



# Teacher Education Program Policy Manual 2022-2023

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## Northwestern College Teacher Education Program

### 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 use the model to provide focus for the professional program. The four domains of our guiding INTASC standards, (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 and the Higher Learning Commission. These professional organizations, along with the Iowa BOEE, have 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 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 performance-based according to standards set by professional organizations to require evidence from our students and graduates to meet those standards.

### Mission Statement

The mission of Northwestern College is summarized in the following sentence, taken from a longer statement of mission found in the college catalog (pg.3)

“The mission of Northwestern College is to engage students in courageous and faithful learning and living that empowers them to follow Christ and pursue God’s redeeming work in the world.”

## Educator Preparation

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," which calls students, staff and faculty to take up the task of loving, understanding and serving the world whose Savior and Lord is Jesus Christ.



The program model has been crafted to align with the mission and vision of Northwestern College, as well as the current research and practice consistent with the Interstate Teacher Assessment and Support Consortium (InTASC) standards (listed on next page). These standards specify content knowledge for teachers. Teacher candidates will be asked to take coursework and to demonstrate competency around these content standards. Additionally, teacher candidate performance standards, or skills for teaching are part of the InTASC standards. Teacher candidates at Northwestern College will be taught and asked to demonstrate competency on performance benchmarks. In addition, teacher candidates will be asked to demonstrate professional dispositions, attitudes, and habits.

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter the workforce in today's schools.

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 and successfully complete the entire program, 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**  
**(Interstate Teacher Assessment and Support Consortium)**

**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.

## 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. Candidates 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 1<sup>st</sup> semester of the sophomore year.
  - Meet competency requirements in Reading, Writing, and Math.
  - Maintain a minimum 2.5 cumulative grade point average.
  - Maintain a minimum 2.5 cumulative grade point average in your content major.
  - Maintain a C or better in all Education courses.
  - 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 15<sup>th</sup> will be held and reviewed by the TeacherEd Committee for review by November 1<sup>st</sup>. Completed applications received after October 15<sup>th</sup> and by March 1<sup>st</sup> will be reviewed by March 15<sup>th</sup>
- 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 1<sup>st</sup>**, in the school year prior to the year you will student teach.
- Student teach in your major and endorsement areas.
- Complete preparation of EXIT materials to meet all requirements for graduation.

\*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) and completed 5 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	
Second Semester	Complete EDU227 Instructional Technology (or it can wait until next year)	Plan to continue towards application to the education program	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 15<sup>th</sup> or March 1<sup>st</sup> of the sophomore year.

Typical Time Frame	Performance	General Criteria	Evaluators	Date Completed
Sophomore (end of 1 <sup>st</sup> semester)	Complete the Application to the Teacher Ed program	Link is available on the Education page of the Northwestern College on the <a href="#">Education Checklist</a> page	Ed Office Assistant	
Sophomore	Self-disposition form	Complete the self-disposition checklist form and email to the education office assistant. Available on the <a href="#">Education Checklist</a> page	Undergrad Ed Team	
Sophomore	Competency in Reading, Writing, Math	ACT score of 20 or better in Reading, Writing, Math OR A or B in FYS & NWC Math Placement Assessment or Alternate Assessments	Undergrad Ed Team	
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	Ed Office Assistant checks regularly	
Sophomore	Entrance portfolio (create template in EDU227 – Instructional Technology class)	Progress in personal wholeness and commitment to the profession	Undergrad Ed Team	
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 & Course Plan	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 <a href="#">Student-Teaching Application</a> 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 <b>late fee of \$100</b> will be assessed and no guarantee of placement will be made. Department does NOT benefit from late fee.	Complete forms; minimum GPA; complete courses in major	Ed Office Assistant, Director of St Teaching	
1 <sup>st</sup> Semester Junior Year	Those interested in out of area student teaching placements begin discussions with Education dept. Requires 3.0 cumulative GPA	STAGE/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 <b>April 1<sup>st</sup> or Nov 1<sup>st</sup></b> , 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 <b>April 1<sup>st</sup> or Nov 1<sup>st</sup></b> , 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 if you are Elementary Ed only without endorsements. (coaching endorsement does not count)			
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 reveal orientation meeting "STAR"	All students must attend this meeting or make arrangements to make this up. 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 attitudes.	Supervisor, advisor, and teacher education committee	
Conclusion of student teaching	Maintain minimum cumulative grade point average	Cumulative GPA of 2.50; C or better in all Education Classes	Department Assistant and licensing officials	
Prior to licensure	Completion of fingerprinting and background check application	Forms complete and in possession of department additions	Department assistant and licensing officials	
Following student teaching	Completion of license application	Online application and fees paid	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); including 5 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 30 hours of 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 15<sup>th</sup> or March 1<sup>st</sup> of sophomore year.

Typical Time Frame	Performance	General Criteria	Evaluators	Date Completed
Sophomore	Begin entrance portfolio EDU227 Instructional Technology	Progress in personal wholeness and commitment to the profession Begin Grade of C or Better	Teacher Ed Committee	
Sophomore	Self-disposition form	Complete the self-disposition checklist form and email to the education office assistant. Available on the <a href="#">Education Checklist</a>	Teacher Ed Committee	
Sophomore	Competency in Reading, Writing, Math	ACT score of 20 or better in Reading, Writing, Math OR A or B in FYS & NWC Math Alt Assessment	Undergrad Ed Team	
Sophomore	Cumulative grade point average	1: Maintain a minimum 2.5 cumulative grade point average 2: Content major area grade point average 3: C or better in education courses	Ed Office Assistant checks regularly	
Sophomore	Present Entrance Portfolio to assigned Education Dept. member	Communication skills, commitment to profession and scholarship	Faculty member as assigned by the ED Office Assistant.	
Sophomore	Take EDU 247 Reading in the Content Area and	Final grade of C or better	Course Instructor	
Sophomore (Junior yr. for transfers)	Graduation planning meeting with advisor	Discuss dispositions & course schedule	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

Typical Time Frame	Performance	General Criteria	Evaluators	Date Completed
Junior/ Senior	Complete the <a href="#">Student-Teaching Application</a> 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. 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 student teaching	
1st semester junior year	Those interested in out of area students teaching placements begin discussions with education dept. Requires 3.0 cumulative GPA	STAGE/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; 30 hours	Course instructors	
Junior/ Senior	Complete Special Methods (---308)	Final Grade of C or better; 30 hours	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 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	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

Candidates must pass all signature assessments embedded within courses. Failure of signature assessments will result in D or F in the course, even if it appears that the overall calculated grade was C or above. Examples of signature assessments are detailed lesson plans, unit plan, and professional development plan.

### Cumulative GPA Requirement and Course Restrictions

Candidates 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, 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, elementary and secondary majors also need to maintain a 2.5 GPA in their content 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. 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 candidate'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 candidate 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.

### Competency Requirement (New in 2020)

Candidates must demonstrate competency in Reading, Writing and Math. The Teacher Education Program will review the applicants ACT/SAT scores. A 20 or above in both Math & Reading or equivalent for the SAT is required. If these scores are below the base minimum, then the department will require an A or B in a math and/or English or the FYS course taken at Northwestern. If this is not met, then the candidate may appeal to complete a writing or math competency assessment.

### 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 everyone 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 completed before the reading experience begins. Students with questions about their progress should check with the Education Office or MyNorthwestern/Academics/degree information/field hours.

<u>Course</u>	<u>Secondary Majors</u>	<u>Assignment</u>
	<b><u>Hours</u></b>	
EDU 102 Foundations of Education	5	Observations
EDU 202 Early Field Experience	30	Work w/individual & small groups
EDU 206 Survey of Exceptional Individual	5	Special needs individuals
EDU 307 General Methods	30	Secondary practicum experience
--- 308 Special Methods in Major	30	Secondary practicum experience
<b>TOTAL</b>	100	

**Elementary Majors**

<b><u>Course</u></b>	<b><u>Hours</u></b>	<b><u>Assignment</u></b>
EDU 102	5	Observations Foundations of Education
EDU 202 Early Field Experience	30	Work w/individual & small groups, teach lessons
EDU 206 Exceptional Individual	5	Special needs individuals Survey of
EDU 228 Literature	5	Story hours at the public library Children's
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 additional arranged hours with certified teacher	15	These hours are waived for students with endorsements (excluding coaching)
<b>TOTAL</b>	<b>105</b>	

*\*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*

**Field Hours Required for Early Childhood and for PK-3 Teacher, Regular Education/Special Education Endorsements** There are 100 hours of field experience required with both the Early Childhood (PK-3rd grade) endorsement and the PK-3 Teacher, Regular Education/Special Education. (Special Education up to 3<sup>rd</sup> 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.

**PK-3 Teacher, Regular Education/Special Education - 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:**

In addition to practicum hours, candidates are required to complete 100 Badge hours 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 badge of the student's choice.

Badges are used in other organizations to show experience and expertise in a variety of areas, and it is our hope that badges that are 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 medallion or certificate.

We have the following permanent badges. 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 or opportunity arises. The following badges have already been implemented:

- Arts
- Diversity
- Service
- Leadership
- STEM (Science Technology Engineering Math)
- Professional
- Tutoring

## **Entrance Requirements**

### **Entrance Portfolio**

Students will complete an Entrance Portfolio as part of the 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.

### **Servant and Service**

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.

### **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.

### **The Four Teaching Domains**

This section will be completed for the entrance portfolio 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@nwciova.edu](mailto:edoffice@nwciova.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**

### **Student Teaching Deadlines**

- |                          |   |
|--------------------------|---|
| October 1                | Applications for International student teaching experiences for the following fall semester are due. See Derek Brower prior to October 1 <sup>st</sup> to discuss the application requirements including a request to the Teacher Ed Committee for an out of area placement.  |
| February 1               | <b>Student Teaching Application and Entrance Portfolio link</b> are due in the Education Office for students planning to student teach during the <b>following school year</b> . If you submit the Student Teaching Application after February 1, a <b>late fee of \$100</b> will assessed and no guarantee of placement will be made.<br><br>Students interested in an <b>out-of-area / non-traditional student teaching placement</b> must also send an email to the Student Teacher Education Coordinator & Department Chair requesting approval for an out of area placement through one of the approved programs: Chicago Semester, Denver Urban Semester, or Student Teacher Coordinator. |
| February 1               | Students interested in <b>Chicago Semester and Denver Semester Student Teaching</b> 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.   |
| April 1 or<br>November 1 | Field experience and badge 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**

February 1<sup>st</sup> 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 student teacher placement officer, requesting a non-traditional placement. When all of the requirements have been met, the student teacher placement officer will review student teaching applications and disposition checklists. If the Student Teaching Application is submitted after

February 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 live in the communities in which the student teaching occurs, although this typically occurs only when there is a great driving distance from campus.

### **Non-traditional Student Teaching Options:**

A non-traditional student teaching assignment is defined as any placement outside of the 60-mile radius from campus. The program has three approved non-traditional placements. The approved programs (STAGE, Denver Urban Semester, and Chicago Semester) require a notification email to inform the Department Chair and the Student Teaching Coordinator.

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, student teaching out of area is reserved for those 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 Student Teaching Coordinator will review non-traditional placement requests. Approval is on a case by case basis.

1. **Denver Urban Semester and Chicago Semester:**  
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 11 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 for Chicago Semester. NOTE: Sioux City, Iowa and Sioux Falls, South Dakota are not considered out of area placements.
2. **Overseas Student Teaching through STAGE:**  
Applications for STAGE are due Oct 1st for the following fall placement and Feb 1st for the following spring placement. See Derek Brower for STAGE application materials. Students must also complete the NWC application materials.
3. **Exemption to Policy:**  
Any consideration other than the approved programs above will require an Exemption to Policy. These requests will require the student to write a formal request to the student teacher placement officer for an exemption to policy. This request will explain the situation and the reason that they should be considered for an out of area placement other than the approved programs above. Please do not assume this exemption will be granted. Each request is reviewed on its own merit. Saving money is not an acceptable reason. It would be prudent to talk with the Department Chair

or the Teacher Placement Officer before writing your request.

**Length of Student Teaching Experience:**

A minimum of 14 weeks of student teaching is required. The endorsements earned will determine the types of experiences students have as well as the number of weeks of student teaching at each placement.

**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 terms, 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 academic appeals procedures if dissatisfied with the rendered decision.



## 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.
- EXIT interview with a department member

### Exit Interview and Exit Portfolio expectations

#### Students will need to complete the following steps during student teaching:

#### Context for Learning in one of your classes

1. Using the template provided, please pick one of the classes you teach and complete a context for learning. You are encouraged to complete one of these for each of your classes, but the one you submit here needs to also align with your learning segment (video and lessons plans). You will need to download the file (or download a copy), make a copy, and modify the template for your classroom/subject area.
2. Based upon the information in the context for learning, how has this influenced your teaching? How did you meet the varied needs of your students in the area of instruction and assessment? If you haven't addressed these differences very well, provide a short explanation and also provide examples of how you could do this better.
3. Be sure to share your files as Public on the Web (go to **advanced** in the share tab)

#### Evidence of Student Learning

1. The evidence and reflections in this section need to all come from your learning segment (3-5 lessons) in which you elicited student understanding through some form of formal formative assessment and concluded with an evaluative summative assessment.
2. Be sure to share your files as **Public** on the Web (go to **advanced** in the share tab). You need to do this for each google doc. Also, be sure to **Publish** the site after you have made your changes.
3. For your **formative** tool, include the tool (quiz, checklist, etc.) and the answer key or a rubric for grading. Reflect on what you learned by providing 3 examples of student work: one as "typical" for a struggling learner and another as "typical" for a student with understanding and one as a top performer. Reflect on how this class data influenced your subsequent instruction. If it didn't influence instruction, describe how it could have influenced your instruction.
4. Submit the **summative** assessment tool with answer key or rubric used for grading. Include a summary of the student scores. Also, give examples from the same three students (How did they do compare to the earlier assessment? Compare your assessment to the standards for your learning segment (3-5 lessons)? How well do you think the students met the standard? Reflections for improvement? Or what did you do to bring about this success?)

### **Video and Reflection on your Teaching**

1. You should record your learning segment of 3-5 lessons, but only one video segment of 15-20 min. needs to be uploaded to your site (pick the one you want to reflect on). You can use a school camera, phone, or NWC education camera, but the sound needs to be clear enough for the viewer to hear what is being said by both teacher and students. If we can't hear the students, you can add subtitles to the video. To post the video on this website, you will need to upload it to YouTube (use a private channel) and insert it from there (or google another way to add video to the new google sites). Be sure your reviewer will be able to see your video.
2. Attach detailed lesson plans for the 3-5 lessons in your video/learning segment. Details will include a minimum of: Standards, objectives, procedure, assessment, Clear explanation of SPED modifications and differentiation (What did you do?) (related to the context for learning), etc.
3. You will also need to include a written commentary on the video that reflects on your teaching and answers the following questions:
4. What evidence is there that the students are engaged in learning? Is there evidence of diversified instruction?
5. How would you describe the teacher-student interaction? i.e. students' questions, movement around the room, 2-way dialogue, working with groups/individuals.
6. Reflect on your teaching. What do you see as good? What could you have done to improve this lesson? (identify weaknesses and explain strategies that you could have used to improve it)

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
- **Teacher candidates cannot be granted a teaching license in the state of Iowa until the candidate has turned 21 years old.**

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.

### **Academic Appeals**

Candidates 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 divisional academic dean within 30 days following their notification of the decision. The divisional academic dean will provide a written acknowledgment of the appeal within seven days. The divisional 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**

Candidates who wish to appeal Teacher Education Program policy, departmental 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 candidate's teacher education training at Northwestern College, various professionals will be evaluating candidate's 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 candidate's own professional development. candidates 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](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 candidates who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. candidates 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**

Candidates 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 candidates will be required to successfully perform those assessments or to provide documentation that such performances have already occurred. Candidates 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**

Candidates 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 candidate 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](mailto: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](mailto:edoffice@nwciova.edu)
- Demonstrate competency in Reading, Writing and Math. The Teacher Education Program will review the applicants ACT/SAT scores. A 20 or above in both Math & Reading or equivalent for the SAT is required. If these scores are below the base minimum, then the department will require an A or B in a math and/or English or the FYS course taken at Northwestern. If this is not met, then the candidate may appeal to complete a writing or math competency assessment.
- 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 candidate will also need to complete the bulleted items listed above.*