TEACHER EDUCATION

PROGRAM HANDBOOK

Central College
1853
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Chapter I

Teacher Education InTASC Standards and Dispositions

Overview

A significant element of the teacher preparation is the identification of knowledge, dispositions, and performances that are critical for success in teaching. National and state trends in teacher preparation emphasize specific articulation in these areas as they relate to program accreditation, teacher licensure, and evaluation of teachers in the field. The Education Department utilizes input from the Teacher Education Committee, Advisory Board, students in the program, alumni, and professional organizations. The mission statement and goal statements are congruent with institutional “Objectives and Purposes,” the Iowa Department of Education Guidelines, INTASC Standards, and best practice.

Goals of Central College

For Students
1. Acquire integrated knowledge from a variety of academic, philosophical and cultural perspectives as well as the in-depth knowledge of a chosen major.
2. Develop skills and habits of mind that lead to life-long learning: effective communication, open inquiry, critical reasoning, creativity and the ability to solve problems.
3. Develop moral character that is evident in ethical behavior, intercultural effectiveness, environmental stewardship and service to humanity.
4. Develop increasing maturity that is reflected in intellectual, spiritual, social and physical well-being.

For Faculty
1. To develop a community of scholars in which teaching and learning are the activities with the highest priority.
2. To be models and mentors who support the development of students as independent learners, responsible citizens and morally responsive persons.
3. To participate in governing the college, developing its academic programs and enriching its cultural environment.
4. To grow professionally, spiritually and personally while contributing to the college and the larger academic community through research, creative expression, innovative teaching and interdisciplinary dialogue.

For the Central College Community
1. To promote attitudes and values reflective of the Christian tradition: acceptance, mutual respect, justice, compassion and service to others.
2. To promote and model appreciation of our natural environment and stewardship of its limited resources.
3. To foster examination and understanding of the Christian heritage and its implications for faith and learning.
4. To provide leadership and support for reform through dialogue with the broader communities of society, sustaining values while encouraging critical analysis of ideas and institutions.
5. To experience and appreciate the diversity of cultures present in the United States and the world and to relate knowledgeably and sensitively to persons of diverse cultural perspectives.

EDUCATION DEPARTMENT MISSION STATEMENT

Central College is committed to teacher education in the Liberal Arts tradition. Our mission is to facilitate the development of prospective educators who demonstrate the highest levels of personal growth and professional achievement.

EDUCATION DEPARTMENT InTASC STANDARDS AND DISPOSITIONS

The Education Department adopted the Central Teacher Dispositions in 2011. In April 2012, the Education Department adopted the InTASC standards. These dispositions and student standards have been summarized in the Central “I Understand, I Can, I Am” statements. All teacher candidates are required to demonstrate proficiency in all of the Central College Education Department adopted InTASC Standards and Dispositions. InTASC Standards will be assessed throughout the students’ progression in the education program. A final assessment of the InTASC standards will occur during their student teaching experience. Students are required to complete written and oral projects for their Professional Seminar, and present their program e portfolio to faculty members and peers during their individual exit interview. All graduates of Central College must exhibit proficiency in communication skills. The final evaluation of communication skills is made during the same exit interview.

PROGRAM e PORTFOLIO

Each student maintains a program e portfolio to identify progress in each InTASC standards. Artifacts provide evidence of successful completion of the InTASC standards.
As a Central College Teacher Preparation Candidate:

I UNDERSTAND...

- learner development and differences (InTASC 1, 2)
- the learning environment (InTASC 3)
- my content (InTASC 4)
- innovative application of content (InTASC 5)
- multiple methods for assessing student learning (InTASC 6)
- planning for instruction and instructional strategies (InTASC 7, 8)
- the legal and ethical responsibilities in education.

I CAN...

- model and facilitate the use of effective oral written and communication skills (InTASC 4, 8)
- plan instruction by using knowledge of the content, cross disciplinary skills, individual learner differences, the community, and best practice to meet rigorous learning goals (InTASC 1, 2, 4, 7)
- use differentiated strategies and connect concepts to encourage learners to develop deep understanding of the content (InTASC 4, 5, 8, 10)
- use strategies, resources and technology to enhance critical/creative thinking and problem solving (InTASC 5, 10)
- apply classroom management and motivational strategies to create positive, productive learning environments (InTASC 3)
- make instructional decisions based on multiple methods of assessment (InTASC 6, 9)

I AM...

- professional and ethical
- collaborative (InTASC 10)
- a committed learner (InTASC 4, 5, 7)
- reflective and adaptable (InTASC 6, 8, 9)
- a facilitator of learning (InTASC 3, 5)
- self-directed (InTASC 5, 7)
- a student advocate (InTASC 1, 2, 3)
Central College InTASC Model Core Teaching Standards

**Standard 1: Learner Development.** The teacher understands how children learn 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 communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

**Standard 3: Learning Environments.** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

**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.

**Standard 5: Innovative Applications of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher’s ongoing planning and instruction.

**Standard 7: Planning for Instruction.** The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

**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 access and appropriately apply information.

**Standard 9: Reflection and Continuous Growth.** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

**Standard 10: Collaboration.** The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.
Assessment of Pre-Service Teacher Dispositions

Pre-service student teachers should show a progression of competence in the following dispositions, reflecting ongoing, consistent growth in each area.

By the completion of Block I or Block A of the Central College Teacher preparation program pre-service teachers should exhibit appropriate development in the following dispositions:

- **Professional** - Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community.

  Pre-service teachers who are professional demonstrate a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, and honesty. They consistently honor the needs and best interests of students. Professional pre-service teachers exhibit poise and spirit in difficult situations, enduring stress and maintaining stability in the face of disruption and/or chaos.

- **Collaborative** – Develop collaborative relationships that enhance the teaching and learning experience.

  Pre-service teachers who are collaborative consistently interact with others in ways that communicate respect such as being courteous and impartial. They show appropriate regard for the needs, ideas, and experiences of others, engaging in open dialogue and effective action to accomplish goals as part of a larger group. Collaborative pre-service teachers show genuineness and develop appropriate relationships with students, administrators, parents, fellow teachers, and others in the community. They accept personal responsibility in achieving their goals within their professional relationships with others.

- **Committed Learner** - Demonstrate commitment to professional development and intellectual curiosity.

  Pre-service teachers who are committed learners take advantage of learning opportunities to further self. They demonstrate enthusiasm, commitment, and optimism for the teaching-learning process. Committed learners generate questions and actively engage in an intellectual and participatory manner with others in the field of education.

Specific Evidence/Targets for Growth/Positive Comments:
By the completion of Block III or Block B of the Central College Teacher preparation program pre-service teachers should exhibit appropriate development in the previously mentioned dispositions and the following dispositions:

<table>
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<tr>
<th>U = Unacceptable</th>
<th>D = Developing</th>
<th>S = Strength Area</th>
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**Reflective & Adaptable – Adjust to new circumstances, limber in the face of new realities, flexible in nature and accommodate given the unforeseen.**

Pre-service teachers who are aware and adaptable exhibit an open-minded and positive attitude when receiving feedback from others. They exhibit keen with-it-ness and engagement in human interactions both inside and outside the classroom, being able to adapt, adjust, and modify practices to meet the needs of students. They use reflection to generate potential improvements, and apply outcomes of reflection to future interactions. Pre-service teachers who are aware and adaptable act to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education.

**Self-Directed - Actively demonstrates ability to foster extensions in learning and teaching.**

Pre-service teachers who show initiative exhibit a willingness to pursue solutions to problems or questions by gathering relevant data. They demonstrate self direction and confidence, consistently performing above minimum requirements, and seeking creative and expressive avenues for student, self and others. Pre-service teachers who show initiative consistently use available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.

Specific Evidence/Targets for Growth/Positive Comments:
By the completion of Student Teaching of the Central College Teacher preparation program pre-service teachers should exhibit appropriate development in the previously mentioned dispositions and the following dispositions:

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<tr>
<th>U = Unacceptable</th>
<th>D = Developing</th>
<th>S = Strength Area</th>
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### Challenging Facilitator of Learning - Use and model effective communication skills, thinking skills, and creative expression.

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Pre-service teachers who are challenging facilitators of learning consistently model respect for all people while providing opportunities for students to hear, consider, and discuss varying viewpoints. They incorporate practices in teaching that reflect appropriate voice, tone, posture, verbal and non-verbal communication. They challenge students to think critically about content and facilitate the extension of learning experiences beyond expectations. Challenging facilitators of learning demonstrate intellectual engagement with material and colleagues while nurturing high expectations in self, students, and others.

### Student Advocate - Respect diversity of thought, background, and inherent abilities in an interdependent, global society.

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Pre-service teachers who are student advocates interact with students in ways that consider individual differences and life experiences. The written work, material selection, activity design, and other expressions of student advocates reflect a consistent yet fluid understanding of the changing diversity in student populations. Student advocates promote awareness, understanding, and acceptance of diversity in students and families both within and outside the classroom environment.

#### Specific Evidence/Targets for Growth/Positive Comments:

Evaluator Name/Signature

Date

Evaluator Name/Signature

Date

Evaluator Name/Signature

Date

Student Name/Signature

Date
Chapter II

Admission and Retention in the Teacher Education Program

A. Admission into Teacher Education

Pre-Admission Requirements
Applications to the Teacher Education program will be accepted when the student
- has successfully completed EDUC 110 Foundations of Education, EDUC 135 Teaching
  Children with Exceptionalities, and EDUC 181 Developmental Psychology
- has a minimum cumulative GPA of 2.7
- has successfully completed all required sections of C-BASE
- has created a Teacher Education On-line Portfolio
- has completed the on-line application and back-ground check

Admission Process:
- The major department will review the candidates’ content knowledge based on GPA and
  progress in major courses and will send a recommendation and rationale to either support or
  not support the candidate for acceptance into teacher education.
- The Education Department will review each candidate’s GPA, C-BASE scores, program
  portfolio, and major departments’ recommendation as well as the candidate’s progress on
  standards and dispositions and will make a decision to admit the student into the Teacher
  Education program or to deny admission into the Teacher Education program.

B. Continuation in the Teacher Education Program – Checkpoints

Candidate progress on reaching proficiency levels on each of the Education Department’s Student
InTASC Standards and Dispositions. These are assessed through various artifacts which include
assignments, tests and observations completed at multiple points throughout the program. Appendix
5 identifies assessment checkpoints both for the elementary and secondary programs. Faculty
review students’ progress on InTASC Standards and provide developmental communication to
students. At each checkpoint, the Education Department assesses the progress of the student,
reviewing all department criteria including InTASC Standards and Dispositions to determine
whether to permit the student to continue in teacher education or to deny the student from continuing
in the program. Any decision to deny continuation in teacher education is communicated to the
student in writing. Copies are sent to the student’s advisor and included in their Teacher Education
program file. Students have access to this file.
Candidate Assessment System for Elementary Candidates

Admission Process for Elementary Candidates

- Successful Completion (C- or better) of EDUC 110, 135, 181 and the corresponding 35 hours of clinical
- Pass all required sections of C-Base Test
- 2.7 minimum GPA
- Pass a background check conducted at the time of application
- Education Department faculty members review the candidate’s file and make a decision to admit the candidate or to deny admission into the Teacher Education Program.
- A letter is sent to the candidate and to his/her advisor, and placed in his/her file indicating the candidate was admitted to the program or denied admission to the program
- Admission to the program allows the elementary candidate to enroll in Block I and any other courses with an EDUC pre-fix

Admission to Block II

- Minimum 2.7 Cumulative GPA
- Block I faculty members review the candidate’s progress on “I Understand, I Can, I Am” levels of InTASC standards based on benchmark assignments.
- Candidates complete a self-assessment and Block I faculty members assess candidate’s progress on “I Am” levels of the Central College Education Department Dispositions
- Candidates who successfully complete Block I are allowed to enroll in Block II courses.

Admission to Block III

- Minimum 2.7 Cumulative GPA
- Block II faculty members review the candidate’s progress on “I Understand, I Can, I Am” levels of InTASC standards based on benchmark assignments and overall Block performance.
- Candidates complete a self-assessment and Block II faculty members assess candidate’s progress on “I Am” levels of the Central College Education Department Dispositions.
- Candidates who successfully complete Block II are allowed to enroll in Block III courses.

Approval to Student Teach

- Minimum 2.7 Cumulative GPA
- Block III faculty members review the candidate’s progress on “I Understand, I Can, I Am” levels of InTASC standards based on benchmark assignments and overall Block performance.
- Candidates complete a self-assessment and Block III faculty members assess candidate’s progress on “I Am” levels of the Central College Education Department Dispositions
- Education Department faculty review the candidate’s file and vote to Approve or Not Approve the Candidate to Student Teach

Licensure

- Passing Scores on Praxis content and pedagogy tests
- Completion of B.A. Requirements
- Student Teaching Cooperating Teacher’s assessment of candidate’s progress on “I Can” Level of InTASC standards
- Candidate self-assessment and Cooperating Teacher assessment of candidate’s progress on the “I Am” Level of Central College Education Department Dispositions
- Program Portfolio Presentation
- Education Department Recommendation for Licensure
**Candidate Assessment System for Secondary and K-12 Art, Music, and PE/Health Candidates**

### Admission Process for Secondary and K-12 Art, Music, PE/Health Candidates

- Successful Completion (C- or better) of EDUC 110, 135, 181 and the corresponding 35 hours of clinical
- Pass all required sections of C-Base Test
- 2.7 minimum GPA
- Pass a background check conducted at the time of application
- Content area department reviews the candidate’s content knowledge based on GPA and progress in courses needed to fulfill the major and makes a recommendation to support or not support admission into the teacher education program.
- Education Department faculty review the candidate’s file and makes a decision to admit the candidate or to deny admission into the Teacher Education Program.
- A letter is sent to the candidate and to his/her advisor, and placed in his/her file indicating the candidate was admitted to the program or denied admission to the program
- Admission to the program allows the elementary candidate to enroll in Block A and any other courses with an EDUC pre-fix

### Admission to Methods Courses/Methods Block

- Minimum 2.7 Cumulative GPA
- Block A course instructors review the candidate’s progress on “I Understand, I Can, I Am” levels of InTASC standards based on the candidate’s performance on benchmark assignments.
- Candidates complete a self-assessment and Block I faculty members assess candidate’s progress on “I Am” levels of the Central College Education Department Dispositions
- Candidates who successfully complete Block A are allowed to enroll in Methods Courses.

### Approval to Student Teach

- Minimum 2.7 Cumulative GPA
- Methods course instructors and The Director of Clinical Experiences review the candidate’s progress on “I Understand, I Can, I Am” levels of InTASC standards based on the candidate’s performance on benchmark assignments.
- Candidates complete a self-assessment and methods instructors assess candidate’s progress on “I Am” levels of the Central College Education Department Dispositions.
- Content area department reviews the candidate’s content knowledge based on GPA and progress in courses needed to fulfill the major and makes a recommendation to support or not support the candidate for student teaching.
- Education Department faculty review the candidate’s file, progress on “I Understand, I Can, I Am” levels based on benchmark assignments and vote to Approve or Not Approve the Candidate to Student Teach

### Licensure

- Passing Scores on Praxis content and pedagogy tests
- Completion of B.A. Requirements
- Student Teaching Cooperating Teachers assess the candidate’s progress on “I Can” Level of InTASC standards
- Candidate self-assessment and Cooperating Teacher assessment of candidate’s progress on the “I Am” Level of Central College Education Department Dispositions
- Program Portfolio Presentation
- Education Department Recommendation for Licensure
C. Ethical Conduct for Teacher Education Students

Central College students, whether on-campus or off-campus, are expected to promote the attitudes of acceptance, mutual respect, justice, compassion and service to others, and to exhibit professional and ethical conduct. In order to safeguard these ideals, the college must take disciplinary action in some circumstances. Although many lesser forms of discipline may be taken, the college (Education Department) reserves the right, and the student concedes to the college (Education Department) the right to suspend, expel or request the withdrawal of any student at any time when conduct challenges these ideals.

Students who commit major crimes face the possibility of campus discipline, as well as civil consequences. Likewise, all state and federal laws are enforced on campus, frequently in conjunction and cooperation with local authorities. Members of the college community are encouraged to utilize area law enforcement agencies to the fullest extent possible and can expect full support and guidance from campus staff. The college (Education Department) reserves the right to withhold licensure when conduct is inconsistent with these ideals.

D. Appeal of Decisions related to Admission and Continuation in Teacher Education:

An appeal of any Education Department decision can be initiated by the student and sent to the chair of the Education Department. This appeal must include a student’s written request for reconsideration of a decision, statements of further information to support the request, and a possible appearance before the Education Department.

If the student is not satisfied with the decision following appeal to the Education Department, the student may make an appeal to the Vice President of Academic Affairs or his/her designate.

E. Communication Skills Endorsement

The communication skills endorsement expectations addressing reading, writing, and speaking for Central College are replicated in the Education Department’s InTASC Standards.

The initial evaluation of communication skills takes place in EDUC 110 during the freshman or sophomore year. Writing skills are evaluated through writing assignments which are assessed for content, style, and mechanics. Writing assignments include term papers, journals, position papers, lesson plans and research papers. Reading skills are assessed for literal, inferential, and evaluative comprehension of a variety of education materials. Speaking and listening skills are evaluated in assignments which involve small group discussion, leading large groups, teaching classes, oral presentations, and debates.

Prior to formal admission into teacher education each student must achieve a passing score on the reading and writing components of the College BASE (C-BASE), a standardized, criterion-referenced academic achievement examination.
Communication skills assessment is a continuous process throughout a student’s career. All departmental courses required of elementary education majors involve evaluation of class assignments in each skill area, often addressing one or more of the department’s competencies.

Students who are deficient in any of the skills areas are required to remediate the deficiencies through the Center for Academic Excellence or in consultation with a member of the department faculty.

Final evaluation is normally made during the student teaching semester when students have established that they are able to communicate effectively in the school classroom and complete written and oral projects for the Senior/Professional Seminar (EDUC 485/486). As a culminating experience, students must present their program portfolio to faculty members and peers.

F. Basic Skills Tests

Admission to the Teacher Education program requires passing the English, writing, and mathematics components of the C-BASE basic skills tests. The C-BASE tests are offered at least one time each semester at Central College but candidates can also take C-BASE at another institution and have the scores sent to Central. All candidates must pass the C-Base exam with a minimum score of 235 in order to be accepted into Teacher Education. Candidates are not allowed to take additional education courses until they are admitted into teacher education. Central does not participate in the 10% option. If a candidate fails one or more section of the C-BASE exam, he/she may retake that section for a total of up to three attempts on the exam; if he/she does not pass all portions after the third time, he/she may petition, in writing, for the opportunity to complete a fourth attempt. Candidates who do not pass after the fourth attempt will not be admitted to the TEP. Candidates are allowed to substitute a Praxis I score of 171 or higher for C-BASE. However, only C-BASE is offered at Central College.

G. Student Teaching

Application for student teaching must be filed with the Director of Clinical Experiences early in the semester prior to student teaching. Placement is made in schools within 60 miles of the college campus except when extenuating circumstances exist. In extenuating circumstances the student must make a written request to the Education Department. The Education Department has the option to accept or deny the request.

Process for Gaining Approval to Student Teach:
- The major department will review the candidates’ content knowledge based on GPA and progress in major courses and will send a recommendation and rationale to either support or not support the candidate for student teaching.
- The Education Department will review each candidate’s grade point average, performance in the major and professional education courses, evaluations from pre-student teaching field assignments, proficiency in InTASC Standards and dispositions, and major departments’ recommendation.
- The Education Department will review all of the materials in the candidate’s file along with the recommendations of the major department and will make a decision to approve the candidate for student teaching or to deny the candidate for student teaching.
H. Student Teaching Placement

Once a candidate has been approved for student teaching and has registered for all courses in the professional block, the candidate will receive his/her student teaching placement. The Education Department encourages the candidate to visit the placement site in the semester prior to student teaching so he/she is familiar with the location, the cooperating teacher, and the expectations of the school district.

I. Recommendation for Licensure

Upon successful completion of all college requirements for graduation and licensure, and successful completion of required Praxis tests the graduate is recommended to the Iowa Board of Educational Examiners for a teacher license.

Elementary Education
1. A bachelor’s degree with a major in elementary education.
2. Support courses from various departments as advised by the Education Department to meet licensure requirements, individual interest and/or need.
3. An additional licensure endorsement program (not including coaching).
4. Fulfilled the departmental communication skills endorsement.
5. Successfully completed the required Praxis tests.
6. Received recommendation for licensure from the Education Department.

Secondary Education
1. A bachelor’s degree.
2. Completed all requirements in professional secondary education, including supervised teaching.
3. Completed the prescribed amount of preparation in all of the subject area fields for which endorsements are desired. Ordinarily, the candidate completes one teaching major. Though not required, one or more teaching minors are strongly recommended. The subject area methods course must be completed in each endorsement area.
4. Fulfilled the departmental communication skills endorsement.
5. Successfully completed the required Praxis tests.
6. Received recommendation for licensure from the Education Department.
Chapter III
Advising Guides and Endorsement Programs
Elementary Education Advising Guide

I. Integrated Studies—3 cr ea
  ___LAS 110: Intersections
  ___LAS 410: Capstone

II. Disciplinary Studies—3+ cr ea
  ___Arts
  ___Religion
  ___Literature/Philosophy
  ___Historical Perspective (American History recommended)
  ___Human Geography (GEOG 210)
  ___Math Concepts I (Math 115) or approved
  ___Math Concepts II (Math 116) or approved
  ___Social /Behavioral (EDUC 135 & 181)
  ___Concepts in Natural Science (NASC 110)
  ___Another Science Course

III. Global Perspective (complete part a and b)
  ___ a. Language proficiency
  ___b. Study Abroad

  OR—

  ___3 cr-intercultural (GPC) (EDUC 215) and
  ___3 cr-international (GPN)

IV. Global Sustainability
  ___3 cr sustainability (GS) (GEOG 210)

V. Writing/Instruction Intensive (WRT)
  ___One 100-level or higher
  ___One 200-level or higher (EDUC 215)

EDUCATION REQUIRED COURSES PRIOR TO ADMISSION
  ___ EDUC 110  Foundations of Education  3 s.h.
  ___ EDUC 135  Teaching Children with Exceptionalities  3 s.h.
  ___ EDUC 181  Developmental Psychology  3 s.h.

Admission to the Teacher Education program requires an overall 2.7 GPA, successful completion of C-BASE, completion of a background check, and successful review of an application portfolio

REQUIRED COURSES AFTER ADMISSION THAT ARE NON-BLOCK
  ___ ENGL 208P  Literature for Children  3 s.h.
  ___ EDUC 210 P  Art, Music, and PE Methods for Elementary  3 s.h.
  ___ EDUC 215P  Human Relations  3 s.h.

BLOCK I (courses taken concurrently)
  ___ EDUC 337P  Teaching of Language Arts and Reading  3 s.h.
  ___ EDUC 239  Educational Psychology  3 s.h.

BLOCK II (courses taken concurrently)
  ___ EDUC 354P  Teaching of Mathematics  3 s.h.
  ___ EDUC 374A P  Behavior and Classroom Management  2-3 s.h.
  ___ EDUC 352 P  Teaching Reading  3 s.h.

BLOCK III (courses taken concurrently) - times need to be considered
  ___ EDUC 233P  Social Studies Curriculum and Methods  3 s.h.
  ___ EDUC 333 P  Science & Technology Curric and Methods  3 s.h.

Professional Block (courses taken concurrently)
  ___ EDUC 453P  Advanced Integration of Tech in Educ - Elementary  1 s.h.
  ___ EDUC 460P  Elementary Student Teaching  12 s.h.
  ___ EDUC 485P  Senior Seminar in Elementary Education  2 s.h.
### ELEMENTARY ENDORSEMENTS

<table>
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<tr>
<th>Endorsement Number</th>
<th>Level</th>
<th>Endorsement Number</th>
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<tbody>
<tr>
<td>101</td>
<td>K-12</td>
<td>Athletic Coach (not a teaching endorsement)</td>
</tr>
<tr>
<td>102</td>
<td>K-6</td>
<td>Teacher – Elementary Classroom</td>
</tr>
<tr>
<td>104</td>
<td>K-12</td>
<td>English as a Second Language (ESL)</td>
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<td>113</td>
<td>K-8</td>
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<td>Instructional Strategist I – Mild &amp; Moderate</td>
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SECONDARY LICENSURE PROGRAM ADVISING GUIDE

Courses Taken Prior to Admission
Students MUST take all of these courses before being admitted to teacher education and being allowed to enroll in education block courses

______ EDUC 110 Foundations of Education 3 s.h.
______ EDUC 135 SB Teaching Children with Exceptionalities 3 s.h.
______ EDUC 181 SB Developmental Psychology or PSYC 382 Ps Child & Adolescent Psychology 3 s.h.

Courses Taken After Admission to Teacher Education

NOTE: P indicates a pre-requisite required for a course.

Taken any semester after admission and prior to student teaching

______ EDUC 215P Human Relations 3 s.h.

BLOCK A – All courses are taken concurrently – prefer these to be junior year

______ EDUC 442 P Reading in Content Area 1 s.h.
______ EDUC 374P Behavior & Classroom Management 2 s.h.
______ EDUC 440 P Learning and Assessment 3 s.h.

BLOCK B – All courses are taken concurrently the semester immediately before student teaching

Enrollment in all courses requires successful (C- or better) completion of all BLOCK A courses.

______ EDUC 384 P Secondary Education Field Experience 1 s.h.
______ EDUC 450 P Secondary General Methods 3 s.h.
______ EDUC 451 P Secondary Special Methods 1 s.h.

NOTE: Students seeking a minor endorsement in an area distinctly different than their major must complete the methods course (EDUC 451) in each endorsement area.

Block C – Student Teaching Semester

Enrollment in student teaching requires successful completion of (C- or better) of all BLOCK A and BLOCK B courses, overall 2.7 GPA, completion of a significant majority of the courses in the major, and recommendation of the major content department and of the education department.

Complete one of the following options:

Option I (for students seeking K-12 licensure in Art, Music or PE)

______ EDUC 455 P Advanced Integration of Technology in Education 1 s.h.
______ EDUC 466 P Elementary Student Teaching in Subject Area 6 s.h.
______ EDUC 476 P Secondary Student Teaching in Subject Area 6 s.h.
______ EDUC 486 P Professional Development Seminar (Secondary) 1 s.h.

Option II (for students seeking 5-12 licensure)

______ EDUC 455 P Advanced Integration of Technology in Education - Secondary 1 s.h.
______ EDUC 470 P Secondary Student Teaching 12 s.h.
______ EDUC 486 P Professional Development Seminar (Secondary) 1 s.h.

(March 22, 2012)
K-12 LICENSURE (Art, Music, Health/PE) ADVISING GUIDE

Courses Taken Prior to Admission
Students MUST take all of these courses before being admitted to teacher education and being allowed to enroll in education block courses

- EDUC 110 Foundations of Education
- EDUC 135 SB Teaching Children with Exceptionalities
- EDUC 181 SB Developmental Psychology

All of the following courses require acceptance in teacher education
Enrollment in human relations, methods courses, education block, or student teaching require admission to the Teacher Education program. Admission to the Teacher Education program requires a 2.7 GPA, successful completion of C-BASE, completion of a background check, successful review of your application portfolio by the Education Dept.

Taken any semester after admission and prior to student teaching (400 level courses should not be taken prior to junior year)

- EDUC 215P Human Relations (IC and WRT)
- EDUC 311 or 312 or 313 P Elementary Methods
- EDUC 411 or 412 or 413 P Secondary Methods
- EDUC 374B P Behavior & Classroom Management (take con-currently with EDUC 442)
- EDUC 442 P Reading in Content Area (take con-currently with EDUC 374B)
- EDUC 440 P Learning and Assessment

Student Teaching Semester
Enrollment in student teaching requires successful completion (C or better) of all education courses (EDUC 110, 135, 181, 215, 311/312/313, 411/412/413, 374, 384, 440, and 442), overall 2.7 GPA, completion of a significant majority of the courses in the major, meeting the GPA requirements of the major content department, and recommendation of the major content department and of the education department.

- EDUC 455 P Advanced Integration of Technology in Education - Secondary
- EDUC 466 P Elementary Student Teaching in the Content Area
- EDUC 476 P Secondary Student Teaching in the Content Area
- EDUC 486 P Professional Development Seminar (Secondary)

(March 22, 2012)
### ENDORESEMENT PROGRAMS
#### SECONDARY

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Chapter IV

**Education Department Faculty and Staff**

Dr. Thom Davis  
Assistant Professor of Education

Dr. Jennifer Diers  
Assistant Professor of Education

Dr. Alida Droppert  
Assistant Professor of Education

Dr. Katie Gaebel  
Assistant Professor of Education

Dr. Kris Kilibarda  
Associate Professor of Education

Dr. Joy E. Prothero  
Associate Professor of Education

Dr. Esther Streed  
Professor of Education  
Education Department Chair

Linda Steddom  
Director of Clinical/Field Experiences  
Licensure Officer

Christine McConville  
Office Manager

Mike Dursky  
Adjunct Instructor

Doug Gibson  
Adjunct Instructor

Marci Hahn  
Adjunct Instructor

Mary Klein  
Adjunct Instructor

Susan Lyons  
Adjunct Instructor

Pamela Mahoney  
Adjunct Instructor

Paloma Soria  
Adjunct Instructor

Josh Steenhoek  
Adjunct Instructor

Andrea Van Wyk  
Adjunct Instructor

Mike Vint  
Adjunct Instructor
Chapter V

Education Committees, Organizations, and CTA

The Teacher Advisory Council

The Teacher Advisory Council consists of the Education Department Chair or designee, Education Department faculty, three Central faculty from outside the Education Department, nine area teachers and administrators who are appointed by the Education Department. The term of office is three years. The Advisory Council meets semi-annually. The functions of the Advisory Council are:

1. to advise the Education Department of current trends and practices in the local schools.
2. to facilitate communication between the local schools and the college.
3. to advise and have input into the Teacher Education programs of the college.
4. to provide feedback and evaluation of the Education programs to the department.

Student Organizations

The Education Department affords future teachers the opportunity to belong to two dynamic, interconnected student organizations.

Education Club

Central College hosts an Education Club for any prospective teacher. This student organization meets at least monthly and is committed to providing supplemental learning opportunities, mutual support, and service to children and those who teach them. A variety of events are held annually with the goal of promoting educational experiences that will last a lifetime.

Council for Exceptional Children

Central College is affiliated with the national Council for Exceptional Children. This organization is open to any prospective teacher. Students join the national organization and the Central College Education Club. Most meetings are held in conjunction with the Education Club.
The Central Teacher Academy
Elementary Education

The Central Teacher Academy (CTA) program is a three-year collaborative model for preparing prospective teachers, which utilizes the resources of three distinct educational entities:

- Central College
- Pella Community School District
- Heartland Area Education Agency

Exceptional students pursuing teaching careers must apply and be selected to participate in CTA. Those students selected are trained and paired with mentor teachers in the Pella CSD for two years, prior to student teaching.

Sophomore Year – Grades Kindergarten through 5th

- Observation in mentor classroom using observation tool; discuss observation with mentor teacher
- Individual and/or small group tutoring as assigned by mentor teacher
- Classroom or small group opportunities which include interactions with Pella students
- Instruction planning with mentor teacher
- Training in specific teaching practices from the CTA Coordinator, Central Education faculty, and Pella teachers
  - Instructional Decision Making
  - Phonemic awareness
  - Reading fluency, vocabulary and comprehension techniques
  - Language Tool Kit
  - Math strategies: fluency and accuracy of basic facts, computation, problem solving
- On-going consultation from mentor teacher and CTA coordinator

Junior Year – Grades Kindergarten through 5th

- Peer coaching and mentor for a sophomore CTA student
- Attendance at Pella CSD staff development sessions
- Training in specific teaching practices from the Pella Community Schools
  - Behavioral and motivational strategies
  - Classroom management
  - Reflective conferencing strategies
  - Classroom Instruction That Works by Marzano, Pickering, & Pollock: Research based teaching practices on nonlinguistic representation, similarities and differences, reinforcing effort and providing feedback, setting objectives, cooperative learning
- Instruction planning with mentor teacher
- Collaborative teaching in small and large groups, 6-8 hours per month with mentor teacher
- Reflection and analysis of lessons completed by CTA student and mentor

Senior Year – Grades Kindergarten through 5th

- Student teaching with mentor teacher
- Mentor sophomore and junior CTA students
- Coordinate and implement additional training for junior CTA students
- Opportunities for continued involvement with mentor teacher before or after student teaching

Central Teacher Academy is endorsed by:
- Greg Ebeling, Superintendent of Pella Community Schools
- David Wood, School Consultant, Heartland Area Education Agency
- Mark Putnam, President of Central College
The Central Teacher Academy
Secondary Education

The Central Teacher Academy (CTA) program is a three-year collaborative model for preparing prospective teachers, which utilizes the resources of three distinct educational entities:

- Central College
- Pella Community School District
- Heartland Area Education Agency

Exceptional students pursuing teaching careers must apply and be selected to participate in CTA. Those students selected are trained and paired with mentor teachers in the Pella CSD for two years, prior to student teaching.

Sophomore Year – Middle School and High School
- Observation in mentor classroom using observation tool; discuss observation with mentor teacher
- Classroom or small group opportunities which include interactions with Pella students
- Instruction planning with mentor teacher
- Work in the non-proficient classroom or other tutoring situation at least one hour per week
- Attendance at Pella CSD staff development sessions
- Training in specific teaching practices from the Heartland Area Education Agency
  - Motivational strategies
  - Cooperative learning
  - Study and test taking skills
  - Setting objectives and providing feedback
  - Summarizing and note taking
- On-going consultation from mentor teacher and CTA coordinator

Junior Year – Middle School and High School
- Peer coaching and mentor for a sophomore CTA student
- Attendance at Pella CSD staff development sessions
- Training in specific teaching practices from the Pella Community Schools
  - Behavioral and motivational strategies
  - Classroom management
  - Reflective conferencing strategies
  - Classroom Instruction That Works by Marzano, Pickering, Pollock: Research based teaching practices on nonlinguistic representation, similarities and differences, reinforcing effort and providing feedback, setting objectives, cooperative learning
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Senior Year – Middle School and High School
- Student teaching with mentor teacher
- Mentor sophomore and junior CTA students
- Coordinate and implement additional training for junior CTA students
- Opportunities for continued involvement with mentor teacher after student teaching

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