



Teacher Education Program Policy Manual 2018-2019

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NCATE
The Standard of Excellence
in Teacher Preparation



CAEP Council for the
Accreditation of
Educator Preparation

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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 to provide focus for the professional program. The four domains (Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility) 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 both the 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.

INTASC standards

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 Knowledge

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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 a written appeal of the decision to the departmental academic dean within 30 days following their notification of the decision. The departmental academic dean will provide a written acknowledgment of the appeal within seven days. The departmental academic dean 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.inz). 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 or 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

Students returning to college who hold an earned degree from either 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. GPA's will be reset to zero.

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:

- Complete the "Application for Admission to the Teacher Education Program" which is found on the [Education Checklist](#) page.
- 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@nwciova.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 Checklist](#) page. Email the completed form to edoffice@nwciova.edu
- Obtain passing scores on the C-BASE test. This test is offered multiple times each semester at Northwestern. Register in the Education Office.
- Take and pass the C-BASE test prior to admission to the Teacher Ed Program
- Take and pass the Praxis II Content test prior to being approved for licensure
- Take and pass the PLT pedagogy test prior to being approved for licensure.
- Secure a recommendation from the department of your major (secondary ed. students only).

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 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:

- Take Foundations of Education (EDU 102) to get an idea of what the teaching field is like.
- Know and complete the process for Admission to the Teacher Education Program:
 - Apply to the Teacher Education program by the end of 1st semester of the sophomore year.
 - Pass the C-BASE test as part of your application to the Teacher Education Program. (Offered on campus multiple times each year)
 - Maintain a minimum 2.5 cumulative grade point average.
 - Maintain a minimum 2.5 cumulative grade point average in your major.
 - Prepare an Entrance Portfolio in EDU 227 and review it with the assigned professor.
 - Complete the Self-Disposition checklist form.*
 - Obtain recommendation from the department of your major (Secondary education majors only. The Education department will request this on your behalf.)

- 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
- 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.
- 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.)
- Work on the classroom field hours you are responsible to arrange (minimum of 15 hours for elementary ed. students) and the badge 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.
- Plan, with the assistance of your advisor, the time frame for your student teaching experience.
- Complete a formal request for student teaching by **February 1st**, in the school year prior to the year you will student teach.
- Student teach in your major and endorsement areas.
- Complete preparation of EXT materials to meet all requirements for graduation.
- Take and pass the required Praxis II content exam, for licensure.
- Take and pass the PLT exam, for licensure.

*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:

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



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 the sophomore year.

Typical Time Frame	Performance	General Criteria	Evaluators	Date Completed
Sophomore (end of 1 st semester)	Complete the Application to the Teacher Ed program	Available on the Education page of the Northwestern College on the Education Checklist page		
Sophomore	Self-disposition form	Complete the self-disposition checklist form and email to the education office assistant. Available on the Education Checklist page	Teacher Ed Committee	
Sophomore	C-BASE test	Receive passing scores	scores sent to the department	
Sophomore	Take EDU 326 Teaching Reading and Language Arts and EDU227 Instructional Technology	Final grade of C or better	Course Instructor	
Sophomore	Cumulative grade point average	Maintain a minimum 2.5 cumulative grade point average and major area grade point average; C or better in education courses	Department Assistant checks regularly	
Sophomore	Entrance portfolio (create template in EDU227 – Instructional Technology class)	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 (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 - Elementary Education

Complete the following for Admission to Student Teaching

Typical Time Frame	Performance	General Criteria	Evaluators	Date Completed
Junior/ Senior	Complete the Student-Teaching Application by Feb. 1 of the academic year PRIOR to the one in which you plan to student-teach. If you submit the Student Teaching Application after Feb. 1, a late fee of \$100 will be assessed and no guarantee of placement will be made.	Complete forms; minimum GPA; complete courses in major	Department Assistant, Director of St Teaching	
1 st Semester Junior Year	Those interested in out of area student teaching placements begin discussions with Education dept. Requires 3.0 cumulative GPA	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 manual.	Education Department Advisors and Chicago/Denver programs	
Junior/ Senior	Successful completion of 100 field experience hours. Due April 1st or Nov 1st , the semester prior to your student teaching semester.	Ability to present material and relate to students and teachers	Education Faculty and K-12 Teacher	
Junior/ Senior	Successful completion of 100 badge hours. Due April 1st or Nov 1st , the semester prior to your student teaching semester.	Ability to relate to and work with people from other cultures	Badge Coordinator	
Junior/Senior	Complete 15 arranged classroom hours			
Junior/Senior	Complete restricted courses			



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

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

STEP 1 - SECONDARY EDUCATION

Student's Name: _____

Getting Started:

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



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.

Typical Time Frame	Performance	General Criteria	Evaluators	Date Completed
Sophomore	Self-disposition form	Complete the self-disposition checklist form and email to the education office assistant. Available on the Education Checklist	Teacher Ed Committee	
Sophomore	College BASE test (C-BASE)	Receive passing scores	scores sent to the department	
Sophomore	Cumulative grade point average	Maintain a minimum 2.5 cumulative grade point average and major area 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 2 - Secondary Education

Complete the following for Admission to Student Teaching

Typical Time Frame	Performance	General Criteria	Evaluators	Date Completed
Junior/ Senior	Complete the Student-Teaching Application by Feb. 1 of the academic year PRIOR to the one in which you plan to student-teach. If you submit the Student Teaching Application after Feb. 1, a late fee of \$100 will be assessed and no guarantee of placement will be made.	Complete forms; minimum GPA; complete courses in major	Department Assistant, Director of St Teaching	
1 st Semester Junior Year	Those interested in out of area student teaching placements begin discussions with Education dept. Requires 3.0 cumulative GPA	CCTECC/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.	Education Department Advisors and Chicago/Denver programs	
Junior/ Senior	Complete General Methods (EDU 307)	Final Grade of C or better	Course instructors	
Junior/ Senior	Complete Special Methods (---308)	Final Grade of C or better	Course instructors	
Junior/ Senior	Maintain minimum cumulative grade point average	2.50 minimum grade point average on all coursework	Department Assistant checks regularly	
Junior/ Senior	Successful completion of 100 field experience hours which includes 15 personally arranged classroom hours.	Ability to present material and relate to students and teachers	Education Faculty and K-12 Teacher	
Junior/ Senior	Successful completion of 100 badge hours	Ability to relate to and work with people from other cultures	Badge Coordinator	



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:

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

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. Examples of signature assessments are detailed lesson plans, unit plan, and professional development plan.

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

A 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. A form will be completed with one copy given to the student. The other copy will go in the student's file. The department chair will schedule a meeting with the student to discuss options for remediation. Disposition alerts will be discussed at a meeting of the teacher education committee. 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 (Reading), Writing, mathematics, science, and social studies.

Northwestern administers the test on campus multiple times each semester on a Saturday morning, and other times as scheduled and announced. The cost for the test is \$60. The cost for retaking the test is \$20 for 1 section, \$30 for 2 sections or \$60 for 3-5 sections.

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.

College BASE (C-BASE Pre-Professional Skills Test)...cont.

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 registering for EDU 227, Instructional Technology, will be required to register for and take the C-BASE test during the course term. The first 20 students with paid registrations will be accepted. It is recommended that students take the C-BASE test during their sophomore year.

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. If the student retakes the reading or writing section, they must take and pay for both. They can use the highest score of any test sessions. Without earning the minimum scores, a student cannot be admitted to the Teacher Education Program at Northwestern College.

Required C-BASE scores:

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

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 30 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.

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 15 arranged hours required of elementary education majors is waived for those students earning the Birth through Grade Three Inclusive Settings or Early Childhood (PK-3rd grade) 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 of 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 badge hours complete before the reading experience begins. Students with questions about their progress should check with the Education Office or [MyNorthwestern/Academics/degree information/field hours](#).

Elementary Majors

<u>Course</u>	<u>Hours</u>	<u>Assignment</u>
EDU 102 Foundations of Education	5	Observations
EDU 202 Early Field Experience	30	Work w/individual & small groups
EDU 206 Survey of Exceptional Individual	10	Special needs individuals
EDU 228 Children's Literature	5	Story hours at the public library
EDU 323 Teaching Math	10	Teach lessons in elementary classroom
EDU 326 Teaching Reading and Language Arts	10	Teach lessons in elementary classroom
EDU 328 Teaching Science	10	Teach lessons in elementary classroom
EDU 329 Teaching Social Studies	5	Teach lessons in elementary classroom
EDU 343 Diagnosis and Correction	10	Assessment and instruction in elementary classroom
*Arrange – student personally arranged hours with certified teacher	15	These hours are waived for students earning the PK-3 Early Childhood or Birth through Grade Three Inclusive Settings endorsements
TOTAL	110	

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

See the education checklist for field hours tracking form

Secondary Majors

<u>Course</u>	<u>Hours</u>	<u>Assignment</u>
EDU 102 Foundations of Education	5	Observations
EDU 202 Early Field Experience	30	Work w/individual & small groups
EDU 206 Survey of Exceptional Individual	10	Special needs individuals
EDU 307 General Methods	30	Secondary practicum experience
--- 308 Special Methods in Major	30	Secondary practicum experience
TOTAL	105	

See the education checklist for field hours tracking form

Field Hours Required for Early Childhood and Birth through Grade Three Inclusive Settings 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. (Special 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.

Birth through Grade Three Inclusive Settings (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

EDU 340 Human Relations- 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.***

Badges:

We have transitioned away from the 100 multicultural-hour requirement to “Badges.” Each badge requires a 50-hour time commitment, and two badges must be completed before student teaching: the Diversity Badge and at least one other of the student’s choice.

The change comes out of our desire to make the 100-hour requirement more flexible, to meet student needs and interests, and to provide more specific and beneficial documentation of the work our students do outside of the classroom. Badges are used in other organizations to show experience and expertise in a variety of areas, and it is our hope that badges listed on a résumé or website will result in opportunities for our students to explain their participation in our “Teacher As Servant” model. To further recognize those students who exceed expectations, we will honor graduates earning five or more badges with a special certificate.

While we only have six badges fine-tuned right now, there is room for several more. Special topics will receive their own badges on a limited-time basis, and we will (as a department) entertain other badge areas (response to intervention, teaching for transformation, love and logic, etc.) if/when the need arises. The following badges have already been implemented:

- Diversity
- Service
- Leadership
- STEM (Science Technology Engineering Math)
- Professional
- Tutoring
- ◆ Special Topics: Holocaust

Teacher Education Program Entrance 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

Entrance 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

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

This section of your portfolio will include a minimum of 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 least, 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

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) one 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.

The Four Teaching Domains

This section will be completed for both the entrance portfolio and the exit interview. 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.

- Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

Teacher as Servant Disposition Survey (Entrance requirement)

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 that 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@nwcsiowa.edu or included in the application. The student cannot choose their advisor or more than three 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 to complete.

Self-Disposition (Entrance requirement)

Students will complete a self-disposition evaluation form and will deliver the completed form to the Education Office. This form can be found on the [Education Checklist](#).

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.
- February 1 **Student Teaching Application, Entrance Portfolio and Resume'** are due in the Education Office for students planning to student teach during the **following school year**. If you submit the Student Teaching Application after Feb. 1, a **late fee of \$100** will assessed and no guarantee of placement will be made.
- 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.
- Deadline to complete field hours Field experience and badge hours are due, April 1 for student teachers in the fall semester; and November 1 for student teachers in the spring semester.

Applying to Student Teach

February 1st 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, 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 (TEC) will meet to review student teaching applications and disposition checklists. TEC will then approve or disapprove these applications. If you submit the Student Teaching Application after Feb. 1, a late fee of \$100 will be assessed and no guarantee of placement will be made.

Transportation

Students are asked for placement preferences, however, the education department placement office reserves the right to place the student teacher in any school within the 60-mile radius of campus. Every effort will be made to place students in pairs or more for transportation purposes, however, transportation to the host school will be the responsibility of the student teacher. Students may be allowed to live in the communities in which they'll student teach, although this typically occurs only when there is a great driving distance from campus.

Non-traditional Options:

A non-traditional student teaching assignment is defined as any placement outside of the 60-mile radius from campus. All non-traditional placements require the student to make a request for approval to the Teacher Ed Committee prior to the date the application form is due for each non-traditional program.

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 but not limited to: 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.

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.

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. The Teacher Education Committee will review non-traditional placement requests. Approval is on a case by case basis.

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).

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.

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 the state of Iowa.

Practicum Hours:

All required practicum hours, field hours, and badge hours are to be completed prior to student teaching. Student teachers must have all of these hours completed by: **April 1** for fall student teaching or **November 1** for spring student teaching, with the exception of hours tied to courses in progress.

Length of Student Teaching Experience:

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.

Work during Student Teaching:

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.

Student Teaching Seminars:

In addition to the student teaching, student teachers are required to attend student teaching seminars scheduled during their student teaching semester to learn the necessary requirements regarding professional ethics and licensure. These are typically held on campus and address issues that are important to student teachers and teaching in general. An option for students who plan to student teach outside of the campus area and therefore, out of "normal" driving distance, will be an online connection whenever possible. These seminars will also allow student teachers to file the necessary paperwork prior to leaving campus.

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 Vice President for student life, the departmental academic dean, the college President, and law enforcement officials. The decision made will likely include one or more of the following:

- Resume and complete student teaching in the same location.
- Resume and complete student teaching in a new location.
- 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.
- Dismissal from the Teacher Education Program.
- Dismissal from Northwestern College.

Students may follow appropriate appeals procedures if dissatisfied with the rendered decision.

Appeals

Appeals for exceptions to the policy must be presented to and approved by the Teacher Education Committee.

Completion of Student Teaching & Applying for Licensure

Required EXIT Documentation Includes:

- Record of Student Teaching [pink sheet] with appropriate signatures.
- Compilation of favorable student evaluations (one page only).
- Proof of Principal Interview.
- Iowa Teaching Standards interview verification with responses.
- Pass Praxis II content test and PLT.
- Exit interview with a department member

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 completed
- student teaching is completed
- all required paperwork has been submitted to the education office.
- attendance at required number of student teaching seminars
- exit interview with a department member is finished
- passing scores on Praxis II Content test and PLT test

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 and may not be recommended for licensure.