach. (2nd semester junior year)

VIII. Student teach in your major and endorsement areas.

IX. Complete preparation of exit materials to meet all requirements for graduation.

X. Take and pass the required Praxis II exams for licensure. (content test(s) and the PLT test)

*Forms available on the Education page of the Northwestern College website.

If you have questions, feel free to see your advisor or an Education Department faculty member.
STEP 1 - ELEMENTARY EDUCATION

Student’s Name: _________________________________

Getting Started:

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Complete Foundations of Education (EDU 102)</td>
<td>Final grade of C or better</td>
<td>Course instructor</td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>Complete Survey of Exceptional Individual (EDU 206); has completed 10 hours of field experience</td>
<td>Final grade of C or better</td>
<td>Course instructor</td>
<td></td>
</tr>
<tr>
<td>Second semester</td>
<td>Receive recommendation from advisor during advising appointment</td>
<td>No apparent concerns related to a future in the profession of education</td>
<td>Academic advisor or education faculty</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td>Complete Early Field experience</td>
<td>Receive positive feedback</td>
<td>Cooperating teacher and course instructor</td>
<td></td>
</tr>
</tbody>
</table>

You may proceed without completion.
Step 2 - Elementary Education
Complete the following for Admission into the Teacher Education Program.
It is recommended students complete by October 1st or March 15th of sophomore year.

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>Purchase Livetext</td>
<td>At <a href="http://www.livetext.com">www.livetext.com</a>. (Standard Edition) Students will use to submit projects and assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore (end of 1st semester)</td>
<td>Complete the Application to the Teacher Ed program</td>
<td>Available on the Education page of the Northwestern College website under “Becoming a Teacher”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Self-disposition form</td>
<td>Complete the self-disposition checklist form and email to the education office assistant. Available on the Education page of the Northwestern College website under “Becoming a Teacher”</td>
<td>Teacher Ed Committee</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>C-BASE test</td>
<td>Receive passing scores</td>
<td>scores sent to the department</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Take EDU 326 Teaching Reading and Language Arts and EDU227 Instructional Technology</td>
<td>Final grade of C or better</td>
<td>Course Instructor</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Cumulative grade point average</td>
<td>Maintain a minimum 2.5 cumulative grade point average; C or better in education courses</td>
<td>Department Assistant checks regularly</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Entrance portfolio (create template in EDU227 – Instructional Technology class)</td>
<td>Progress in personal wholeness and commitment to the profession</td>
<td>Teacher Ed Committee</td>
<td></td>
</tr>
<tr>
<td>Sophomore (Junior yr for transfers)</td>
<td>Present Entrance Portfolio to assigned Education Dept. member</td>
<td>Communication skills, commitment to profession and scholarship</td>
<td>Faculty member as assigned by the education office.</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Graduation planning meeting with advisor</td>
<td>Discuss dispositions</td>
<td>Advisor</td>
<td></td>
</tr>
</tbody>
</table>

You will receive a letter from the Teacher Education Committee stating that you may proceed to the next step.
### Step 3 - Elementary Education

**Complete the following for Admission to Student Teaching**

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior/ Senior</td>
<td>Completion of student teaching application. Due Jan 15th the year before student teaching.</td>
<td>Complete forms; minimum GPA; complete courses in major</td>
<td>Department Assistant, Director of St Teaching</td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td>Those interested in out of area student teaching placements begin discussions with Education dept. Requires 3.0 cum gpa</td>
<td>CCTECC/Overseas opportunities see Derek Brower. Denver/Chicago opportunities discuss with Advisor. Special Application forms required. For due dates see “student teaching” section of this handbook.</td>
<td>Education Department Advisors and Chicago/Denver programs</td>
<td></td>
</tr>
<tr>
<td>Junior/ Senior</td>
<td>Successful completion of 100 field experience hours. Due April 1st or Nov 1st the semester prior to your student teaching semester.</td>
<td>Ability to present material and relate to students and teachers</td>
<td>Education Faculty and K-12 Teacher</td>
<td></td>
</tr>
<tr>
<td>Junior/ Senior</td>
<td>Successful completion of 100 multicultural hours. Due April 1st or Nov 1st the semester prior to your student teaching semester.</td>
<td>Ability to relate to and work with people from other cultures</td>
<td>Director of Multicultural Experience</td>
<td></td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>Complete 20 arranged classroom hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>Complete restricted courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You will receive a letter from the Teacher Education Committee stating that you may proceed to the next step.
### Step 4 - Elementary Education
The following are required for Licensure approval

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>April/November Semester prior to Student teaching.</td>
<td>Attend student teaching orientation meeting</td>
<td>All students must attend this meeting. Held in April for Fall Student Teachers. Held in November for spring student teachers.</td>
<td>Education Department</td>
<td></td>
</tr>
<tr>
<td>Conclusion of Student Teaching</td>
<td>Successful completion of all student teaching experiences.</td>
<td>Pass evaluation on each experience; positive midterm and final evaluations</td>
<td>Cooperating teachers and college supervisors</td>
<td></td>
</tr>
<tr>
<td>Conclusion of Student Teaching</td>
<td>Completion of edTPA/exit portfolio, student teacher seminars, assignments and paperwork.</td>
<td>Knowledge of foundations, learning/learners, and teaching; service orientation and attitude</td>
<td>Supervisor, Advisor, and Teacher Education Committee</td>
<td></td>
</tr>
<tr>
<td>Conclusion of Student Teaching</td>
<td>Maintain minimum cumulative grade point average.</td>
<td>Cumulative GPA of 2.50</td>
<td>Department Assistant and Licensing Official</td>
<td></td>
</tr>
<tr>
<td>Prior to licensure</td>
<td>Passing Praxis II and PLT test scores</td>
<td>Meet scores as required by the State of Iowa</td>
<td>ETS/scores sent to the Department Assistant</td>
<td></td>
</tr>
<tr>
<td>Prior to licensure</td>
<td>Completion of finger printing and background check application.</td>
<td>Forms complete and in possession of Department Assistant</td>
<td>Department Assistant and Licensing Official</td>
<td></td>
</tr>
<tr>
<td>Following student teaching</td>
<td>Completion of license application</td>
<td>Forms complete and in possession of Licensing Official.</td>
<td>Licensing Official</td>
<td></td>
</tr>
</tbody>
</table>
STEP 1 - SECONDARY EDUCATION

Student’s Name: ________________________________

Getting Started:

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Complete Foundations of Education (EDU 102)</td>
<td>Final grade of C or better</td>
<td>Course instructor</td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>Complete Survey of Exceptional Individual (EDU 206); has completed 10 hours of field experience</td>
<td>Final grade of C or better</td>
<td>Course instructor</td>
<td></td>
</tr>
<tr>
<td>Second semester</td>
<td>Receive recommendation from Secondary Education Dept advisor during advising appointment. (Jolynn or Derek?)</td>
<td>No apparent concerns related to a future in the profession of education</td>
<td>Academic advisor or education faculty</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td>Complete Early Field experience</td>
<td>Receive positive feedback</td>
<td>Cooperating teacher and course instructor</td>
<td></td>
</tr>
</tbody>
</table>

You may proceed without completion.
### Step 2 - Secondary Education

Complete the following for Admission into the Teacher Education Program.

It is recommended students complete by October 1st or March 15th of sophomore year.

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
</table>
| Sophomore          | Purchase Livetext | At [www.livetext.com](http://www.livetext.com)  
Students will use to submit projects and assignments |                                     |                              |
| Sophomore          | Self-disposition form | Complete the self-disposition checklist form and email to the education office assistant. Available on the Education page of the Northwestern College website under “Becoming a Teacher” | Teacher Ed Committee                |                |
| Sophomore          | College BASE test (CBASE) | Receive passing scores  
(scores sent to the department) |                                     |                |
| Sophomore          | Cumulative grade point average | Maintain a minimum 2.5 cumulative grade point average; C or better in education courses | Department Assistant checks regularly |                |
| Sophomore          | Entrance portfolio | Progress in personal wholeness and commitment to the profession | Teacher Ed Committee                |                |
| Sophomore          | Present Entrance Portfolio to assigned Education Dept. member | Communication skills, commitment to profession and scholarship | Faculty member as assigned by the education office. |                |
| Sophomore          | Take EDU 347 Reading in the Content Area and EDU227 Instructional Technology | Final grade of C or better | Course Instructor |                |
| Sophomore (Junior yr for transfers) | Graduation planning meeting with advisor | Discuss dispositions | Advisor |                |

You will receive a letter from the Teacher Education Committee stating that you may proceed to the next step.
Step 3 - Secondary Education
Complete the following for Admission to Student Teaching

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior/Senior</td>
<td>Completion of student teaching application. Due Jan 15th the year before student teaching.</td>
<td>Complete forms; minimum GPA; complete courses in major</td>
<td>Department Assistant, Director of St Teaching</td>
<td></td>
</tr>
<tr>
<td>1st Semester Junior Year</td>
<td>Those interested in out of area student teaching placements begin discussions with Education dept. Requires 3.0 cum gpa</td>
<td>CTECC/Overseas opportunities see Derek Brower. Applications due Oct 1 for fall placements and Feb 1 for spring placements. (the year prior to your planned student teaching) Denver/Chicago opportunities discuss with Advisor. Applications due Feb the year prior to student teaching.</td>
<td>Education Department Advisors and Chicago/Denver programs</td>
<td></td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>Complete General Methods (EDU 307)</td>
<td>Final Grade of C or better</td>
<td>Course instructors</td>
<td></td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>Complete Special Methods (---308)</td>
<td>Final Grade of C or better</td>
<td>Course instructors</td>
<td></td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>Maintain minimum cumulative grade point average</td>
<td>2.50 minimum grade point average on all coursework</td>
<td>Department Assistant checks regularly</td>
<td></td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>Successful completion of 100 field experience hours which includes 20 personally arranged classroom hours.</td>
<td>Ability to present material and relate to students and teachers</td>
<td>Education Faculty and K-12 Teacher</td>
<td></td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>Successful completion of 100 multicultural hours</td>
<td>Ability to relate to and work with people from other cultures</td>
<td>Director of Multicultural Experiences</td>
<td></td>
</tr>
</tbody>
</table>

You will receive a letter from the Teacher Education Committee stating that you may proceed to the next step.
Step 4 - Secondary Education

The following are required for Licensure approval:

<table>
<thead>
<tr>
<th>Typical Time Frame</th>
<th>Performance</th>
<th>General Criteria</th>
<th>Evaluators</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>April/November Semester prior To Student teaching.</td>
<td>Attend student teaching orientation meeting</td>
<td>All students must attend this meeting. Held in April for Fall Student Teachers. Held in November for spring student teachers.</td>
<td>Education Department</td>
<td></td>
</tr>
<tr>
<td>Conclusion of Student Teaching</td>
<td>Successful completion of all student teaching experiences.</td>
<td>Pass evaluation on each experience; positive midterm and final evaluations</td>
<td>Cooperating teachers and college supervisors</td>
<td></td>
</tr>
<tr>
<td>Conclusion of Student Teaching</td>
<td>Completion of edTPA/exit portfolio, student teacher seminars, assignments and paperwork.</td>
<td>Knowledge of foundations, learning/learners, and teaching; service orientation and attitude</td>
<td>Supervisor, Advisor, and Teacher Education Committee</td>
<td></td>
</tr>
<tr>
<td>Conclusion of Student Teaching</td>
<td>Maintain minimum cumulative grade point average.</td>
<td>Cumulative GPA of 2.50</td>
<td>Department Assistant and Licensing Official</td>
<td></td>
</tr>
<tr>
<td>Prior to licensure</td>
<td>Passing Praxis II and PLT test scores</td>
<td>Meet scores as required by the State of Iowa</td>
<td>ETS/scores sent to the Department Assistant</td>
<td></td>
</tr>
<tr>
<td>Prior to licensure</td>
<td>Completion of finger printing and background check application.</td>
<td>Forms complete and in possession of Department Assistant</td>
<td>Department Assistant and Licensing Official</td>
<td></td>
</tr>
<tr>
<td>Following student teaching</td>
<td>Completion of license application</td>
<td>Forms complete and in possession of Licensing Official</td>
<td>Licensing Official</td>
<td></td>
</tr>
</tbody>
</table>
Program Information and Requirements

Signature Assessments
Students must pass all signature assessments embedded within courses. Failure of signature assessments will result in failure of the course, even if it appears that the overall calculated grade was passing.

Cumulative GPA Requirement and Course Restrictions
Students must reach and maintain a cumulative grade point average (GPA) of 2.5 or better in order to be admitted into the education program and in order to remain in the program. If a student’s cumulative GPA dips below the 2.5 level after being admitted, the student will then drop out of the program until the GPA is raised back to 2.5 or above. Anytime a student is not in good standing in the education program, there are course restrictions that apply (see the catalog for additional information and prerequisites). Elementary majors may not take EDU 323, 328, 329, 343 and 409 or student teach if they are not in the program. Secondary majors may not take EDU 307, 409 or student teach if they are not in the program. In addition to maintaining a 2.5 cumulative GPA, secondary majors also need to maintain a 2.5 GPA in their major courses in order to be licensed as a teacher following graduation.

Disposition Alert
Disposition alerts can be issued by any faculty member. Teacher education candidates may receive a disposition alert any time a faculty member has a concern about a behavior or attitude or its effect on the candidate’s ability to teach. This form will be completed with one copy given to the student. The other copy will go in the student’s file. A meeting will be held with the student to discuss options for remediation. The student should schedule a meeting with their advisor to remedy the situation/disposition alert within 3 months’ time. All alerts must be cleared prior to admittance into the Teacher Education Program and prior to admittance into the student teaching semester. Each student’s file is reviewed at these two points in the program. If the remediation isn’t completed within the acceptable time frame, the student will not be allowed to continue in the Teacher Education Program at Northwestern College.

Application into the Program
Every student who plans to complete a program at Northwestern College leading to teacher licensure must make formal application. The Application form for admission to the program is on the education checklist page of the Northwestern Website. Transfer students must make formal application by their second semester in residence.

College BASE (C-BASE Pre-Professional Skills Test)
The College BASE or C-BASE test is required as part of the student application to the Teacher Education Program. The exam assesses knowledge in four subject areas: English, mathematics, science, and social studies.

Northwestern administers the test on campus multiple times each semester on a Saturday morning. The cost for the test is $60.

Questions on C-BASE reflect the broad range of knowledge that most universities and colleges, including community colleges, expect their students to acquire by the end of the sophomore year.
Most students who have successfully completed typical general education requirements recently are well prepared for this examination without additional content study being necessary.

The “College BASE Student’s Guide” describes the skills tested on the College BASE exam. Most college textbooks and your class notes are good review tools to help you prepare. A math study guide is available for purchase; however, study guides for other subjects are not available.

Students must register for the CBASE test 30 days in advance of the test date. The first 30 students with paid registrations will be accepted.

It is recommended that students take the CBASE test during their sophomore year.

**REQUIRED C-BASE scores:**

235 in each of the following areas: Writing, English and Mathematics

Students are allowed to take the test 3 times to meet the minimum competency level. If a student does not receive the minimum score in all areas of the test, s/he may request permission from the Teacher Education Committee to attempt to earn the minimum score in additional test sessions. Without earning at least the minimum score, a student cannot be admitted to the Teacher Education Program at Northwestern College.

**Field Experience**

Most of the Education Department courses have a field experience component in which students spend time working in schools with licensed teachers. These experiences help provide a valuable context for the content of the education courses, allow students to see teachers demonstrating methods and management, and provide opportunities for students to put into practice what they’re learning in the college classroom.

The requirements for these field experiences vary a great deal in order to provide as rich a background as possible. The hour requirements range from 5 to 25 hours, depending on the specific course. Most of the experiences occur in the local public and private schools, although students sometimes have the option of working in their hometown or in other area schools. Students will observe, work with individual students or groups of students, work with the whole class, and sometimes complete work for classroom teacher. Some experiences are assigned to students and some experiences the students arrange on their own. Hours can be arranged as part of a volunteer experience, or can be as part of a paid position if it is in school under the supervision of a licensed teacher.

The requirements and arrangements of field experience hours connected to specific courses will be set by the instructor of that course. Field experiences that are arranged by students themselves (arranged hours) will meet the following requirements: they will occur in a school or classroom setting under the supervision of a licensed teacher; the type and level of teaching license the college student is seeking will normally determine the subject matter and the age of the school students with whom the college student will work. If students have a question about whether or not a certain experience will meet the arranged hours requirement, they should seek clarification from their advisor, the Education Department chairperson or Education office assistant prior to beginning the experience. The 20 arranged hours required of elementary education majors is waived for those
students earning the Unified Endorsement (Early Childhood Integrated Setting) or Early Childhood (PK-3rd grade) early childhood endorsements since these students are required to log an additional 50-100 field experience hours. All extra field experience hours for elementary and secondary majors will be credited to the “arranged” category of hours. (Added in quarter hour increments.)

When students go into the schools for these field experiences, it is important that they look and act as a professional. Students must remember that they are a guest of the school and the teacher. The NWC student should treat them with respect. Watch, listen, and work carefully without distracting the class. At appropriate times, ask the teacher questions about what is being done. Dress appropriately for these experiences so that appearance doesn’t distract from the work of the class or draw unnecessary attention. Many schools have recently adopted or strengthened their dress policy. As a future professional, they and we expect you to dress as a teacher. It is important that you make the transition from student to teacher as you work in the schools. Leave your cell phone in the car or turn it off when you enter the building. Keep in mind that each experience in the schools builds your professional reputation, a commodity you must work to build and maintain.

The following tables present the field experience hours required for elementary and secondary majors. All of the hours must be completed by November 1st or April 1st the semester prior to student teaching (with the exception of hours tied to courses in progress). In the case of students completing their Reading Endorsement student teaching only (typically prior to their full professional semester student teaching), the students will not be required to have all of their multicultural hours complete before the reading experience begins. Students with questions about their progress should check with the Education Office or MyNorthwestern/Academics/degree information bar/field hours.
## Elementary Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education 202</td>
<td>25 hrs.</td>
<td>Work w/Ind. &amp; Small Groups</td>
</tr>
<tr>
<td>Early Field Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Education 102</td>
<td>5 hrs.</td>
<td>Observations</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Education 206</td>
<td>10 hrs.</td>
<td>Special Needs Individuals</td>
</tr>
<tr>
<td>Survey of Except. Indiv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Education 228</td>
<td>5 hrs.</td>
<td>Story Hours at Public Library</td>
</tr>
<tr>
<td>Children's Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Education 326</td>
<td>10 hrs.</td>
<td>Teach Lessons in Elementary Classroom</td>
</tr>
<tr>
<td>Teaching Reading &amp; Lang. Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Education 328</td>
<td>5 hrs.</td>
<td>Teach Lessons in Elementary Classroom</td>
</tr>
<tr>
<td>Teaching Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Education 329</td>
<td>5 hrs.</td>
<td>Teach Lessons in Elementary Classroom</td>
</tr>
<tr>
<td>Teaching Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Education 323</td>
<td>10 hrs.</td>
<td>Teach Lessons in Elementary Classroom</td>
</tr>
<tr>
<td>Teaching Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Education 343</td>
<td>5 hrs.</td>
<td>Assessment and Instruction in Elementary Classroom</td>
</tr>
<tr>
<td>Diagnosis and Correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. *Arranged - student personally Arranges hrs w/ cert. teacher</td>
<td>20 hrs.</td>
<td>These hours are waived for students earning the PK-3rd Early Childhood and Unified endorsements</td>
</tr>
</tbody>
</table>

**TOTAL** 100 hrs.
**Secondary Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education 202</td>
<td>25 hrs.</td>
<td>Work w/Ind. &amp; Small Groups</td>
</tr>
<tr>
<td>Early Field Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Education 102</td>
<td>5 hrs.</td>
<td>Observations</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Education 206</td>
<td>10 hrs.</td>
<td>Special Needs Individuals</td>
</tr>
<tr>
<td>Survey of Except. Indiv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Education 308</td>
<td>30 hrs.</td>
<td>Teach Lessons in Secondary Classroom</td>
</tr>
<tr>
<td>Special Methods in major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. EDU 307</td>
<td>30 hrs.</td>
<td>Raider Reach Program or</td>
</tr>
<tr>
<td>General Methods</td>
<td></td>
<td>Teach Lessons in Secondary Classroom</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 hrs.</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Requirements for this experience are provided in the Education Office or from a full-time Education Department faculty member.*
FIELD EXPERIENCE RECORD

Student Name ________________________________________________

Date Approved into Teacher Education Program: __________

[229, 230, 300, 301 have hours toward unified early child endorsement]
[229, 230, Early Field, 25 arr. hrs. needed for Pk-3 endorsement – can double dip EF, 25 arr. must be 0-3 yr. olds; may be a paid position]
[Middle School endorsement requires 30 hrs early field experience in middle school – in addition to regular early field experience.]

Core Hours for all students – Elem & Secondary: Required Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 102 Foundations of Education</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 202 Early Field Experience</td>
<td>25</td>
</tr>
<tr>
<td>Educ. 206 Exceptional Child</td>
<td>10</td>
</tr>
</tbody>
</table>

Hours for Elementary Majors only:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 228 Children’s Literature</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 323 Tchg. Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Educ. 328 Tchg. Science</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 329 Tchg. Soc. Studies</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 326 Tchg. Reading &amp; Lang. Arts</td>
<td>10</td>
</tr>
<tr>
<td>Educ. 343 Diag. &amp; Corr. of Reading Prob.</td>
<td>5</td>
</tr>
<tr>
<td>Personally Arranged Classroom Hours</td>
<td>20</td>
</tr>
</tbody>
</table>

Hours for Secondary Majors only:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 308 Special Methods in Major</td>
<td>30</td>
</tr>
<tr>
<td>Educ. 307 Gen’l. Meth. in Secdy Educ.</td>
<td>30</td>
</tr>
</tbody>
</table>

MULTICULTURAL REQUIREMENT - Elem & Secondary:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 340 Human Relations</td>
<td>20</td>
</tr>
<tr>
<td>Multicultural Requirement: 25 – in school</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>55</td>
</tr>
</tbody>
</table>

Total Hours ________________

Students are able to access their accumulated hours through:
MyNorthwestern/academics/degree information/field hours or check in with the Education Office to verify.

Field Hours Required for Early Childhood and Early Childhood Integrated Setting Endorsements:
There are 100 hours of field experience required with both the Early Childhood (PK-3rd grade) endorsement and the Early Childhood Integrated Setting endorsement. (Spec. Education up to 3rd grade)

**Early Childhood 100 hours:**
EDU 229 and 230, each have 25 hours toward the endorsement. The student can use their 25 Early Field experience hours if done in a Pk-3rd grade classroom. The last 25 hours are to be arranged by the student and must be with birth to 3 yr. olds; may be a paid position.

**Early Childhood Integrated Setting (Unified) 100 hours:**
The four courses required for the endorsement each require 25 hours toward the required 100 field hours. The required classes are: EDU 229, 230, 300, 301.

**Multicultural Hours Requirement**
Each student entering the Teacher Education program will complete 100 contact hours involving personal interaction with groups and individuals representing ethnically and culturally diverse populations. The 100 hours include:

- 25 hours (minimum) in ethnically diverse K-12 Classrooms in American Schools
- 55 hours in other settings
- 20 hours in EDU 340 (the required Human Relations course)

The student must individually arrange his/her own placements for both the 25 hr. and 55 hr. multicultural field experiences listed above. The hours are to be completed and documented with the required reflection paper prior to student teaching. See the education office for the required paperwork to complete this experience. Failure to meet this requirement will delay one’s ability to begin student teaching.

**Rationale for the Requirement**
Beginning teachers must become inter-culturally competent in order to effectively prepare the youth for an increasingly pluralistic society. The purpose of the multicultural field experience requirement is to provide opportunities for NWC students to learn about major issues related to diversity and personally interact with individuals and groups who represent ethnically and culturally diverse populations.

**Meeting the Multicultural Hours Requirement:**

**Arranged Hours in K-12 Classrooms in American Schools - 25 hours (minimum)**

- Students are informed of opportunities through e-mails and announcements in classes.
- Qualified classrooms must have at least 33% of students from racial and/or ethnically diverse cultures.
- Qualified classrooms must be under the direction of a certified teacher.
- Direct interaction with students during the field experience is important (ie: small group instruction, one-to-one discussions and/or support of individual student learning, classroom assistance for the teacher).
- ESL classrooms are a possibility for this experience.
A 2-3 page typed reflection of the experience (focusing on the experience itself, what you learned from a multicultural point of view and the impact of this experience on your future role as a teacher) plus signatures from the certified teacher(s) serve as documentation of these arranged hours in K-12 classrooms. The school address, grade level/subject area and school phone number of the teacher(s) must be included. If arrangements are for more than one placement, please include each classroom teacher’s information and signature.

Documentation of K-12 classroom hours should be submitted to the Director of Multicultural Experience immediately upon completion of the 25 hours. Keep an electronic copy of your reflection for your Professional Portfolio.

Arranged Hours in Other Settings - 55 hours

Please check with the Multicultural Experience Director prior to beginning your multicultural field experiences in “other settings” to make sure your plans meet the specific requirements and you have gained approval for the number of hours you plan to count for each experience. You may contact the director by email. You will also need to meet with the director in person to discuss what you have learned and sign the necessary papers upon completion of all of your multicultural field experiences.

Documentation of the arranged hours in other settings includes a list of your experiences plus a 2-3 page reflection paper. Briefly explain the experience, how it has impacted you, and how you believe it may impact your teaching.

Options include, but are not limited to the following:

1. Tutoring
2. ESL or similar programs
3. Day Care/Preschool programs
4. Social Service Agency programs (5 hours max)
5. Spring Service or Summer Service projects approved by the Director
6. Summer volunteer or employment settings approved by the Director
7. Excursions to multiethnic/multicultural events (5 hours max)
8. Work with the elderly (5 hours max)
9. Work at a local shelter or food pantry (5 hours max)
10. Participating in International Club activities
11. Participating in multicultural club activities
12. Work with special needs youth or adults (5 hours max)

Hours in EDU 340 (Human Relations Class) - 20 hours

The 20 hours and documentation of the hours associated with the Human Relations Class (EDU 340) are met during the semester in which you are enrolled in the course and are explained within the course syllabus. The hours include field trips, in-class guest speakers, school visits, and other options for completing the requirement.

Please check with the Human Relations instructors for expectations.
Teacher Education Program Entrance/Exit Portfolio Requirements

Students will complete an Entrance Portfolio as part of their application to the Teacher Education Program. Students will begin the entrance portfolio shell in Instructional Technology class. This same portfolio will be updated as students are exiting the program as seniors. The following should be used as a reference as students complete their portfolio

Introduction
This section of your portfolio should be used to present yourself professionally. You can include your picture, state your licensure/endorsement areas, write your personal philosophy, insert a favorite quote or chose another way to introduce yourself.

Trust, Love and Worship God (Entrance Portfolio only)
This section of your portfolio should be a one page reflection of how your experience at Northwestern has helped you to trust, love and worship God.

Responding to the Call to Teach as a Vocation (Entrance portfolio only)
This section of your portfolio will include (at minimum) a two-paragraph reflection on personal gifts, abilities, and the path you traveled toward becoming an educator. Reflect on how your commitment to become an educator has become stronger over time, or share ways that your commitment to become an educator has been affirmed through your own experiences in the classroom or via feedback from others. In your entrance portfolio, you will attach (at minimum) 1 evidence or artifact supporting your reflection. Possible documents could include: participation in events for pre-service teachers; evidence of quality performance in courses in your major; records of experiences working with children in different capacities; newspaper clippings, photographs, digital video of work with students; notes of appreciation; signed time sheets; letter from supervisor or teacher; projects: case study, explanation of simulated lesson or topic presented in class, lesson plans, papers written for education classes, or materials collected and organized for a class assignment.

Teacher as Servant (Entrance & Exit Portfolio)
This section includes (at minimum) a two paragraph reflection on your understanding of “teacher as servant”. Reflect on service in light of God’s word. Following this reflection you will include (at minimum) 1 evidence or artifact supporting your reflection. Possible documents include evidence of your involvement in service activities such as photos from service projects, letters from service-related activities, newspaper clippings, or certificates of service.

For your exit portfolio, when you are a senior, you will read and make changes to your reflection to show evidence of your growth in your understanding of “teacher as servant”. Reflect on service in light of God’s word. In your exit portfolio, you will attach 1-2 additional artifacts supporting your reflection. Possible documents include evidence of your involvement in service activities such as photos from service projects, letters from service-related activities, newspaper clippings, or certificates of service.

Framework for Teaching/The Four Teaching Domains (Entrance & Exit Portfolio)
This section will be completed for both the entrance portfolio and the exit portfolio. For each of the 4 domain areas choose one of the subdomains/descriptors and find an artifact to match that
descriptor and attach it in the section provided. The student should include a one paragraph reflection that explains why the artifact chosen matches the descriptor.

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

**Teacher as Servant Disposition Survey** (Entrance portfolio only)
In order to be successful in their profession, teachers need to exhibit certain dispositions, that is, certain attitudes and habits. Disposition concerns are shared with candidates at advising meetings as well as by letter from the Teacher Education Committee. It is the desire of the Teacher Education Committee to model Teacher as Servant dispositions and to encourage candidates in their professional walk toward the attitudes and habits displayed by a high quality teacher.

It is difficult to accurately assess dispositions since we can base the assessment only on words and deeds. Because of this, we require the input of other professionals who know the students including professors from other departments on campus as well as various staff members students know.

When students apply for admission into the Teacher Education Program they will be asked for the names of 5 faculty or staff who could potentially complete a disposition survey on their behalf. The list of names is to be emailed to edoffice@nwciowa.edu (Education Department Assistant). The student cannot choose their advisor or more than two faculty members from the education department. Students could choose a Resident Director, a coach, or work study supervisor to complete the survey as well. Recommenders will receive the disposition form by e-mail link and complete the form in LiveText.

**Self-Disposition** (Entrance Portfolio only)
Students will complete a self-disposition evaluation form and will email the completed form to the Education Office along with the application to the teacher education program. This form can be found on the Education Department webpage under “Becoming a Teacher”.

**Unit and Lesson Plans from Student Teaching** (Exit Portfolio only)
Students will include their student teaching unit plan as well as 5 other lesson plans in the exit portfolio. The lesson plans need to include the evaluative comments from the cooperating teacher and from the student teacher themself.

**Assessment** (Exit Portfolio only)
Collecting and analyzing evidence of student learning related to outcomes/objectives is a critical skill to develop as a future teacher. As such, students will submit evidence of student learning in relation to a lesson/unit designed during student teaching. It should be a formative assessment tool to inform instructional planning and allow for adjustments to the instruction based on the data collected versus merely a summative tool developed to assess skills at the end of a unit. Include the following: the tool/method that was utilized, the results, and a reflection or summary of the adjustments made to the plans/instruction based on the data collected.

**Resume** (Exit Portfolio only)
Students will include their completed resume in the exit portfolio.

**Exit Portfolio Information:**
As students complete student teaching and prepare to graduate and apply for licensure, they will complete their exit portfolio on Livetext (Students will actually take the Entrance Portfolio and update sections and this becomes their Exit Portfolio). All students will be assigned an education faculty member to whom they will submit and present their exit portfolio.

Students will gather evidence as they proceed through the program and compile their portfolios prior to and during student teaching. Prior to graduation and recommendation for any type of licensure and following students’ presentations of the portfolios to the assigned faculty member, the faculty member will present the teacher candidate to the Education Committee for review and approval.

The exit portfolio is a requirement of the student teaching courses and is therefore due at the end of the student teaching semester like all other college course work. Failure to submit an approved exit portfolio prior to the end of the semester can result in a “no pass” grade for student teaching which requires that the student retake the course in order to graduate and/or earn the teaching license.

Students are responsible for collecting and presenting evidence that they meet the four domains of the C. Danielson model that serve as the structure for our teacher education program. One document will often provide evidence for two or more standards. For that reason, students will include a **brief reflective statement** with each document that states which standards are met with the document and how they are met through that document.

---

**Student Teaching**

**Student Teaching Deadlines:**

**October 1** Applications for International student teaching experiences for the following fall semester are due. See Derek Brower prior to October 1st to discuss the application requirements including a request to the Teacher Ed Committee for an out of area placement.

**January 15** **Student Teaching Application, Bio-sketch and Data Sheet** are due in the Education Office for students planning to student teach during the **following school year**.

Students interested in an **out-of-area / non-traditional student teaching placement** must also submit a letter to the Teacher Education Committee requesting approval for an out of area placement through one of the approved programs: Chicago Semester, Denver Urban Semester, or the Christian College Teacher Education Coordination Council program (CCTECC). [Deliver or email to Education Office]

**February 1** Students interested in **Chicago Semester and Denver Semester Student Teaching** must submit application to the Global Education Center. The Global Education
Center must clear the student before the application will go on to Chicago or Denver Semester. Minimum GPA requirement is 3.0.

Last weekend in February  Chicago Semester visitation date.

April 1 or November 1  Field experience and multicultural hours are due. [April 1 for student teachers in the fall semester; November 1 for student teachers in the spring semester]

Applying to Student Teach
January 15th of the school year prior to the academic year in which one plans to student teach is the deadline for students to submit their student teaching application and information forms. If applying for a non-traditional placement, (defined as any placement outside a 60 mile radius from NWC campus) the student must also submit a letter of request to the Teacher Education Committee requesting a non-traditional placement. When all of the requirements have been met, the Teacher Education Committee will meet to review student teaching applications and disposition checklists. They will then approve or disapprove these applications.

All methods courses are to be completed prior to student teaching. Students planning to student teach in fall semester must have all field experience and multicultural hours completed by April 1 of the previous semester. Students planning to student teach in spring semester must have all field experience and multicultural hours completed by November 1 of the previous semester. (with the exception of hours tied to courses in progress)

A minimum of 14 weeks of student teaching is required, although a full semester program (16 weeks) is encouraged and available. The endorsements earned will determine the types of experiences students have as well as the number of weeks of student teaching. Certain combinations of endorsements can require that student teaching may be more than one full semester, but no more than 16 weeks of student teaching will be scheduled during a single semester. If the endorsements require a total of more than 16 weeks of student teaching, students will need to work out those arrangements with their advisor and the Student Teaching Coordinator in advance.

Student teaching is a fulltime experience/job, and students should keep that in mind as they consider part-time jobs and involvement in college co-curricular activities. Please work with advisors to plan your academic program in such a way to minimize and eliminate distractions and the likelihood that participation in a campus activity or sport will negatively impact your student teaching.

In addition to the student teaching, student teachers are required to attend the student teaching seminars scheduled during their student teaching semester. These are typically held on campus and address issues that are important to student teachers and teaching in general. Students who plan to student teach outside of the campus area and therefore, out of “normal” driving distance, are required to attend the seminars the semester before they student teach.
Students are usually assigned to classrooms in schools within 60 miles of Orange City. Students have the option of living in the communities in which they'll student teach, although this typically occurs only when there is a great driving distance from campus.

A non-traditional student teaching assignment is defined as any placement outside of the 60-mile radius from campus. The Teacher Education Committee must approve non-traditional placements when students request them. Students interested in non-traditional placements should be aware that past student teachers in these settings have experienced several frustrations or challenges that may not be experienced in traditional placements, including the following: college supervisors they don’t know, differences in expectations from those supervisors, limited and distant support from classmates and professors, limited resources, limited assistance in dealing with problems and misunderstandings that arise, working on licensure requirements from a distance, and problems with exchange of forms and information. Education faculty will do what can be done to assist, but students need to be aware that the likelihood of these challenges increase when they student teach outside of the area.

For these reasons, The Teacher Education Committee is likely to approve non-traditional placements for students who give evidence that they are responsible, proactive, independent learners, show initiative, and have a history of successful field experiences in their program of study.

**Non-traditional Options:**
A non-traditional student teaching assignment is defined as any placement outside of an approximate 60-mile radius from the Northwestern College campus. Students interested in a non-traditional placement must go through one of the following approved programs: Chicago Semester, Denver Urban Semester, or the Christian College Teacher Education Coordination Council program (CCTECC).

All non-traditional placements require the student to make a request for approval to the Teacher Education Committee prior to the date the application form is due for each non-traditional program.

**Applications for CCTECC are due Oct 1st** for the following fall placement and **Feb 1st** for the following spring placement. See Derek Brower for CCTECC application materials. Students must also complete the NWC application materials.

Applications for Chicago Semester and Denver Urban Semester non-traditional placements require the student to complete the NWC application materials and any special application materials as required by Chicago Semester or Denver Urban Semester. Please see the Global Education office for these additional application materials and details.

The Chicago and Denver items are due **by February 1 the school year PRIOR to the year in which student teaching will occur.** Interested students must have a minimum 3.0 cumulative grade point average to be considered for a non-traditional placement. NOTE: Sioux City, Iowa and Sioux Falls, South Dakota are not considered out of area placements.

Appeals for exceptions to the policy must be presented to and approved by the Teacher Education Committee.
Students who will student teach out of the area are required to attend the on-campus student teaching seminars the semester prior to their student teaching so they will learn the necessary requirements regarding professional ethics and licensure. This will also allow them to file the necessary paperwork prior to leaving campus. These students are also required to complete the interview based on the Iowa Teaching Standards with their campus contact professor even though they may be student teaching out of state.

Counting of Student Teaching Days
As a general rule for counting the number of days in a student teaching experience, if the cooperating teacher (and school) can count the day as one of the school term, so can the student teacher. This will include in-service days during the school year and days of parent-teacher conferences, provided the student teacher attends. The student teacher may count 1/2 of a day for each in-service day prior to the beginning of a school year.

Unethical or Criminal Behavior Policy
If a student teacher is found guilty of or suspected to be guilty of unethical or criminal behavior during student teaching, the student teaching experience will be suspended pending a decision by the college supervisor, student teaching coordinator, and Education Department chairperson. These three individuals may ask for input from the cooperating teacher, the principal of the school in which the student teaching is occurring, the Dean of Students, the Academic Dean, the college President, and law enforcement officials. The decision made will likely include one or more of the following:
1. Resume and complete student teaching in the same location.
2. Resume and complete student teaching in a new location.
3. Terminate student teaching and complete 8-16 weeks of a practicum experience to allow the student to graduate with an elementary degree but not be eligible for teacher licensure.
4. Dismissal from the Teacher Education Program.
5. Dismissal from Northwestern College.

Students may follow appropriate appeals procedures if dissatisfied with the rendered decision.
Completion of Student Teaching & Applying for Licensure

Required Exit Documentation Includes:

A. Record of Student Teaching [pink sheet] with appropriate signatures.
B. Lesson and unit plans as prescribed by your supervisor.
C. Compilation of favorable student evaluations (one page only).
D. Proof of Principal Interview.
E. Iowa Teaching Standards verification
F. Attendance at student teaching seminars.
G. Approved exit portfolio.

Following documentation of the above information and favorable vote by the Teacher Education Committee, the teacher candidate will proceed to licensure.

Applying for a Teaching License

The process of applying for a teaching license will begin during the student teaching semester. The Student Teaching Coordinator will hold a seminar describing the entire process and distribute the needed forms. These forms include an application form, a fingerprinting card, a waiver allowing the State of Iowa to do a criminal background check, and handouts with information about the entire process. Upon completing the forms, return them to the Education Licensure Official, Education Office or to the Student Teaching Coordinator along with a check for the amount specified on the forms. Once the student’s application is filed with the state, it generally takes about one week to receive the license.

Teacher candidates will be recommended for licensure when the following requirements are met:

- all course work is complete
- student teaching is complete
- all required paperwork has been submitted to the Education Office
- attendance at required number of student teaching seminars
- exit portfolio has been reviewed and accepted
- passing scores on Praxis II PLT and Content tests have been received by the Education office

Students are eligible for a temporary permit that will allow them to substitute teach for the balance of the school year.

Recommendation for Licensure

Northwestern College will recommend all teacher candidates for endorsements earned at NWC and appearing on the transcript. Candidates wishing to use courses from other institutions will work with the certifying official to approve classes before taking them. Endorsements not earned entirely at Northwestern College may not appear on the transcript.

Students returning to college who hold an earned degree either from NWC or another accredited institution will complete only the classes and benchmarks from the courses required for the education degree sought. The teacher education program will not consider a student’s GPA from the earned degree. GPAs will be reset to zero.
<table>
<thead>
<tr>
<th>Section I. Program Information</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Total number of students enrolled in teacher education courses during 2011-12: (include all elementary and secondary teacher education candidates regardless of whether or not they have been admitted to the program.)</td>
<td>147</td>
</tr>
<tr>
<td>2) Total number of supervised student teachers during the 2011-12 academic year (September 1, 2011 through August 31, 2012):</td>
<td>53</td>
</tr>
<tr>
<td>3 a) Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students:*</td>
<td>8</td>
</tr>
<tr>
<td>3 b) Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program:*</td>
<td>6</td>
</tr>
<tr>
<td>3 c) Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or PK-12 teachers who supervise prospective teachers. The numbers do not include PK-12 teachers who simply receive a stipend for supervising student teachers. Rather, this category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution’s regular faculty:*</td>
<td>26</td>
</tr>
<tr>
<td>3 d) Total number of supervising faculty for the teacher preparation programs during 2005-06 (3a + 3b + 3c = 3d):*</td>
<td>40</td>
</tr>
<tr>
<td>4) The student/faculty ratio: (divide the total number of students given in item #2 by the total number of supervisors listed in item #3d)</td>
<td>1.325</td>
</tr>
<tr>
<td>5) The average number of hours per week of student participation in supervised student teaching:</td>
<td>40</td>
</tr>
<tr>
<td>6) The total number of weeks of supervised student teaching required of each student teacher: (If more than one term (quarter or semester) was involved, please add together the number of weeks for each term.)</td>
<td>12</td>
</tr>
<tr>
<td>7) The total number of hours of supervised student teaching required of each student teacher:</td>
<td>480</td>
</tr>
<tr>
<td>8) Is your teacher preparation program currently accredited or approved by the state? (Yes or No)</td>
<td>Yes</td>
</tr>
<tr>
<td>9) Is your teacher preparation program currently under a designation as “low-performing” by a state authority (as per Section 208 (a) of the HEA of 1998)? (Yes or No)</td>
<td>No</td>
</tr>
</tbody>
</table>

*For the purposes of this data collection, supervising faculty include all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.