



**William Penn University 2016 - 2017  
Education Division - Student Handbook  
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**Accreditation Status of William Penn University**

William Penn University is accredited by The Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602, 312/263-0456 or 800/621-7440, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org); and the Iowa State Department of Education, Grimes State Office Building, Des Moines, IA 50319, (515) 281-5849. The University is also approved by the State Approving Unit for Veterans Education.

**University Mission Statement**

William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community, and equality.

## Education Division Mission

Developing Effective Educational Leaders

### Education Division Vision

The William Penn University Education Division develops pre-service teachers' ability to achieve academic excellence while challenging them to become purposeful leaders who continue to learn and engage with their communities in order to serve the diverse needs of 21<sup>st</sup> century learners.

### Education Division Goals

#### The William Penn Education Division Will Produce:

##### Effective Pre-service Teachers

- *Demonstrate knowledge in their field(s) by planning and facilitating relevant and effective lessons*

##### Global Awareness

- *Recognize and accommodate instruction to meet the needs of diverse individuals inherent in today's schools and broader society*

##### Effective Communicators

- *Communicate effectively in a variety of contexts and formats including reading, writing, speaking, listening and interpersonal skills*

##### Reflective Practitioners

- *Make logical, reflective decisions in their classrooms based upon formative & summative assessments*

##### Complex Problem Solving Skills

- *Recognize problems and develop alternate solutions through creative thinking and problem solving*

##### Technologically Literate Teachers

- *Use instructional media & technology for research, production, acquisition, & dissemination of information*

##### TEAMwork and Collaboration

- *Facilitate the development of cooperative and collaborative partnerships within school & community*

##### Life-long Learners

- *Recognize and demonstrate a need for continual personal and professional growth*

## Education Division Faculty and Staff

Associate Professor Susan Boxler  
Distance Learning Co-Director  
Penn Hall 304  
Email - [boxlers@wmpenn.edu](mailto:boxlers@wmpenn.edu)  
Elementary Education  
(641) 673-1284

Professor Dr. Pam Martin  
Penn Hall 103  
Email - [martinp@wmpenn.edu](mailto:martinp@wmpenn.edu)  
Elementary/General Education  
Licensure Official  
(641) 673-1182

Assistant Professor Stephen Henderson  
Penn Hall 101A  
Email – [hendersons@wmpenn.edu](mailto:hendersons@wmpenn.edu)  
History/Elementary and Secondary Education  
(641) 673-1335

Assistant Professor Kathryn Roe  
Penn Hall 101B  
Email – [roek@wmpenn.edu](mailto:roek@wmpenn.edu)  
Elementary Education  
(641) 673-1193

Instructor Jeanne Marshall  
Penn Hall 102  
E-mail – [marshallj@wmpenn.edu](mailto:marshallj@wmpenn.edu)  
Special Education  
(641) 673-0224

Assistant Professor Dana Oswald  
Licensure Official  
Student Teaching Coordinator  
Penn Hall 301 (641) 673-1113  
Email - [oswaldd@wmpenn.edu](mailto:oswaldd@wmpenn.edu)

Associate Professor Catherine Williamson  
 Education Division Chair  
 Secondary/Special Education  
 Penn Hall 318  
 Email - [williamsonc@wmpenn.edu](mailto:williamsonc@wmpenn.edu)  
 (641) 673-1700

Instructor Robb Beane  
 DL Co-Director  
 Placement Coordinator  
 Penn Hall 304  
 E-mail – [beaner@wmpenn.edu](mailto:beaner@wmpenn.edu)  
 (641)673-1333

Instructor Papae Wymore  
 Penn Hall 301  
 E-mail – [wymorep@wmpenn.edu](mailto:wymorep@wmpenn.edu)  
 (641) 673-1073

Adjunct Instructor Sharma Parlett  
 Penn Hall 316C  
 Email – [parletts@wmpenn.edu](mailto:parletts@wmpenn.edu)  
 Special Education  
 (641) 673-1075

Aaron Hinnah, DL Coordinator  
 Penn Hall 316B  
 Email – [hinnaha@wmpenn.edu](mailto:hinnaha@wmpenn.edu)  
 (641) 673-1336

Bill Cox, DL Placement Coordinator  
 Penn Hall 316A  
 Email – [coxbs@wmpenn.edu](mailto:coxbs@wmpenn.edu)  
 (641) 673-2128

Deb DeVos, Education Office Manager  
 Penn Hall 316C  
 E-Mail – [devosd@wmpenn.edu](mailto:devosd@wmpenn.edu)  
 (641) 673-1100

## Advising

### ***Advising System***

Students are assigned a faculty advisor for individual guidance when they first enroll. Students may change advisors at any time by contacting the Office of the Registrar. The major emphasis of the advisory system concerns the academic program of students, but the advisor also serves as a role model and mentor. While the advisor is expected to help the student in scheduling courses, academic planning and success are ultimately the responsibility of the student.

Students must declare all majors, minors, and endorsement areas by completing a *Change of Advisor and/or Major* form. This form is available in the Registrar's Office in Penn Hall or found on EAGLE under the "Student Tab". The University Registrar periodically evaluates students' transcripts and records course completion in: general education courses, majors, minors, and endorsement areas.

### ***Student Responsibility: Student Empowerment***

Although the faculty advisor can provide guidance and counsel, it is the student's responsibility to be aware of and satisfy the required course work, tests, procedures and performance criteria necessary for teacher licensure. Students may use the program check list (on Moodle or in Registrar's office), degree audit (on EAGLE), and the registrar's transcript evaluation sheet to monitor progress. Students must satisfactorily complete the general education, major, and endorsement/minor requirements (a minimum of 124 credit hours is required for graduation).

### ***Planning Your Program***

Your advisor will help you plan your program of study. Example program plans are included in Appendixes A and B in your TEP Handbook.

You will find the University Catalog and Program Check list helpful as you plan your course schedules and develop a program. Look for:

- Prerequisite course requirements
- Prerequisite GPA requirements
- The term (fall, winter, spring) the course is typically offered

### **Academic Resource Center**

The Academic Resource Center's mission is to promote independent learning within a secure environment, meeting the diverse needs of the William Penn community. Services available include CLEP testing, peer tutoring, and 1:1 private tutoring with ARC staff on a drop-in or scheduled basis. ARC provides a welcoming learning environment for all students. A schedule of peer tutors and operating hours is announced at the beginning of each semester.

### **Education Tutoring Center**

The Education Tutoring Center is available for education students via phone, e-mail, or face-to-face in Penn Hall room 101. Contact Information: 641-673-1341 or [dltutoring@wmpenn.edu](mailto:dltutoring@wmpenn.edu)

### **Career Services**

Career Services offers a variety of career development and job search assistance. Starting with career planning, the services continue with career counseling, career information and exploration, job search strategies, outreach programming, part-time and summer job information, internships, and more. Assistance is available regarding resumes, cover letters, credential files, interviewing, company profiles, and a host of resources. Graduate school information is also available in Career Services, and all services are extended to William Penn alumni.

### **Counseling Center**

The Counseling Center provides individual and group counseling for students experiencing personal, emotional, and academic concerns.

### **Wilcox Library**

Wilcox Library provides an inviting atmosphere in which students may enjoy studying, reading, and relaxing. The library holds 68,000 volumes and subscribes to 204 periodicals. Its resources include an electronic classroom, thirty-two databases providing access to 31,731 full text journals, an online catalog, and Internet access.

**Iowa AEA Online resource access:** username: **wilu4321** and the password: **iowaaea**

AEA Digital Library or Britannica Online, create individual user accounts within those databases to store links to assets and lesson plans. The user accounts may be created using this building key code: yxfpwr8

**Curriculum Lab:** Penn Hall 107, Contains curriculum resources for check out in all content areas

**Reading Lab:** Penn Hall 101, Contains children's literature and other reading resources for check out

## Education Division Majors and Endorsements

K-6 Elementary Education Major/Endorsement #102

### Elementary Education Endorsement Areas

Reading #148

Special Education – Strategist I #260

### K-12 Endorsement Areas

Athletic Coaching #101

English as a Second Language #104

Health Education #137/138

Music #144/145

Physical Education #146/147

### Secondary Education Endorsement Areas

American Government #157

American History #158

Biology #151

Business Education #1171

Chemistry #152

Earth Science #153

English/Language Arts #120

\*General Science #154

Industrial Technology #140

Journalism #141

Mathematics #143

\*Physical Science #155

Physics #156

Psychology #163

Sociology #165

Special Education – Strategist I #261

Speech/Communication/Theater #168

\*Tentative

### Elementary Education Professional Core #102

85 Hours

EDUC 100:01	Introduction to Elementary Education (With 12-hour field experience)	2
EDUC 200	Social Foundations of American Education*	3
EDUC 205	WPU Seminar (transfer students)	0
ART 240	Elementary Fine Art Methods	2
EDUC 265	Children's Literature	3
EDUC 350	Media Methods*	3
EDUC 355	Classroom Management*	3
EDUC 365	Human Relations for Teachers*	3
HIST 230	Social Studies for K-8 Teachers	3
MATH 205	Math for Elementary Educators*	3
MATH 206	Math for Elementary Educators *	3
PHLE 216	Elementary PE/Health Methods	3
PHSC 100	Physical Science for Elementary Educators	3

**FALL BLOCK**

EASL 202	Theory of Language & Linguistics	3
EASL 210	Language & Culture*	3
EDUC 370	Teaching of Reading*	3
EDUC 378	Elementary Social Studies Methods*	3
EDUC 373	25-Hour Field Experience*	0

**SPRING BLOCK**

EASL 250	Language Acquisition*	3
EDUC 372	Elementary Math Methods*	3
EDUC 374	Elementary Language Arts Methods*	3
EDUC 376	Elementary Science Methods*	3
EDUC 379	25-Hour Field*	0

EDSP 100	Introduction to Exceptional Learners*	3
EDSP 280	Collaboration Strategies*	2
EDSP 360	Remedial Reading*	3
EDSP 370	Testing for Special Education*	3
EDSP 385	Differentiated Instruction Methods & Strategies (K-8) *	3
PSYC 303	Developmental & Educational Psychology*	3

**EDUC 400 Elementary Student Teaching****14**

[Successful completion of student teaching, portfolio, fingerprint (background check) and passing scores on the Praxis II Content and PLT tests are the prerequisites for all candidates seeking recommendation for teacher licensure.]

**OR****Electives – Elementary Non-Teaching****14**

[Students who select this option cannot be recommended for teacher licensure. This will be reflected on the WPU transcript.]

**Required Supporting Courses \*\***

Computer Course	3
Biological Science Course	3
College-Level Mathematics Course	3
Survey History Course	3

\* *Pre-requisites required. Check your catalog.*

\*\* *Included in Penn Leadership Core*

## Secondary Education Professional Core

### 44 Hours

EDUC 100:02 Introduction to Secondary Education (With 12-hour field experience)	2
EDUC 200 Social Foundations of American Education*	3
EDUC 205 WPU Seminar (Transfer Students)	0
EDUC 350 Media Methods*	3
EDUC 355 Classroom Management*	3
EDUC 360 Content Area Reading*	1
EDUC 365 Human Relations for Teachers*	3
EDUC 380 General Methods*	3
EDUC 381 25-Hour Field Experience*	0
<i>Students will choose one of the following Secondary Methods and* one of the 25-Hour Field Experiences</i>	3
EDUC 382 Secondary Business Methods <b>with</b> EDUC 383 25-Hour Field Experience	
EDUC 384 Secondary English Methods <b>with</b> EDUC 385 25-Hour Field Experience	
EDUC 386 Secondary Industrial Technology Methods <b>with</b> EDUC 387 25-Hour Field Experience	
EDUC 388 Secondary Math Methods <b>with</b> EDUC 389 25-Hour Field Experience	
EDUC 391 Secondary PE/Health Methods <b>with</b> EDUC 392 25-Hour Field Experience	
EDUC 393 Secondary Science Methods <b>with</b> EDUC 394 25-Hour Field Experience	
EDUC 395 Secondary Social Studies Methods <b>with</b> EDUC 396 25-Hour Field Experience	
EDUC 397 K-12 Music Methods <b>with</b> EDUC 398 25-Hour Field Experience	
EDUC 401 Secondary Student Teaching*	14
EDSP 100 Introduction to Exceptional Learners *	3
EDSP 387 Differentiated Instruction Methods & Strategies (5-12)*	3
PSYC 303 Developmental & Educational Psychology*	3
<b><u>Required Supporting Classes**</u></b>	
Computer Course	3
Biological Science Course	3
College-Level Mathematics Course	3
Survey History Course	3

\*\*Included in Penn Leadership Core

\*Pre-requisites required. Check course catalog.



## Required Courses for Commonly Sought Education Endorsements

### Special Education - K-8 Strategist I (#260) - 26 hours

EDSP 100	Introduction to Exceptional Learners	3
EDSP 270	Behavioral Management	2
EDSP 280	Collaboration Strategies	2
EDSP 290	Transition Education	2
EDSP 360	Remedial Reading	3
EDSP 370	Testing for Special Education	3
EDSP 385	Differentiated Instruction Methods and Strategies	3
EDSP 390	Special Education Practicum	1
EDSP 400	Student Teaching	7

### K-8 Reading Endorsement (#148) - 27 hours

EASL 202	Theory of Language & Linguistics	3
EASL 210	Language & Culture	3
EASL 250	Language Acquisition	3
EDSP 350	Remedial Reading	3
EDSP 370	Testing for Special Education	3
EDUC 265	Children's Literature	3
EDUC 370	Teaching Reading	3
EDUC 374	Language Arts Methods	3
EDUC 375	Reading Practicum	3

### Athletic Coaching (#101) - 11 hours

PSYC 303	Developmental & Educational Psychology	3**
PHLE 240+	Any Coaching Theory Class	2
PHLE 160	First Aid	1
PHLE 218	Care and Prevention of Sports Injuries	3
BIOL 216	Anatomy and Physiology	4

### English as a Second Language (#104) - 18 hours

EASL 200	Theory of Language & Linguistics	3
EASL 210	Language in Culture	3
EASL 250	Language Acquisition	3
EASL 350	ESL Tutoring	1
EASL 370	Teaching ESL K-6	2
EASL 375	Teaching ESL 7-12	2
EASL 390	ESL K-6 Practicum	2
EASL 395	ESL 7-12 Practicum	2



## William Penn Education Licensure Portfolio

All William Penn University education majors must complete their licensure portfolio as a requirement for their Iowa Teaching License.

The purpose of the Portfolio:

- To demonstrate your ability to perform satisfactorily as a beginning teacher.
- To demonstrate your ability to apply the eight Iowa standards to a variety of teaching and learning situations.
- To meet the Iowa state requirements for teacher licensure.

The Portfolio consists of:

- **Standards** - Students must demonstrate mastery in the 8 Iowa teaching standards. They are broken down into benchmarks which make up the basis for the portfolio.
  - Standard 1 - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
  - Standard 2 - Demonstrates competence in content knowledge appropriate to the teaching position.
  - Standard 3 - Demonstrates competence in planning and preparing for instruction.
  - Standard 4 - Uses strategies to deliver instruction that meets the multiple learning needs of students.
  - Standard 5 - Uses a variety of methods to monitor student learning.
  - Standard 6 - Demonstrates competence in classroom management.
  - Standard 7 - Engages in professional growth.
  - Standard 8 - Fulfills professional responsibilities established by William Penn University and the school districts in which students complete their field experiences.
- **Artifacts**
  - Artifacts are the items you are submitting into the portfolio to demonstrate mastery of the standards and benchmarks. The majority of your artifacts will be graded assignments from your education classes.
- **Rationales**
  - Rationales are your descriptions as to why a particular artifact meets a particular standard and benchmark. It also shows your ability to demonstrate the standards.

Requirements and Due Dates for Portfolio artifacts:

- All students must have Standards 1a and 4a successfully completed in order to enter into the Teacher Education Program.
- Students should have approximately 12 artifacts submitted by May 1 or October 1 after your **first 25 hour field experience**.
- Benchmark I and II on the Portfolio Assessment Record sheet must be successfully completed and graded before student teaching.
- Benchmark III on the Portfolio Assessment Record must be successfully completed prior to being recommended for licensure by William Penn University.

## Teacher Education Program

In addition to the above requirements, transfer students must have completed at least one course from the Education Division Professional Core and at least one course from the teaching major at William Penn University before applying to enter the Teacher Education Program.

Applicants will be notified in writing of their status within two weeks following completion of the entrance requirements. If the student is admitted conditionally, or denied admission, the reasons for the decision will be explained in writing when the student is notified of the status of their application. Your name will be submitted to the Teacher Education Committee for formal approval at their next meeting. This committee meets once each semester. You will then be awarded a certificate acknowledging your full admission into the program.

\*\* Apply for the TEP by checking with the Education Office Manager stating requirements are finished.

## Field Experience Expectations

The William Penn University Education Division requires a number of field experiences; opportunities to work with students and teachers in local schools. While each professor will designate specific requirements for their class, students participating in field experiences should:

- 1) Dress and groom professionally
- 2) Exhibit appropriate conduct
- 3) Follow established observation schedule, notifying professor and cooperating teacher if problems arise
- 4) Complete assigned tasks accurately and in a timely fashion
- 5) Be responsible for returning time logs and signed evaluation sheets to the University professor

## Field Experience Record

Field placements must include a variety of grade levels and schools in order to give diverse experiences  
Please use this form to record and monitor your placements

Class	School	Teacher	Course/Grade	Total Hours

## William Penn University – Field placements - Elementary

EDSP 100	Introduction to Exceptional Learners	15 hours observation & assisting
EDSP 270	Behavior Management	5 hours observation & assisting
EDSP 280	Collaboration Strategies	2 hours observing collaboration in schools
EDSP 290	Transition Education	5 hours observation & assisting
EDSP 390	Special Education Practicum	20 hours observing, assisting, & teaching
EDUC 100	Introduction to Education	12 hours observing
EDUC 350	Media Methods	2 hours observing technology integration
EDUC 365	Human Relations for Teachers	3 hours observation & assisting
EDUC 360	Remedial Reading	20 hours tutoring
EDUC 373	Elementary Fall Block	25+ hours observing, assisting & teaching

- Throughout the semester, candidates take methods classes covering; Teaching of Reading, Theory of Language & Linguistics, Language & Culture, and Elementary Social Studies Methods. The experience will be weekly throughout the semester with a full week in the classroom at the beginning & around week 13. Candidates are observed by a WPU supervising professor as well.

- EDUC 379 Elementary Spring Block 25+ hours observing, assisting & teaching
- Throughout the semester, candidates take methods classes covering; Language Acquisition, Elementary Math Methods, Language Arts Methods, and Science Methods. The experience will be weekly throughout the semester with a full week in the classroom at the beginning and around week 13. Candidates are observed by a WPU supervising professor as well.
- \*\*\*Note – Math Methods may add an additional field experience placement (10 hours) and Science Methods (1 class period).

### **William Penn University – Field placements - Secondary**

EDSP 100	Introduction to Exceptional Learners	15 hours observation & assisting
EDUC 100	Introduction to Education	12 hours observing
EDUC 350	Media Methods	2 hours observing technology integration
EDUC 365	Human Relations for Teachers	3 hours observation & assisting
EDUC 381	Secondary General Methods	25 hours observing, assisting & teaching
EDUC 382-98	Secondary Special Methods	25 hours observing, assisting & teaching

### **Secondary majors adding a Special Education Endorsement**

EDSP 270	Behavior Management	5 hours observation & assisting
EDSP 280	Collaboration Strategies	2 hours observing collaboration in schools
EDSP 290	Transition Education	5 hours observation & assisting
EDSP 390	Special Education Practicum	20 hours observing, assisting, & teaching

### **Additional Information of Authentic Learning**

LDRS 100	College Foundations	1 class service project within a classroom
EDUC 200	Social Foundations	Observation of a School Board Meeting

## **Professional Development Opportunities**

**WPU Ed Club:** The Education organization at WPU provides valuable leadership and professional experience to members. Ed Club conducts a variety of programs, service projects and events. To join or learn more about Ed Club contact Melanie Hatch, the faculty advisor.

### **Professional Organizations**

The following list includes some of the professional organizations you will want to consider. Frequently a student membership rate is available – student membership forms are also available through Education faculty.

#### **Business**

<http://www.acteonline.org> Association for Career and Vocational Education

#### **English**

<http://www.ncte.org> National Council of Teachers of English  
<http://www.reading.org> International Reading Association

#### **Math**

<http://www.nctm.org> National Council of Teachers of Mathematics  
<http://www.iowamath.org> Iowa Council of Teachers of Math

**Reading**<http://www.reading.org>

International Reading Association

<http://www.iowareading.org>

Iowa Reading Association

<http://www.ncte.org>

National Council of Teachers of English

**Science**<http://www.nsta.org>

National Science Teachers of America

<http://www.nabt.org>

National Assoc. Of Biology Teachers

<http://www.aapt.org/>

American Assoc. Of Physics

<http://www.ssmma.org>

School Science and Mathematics Association

<http://www.iacad.org>

Iowa Academy of Science

**Social Studies**<http://www.ncss.org>

National Council for the Social Studies

<http://www.iowasocialstudies.org/index.html>

Iowa Council for the Social Studies

<http://www.sscnet.ucla.edu/nchs>

National Center for History in the Schools

<http://www.teachci.com/default.asp>

History Alive! Teacher's Curriculum Institute

<http://ncge.org>

National Council for Geographic Education

<http://www.asanet.org>

American Sociological Association

<http://www.apa.org>

American Psychological Association

<http://www.cec.sped.org>

Council for Exceptional Children

<http://www.historians.org>

American Historical Association

<http://www.oah.org>

Organization of American Historians

**Exceptionalities (Special Education, English as a Second Language, Gifted, & Diversity)**<http://www.cec.sped.org>

Council for Exceptional Children

<http://ldaamerica.org>

Learning Disabilities of America

<http://www.tesol.org>

Teachers of English to Speakers of Other Languages

<http://www.tolerance.org>

Teaching Tolerance

<http://www.splcenter.org>

Southern Poverty Law Center

<http://www.nagc.org>

National Association for Gifted Children

**Other**<http://www.nea.org>

National Education Association

<http://www.nmsa.org>

National Middle School Association

<http://www.dhs.state.ia.us>

Iowa Department of Human Services

<http://www.boee.iowa.gov>

Iowa Board of Educational Examiners

<http://www.ascd.org>

Association for Supervision and Curriculum

Development

<http://www.iste.org>

International Society of Technology Education

## Student Teaching

Student teaching will begin when the school to which the student is assigned begins. This applies to both the fall semester and following winter break, for the spring semester. Student teachers will complete an assignment consisting of a **minimum** of seventy full school days including workshops, in-service, parent/teacher conferences, teaching, and student supervision.

Student teaching hours and workdays will be the same as those for the professional staff in the district where the student teacher accepts placement. The cooperating teacher and student teaching supervisor must approve any exceptions, including illness.

Student teaching includes a fee of \$300.00 to compensate cooperating teachers and cover the costs of placement and supervision. A student doing Elementary or Secondary student teaching plus Special Education will complete a 8-week experience in each area.

### Student Teaching – A Full-Time Experience

William Penn University is approved by the Iowa Department of Education to recommend teacher licensure to students who meet the qualifications specified in the Department of Education Rules. The following statement is taken from Chapter 79:

*79.13(10) The student teaching experience for initial licensure includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.*

In order to comply with this mandate, the Education Division provides multiple opportunities for students to be made aware of this policy. The following statement is included in the Education Division Student Handbook and the Student Teaching Handbook, and has been reviewed multiple times during advising, coursework, and mandatory meetings.

Student teaching is a full-time experience. Student teachers are to maintain the same working hours as their cooperating teachers. Student teachers are not permitted to miss days or leave school early to accommodate athletics or any other non-student teaching related function.

Students are welcomed to participate in athletics or other non-student teaching related functions provided the coach or supervisor understands that students may be late to practice/meetings and may not leave early for “away” events.

**Portfolio must be completed prior to the first day of student teaching (Benchmark I and II, see the Benchmark Schedule on page 19).**

## Elementary/Secondary Student Teaching Requirements

The deadline to formally apply for spring student teaching is May 1 or December 1 for fall student teaching. Students must be fully accepted into the Teacher Education Program prior to these deadlines. This includes having taken and passed the CBASE tests, as well as all other requirements as listed on the William Penn University Education Division Assessment Schedule.

In order to be placed, the following requirements must be met prior to the student teaching deadline.

- A. Prior acceptance into the Teacher Education Program \_\_\_\_\_
- B. Successful completion of the Second Field Experience \_\_\_\_\_
- C. Successful completion of 75 semester hours or second semester junior status \_\_\_\_\_
- D. A letter grade of at least "C-" in :
  - 1. All course work in the major \_\_\_\_\_
  - 2. All course work in the Education Division Professional Core \_\_\_\_\_
- E. Cumulative Grade Point Average of:
  - 1. 2.75 in all courses taken at William Penn University \_\_\_\_\_
- F. Completion of all major and Education Division Professional Core requirements. Schedule an appointment with your advisor to be sure you have completed all necessary course work. \_\_\_\_\_

During the semester prior to student teaching, students must attend mandatory student teaching meetings with their William Penn student teaching supervisor.

Student teachers will be placed in a school district with which we have a contract. Cooperating teachers must have a minimum of 2 years teaching experience and be endorsed to teach in the State of Iowa.

### Liability Insurance for Field Experiences and Student Teaching

Student teachers, regardless of grade level or subject area, are not required to purchase liability insurance. An advantage to having membership in the Iowa State Education Association for Students is that the insurance provided is inexpensive and assures the student teacher full liability coverage as well as free legal services regardless of charges made against a student teacher. Membership is encouraged, but not required, by the University.

### Teacher Education Fees

1. Student Teaching fee - \$300.00
2. Licensure fee (paid to the Board of Educational Examiners) - \$85.00
3. Fingerprinting fee (paid to the Board of Educational Examiners) - \$75.00



## Application for Initial Teaching Licensure

Student teachers will be provided with Teaching Licensure Applications at a meeting held near the end of their student teaching experience. Instructions for completing the application will be provided at that time.

Students should be aware of the following regulations involving licensure:

1. Students **may not** substitute teach in any school district in the State of Iowa until they have been approved for licensure by the Iowa State Department of Education.
2. Students **may not** sign a teaching contract in the State of Iowa until they have been granted licensure from the Iowa State Department of Education. Doing so constitutes an illegal act.

## Graduation

In the spring of your junior year, you should schedule an appointment with your advisor to review your academic files. This is to ensure that all requirements have been, or are scheduled to be met, prior to graduation. At the close of your junior year, you should file a *Declaration of Intent to Graduate*. Print this form from Eagle. Students will be charged a \$100.00 graduation fee.

## Credential File

Students are in charge of keeping their own credential file. They need to secure 3-4 recommendation letters to use for their credential file. Students are encouraged to develop their own file within the [www.teachiowa.gov](http://www.teachiowa.gov) website to help send out applications for job opportunities.

## Due Process Procedures

A student objecting to any decision made by the Education Division, including denial of admission to any phase of the Education program, may appeal the decision in the following manner:

1. A letter from the student outlining the objection must be sent to the Chair of the Education Division.
2. The letter is transmitted to the Teacher Education Committee for review and action. The decision is then communicated by the Chair to the student and the student's academic advisor.
3. If the student rejects the decision of the Teacher Education Committee, the student may further appeal the decision to the Academic Council for review and action. The decision is then communicated by the Chair to the student, the academic advisor, and the Dean of Arts, Sciences, and Professional Studies.
4. If the student rejects the decision of the Academic Council, the student may further appeal the decision to the Dean of Arts, Sciences, and Professional Studies. The decision of the Dean of Faculty is communicated to the student teacher, the academic advisor, and the Education Division chair. This decision is final.

## William Penn University Education Division Benchmark Schedule

Name \_\_\_\_\_ ID# \_\_\_\_\_

Major/Endorsement Areas \_\_\_\_\_

Academic Advisor \_\_\_\_\_ Anticipated Student Teaching Semester \_\_\_\_\_

### Benchmark I - Freshman/Sophomore Year or 1<sup>st</sup> Semester for Transfer Students

Completion Date	Event/Assignment	General Criteria	Evaluators
	Fifteen-hour Field Experience	Completed time sheets, journal/ notes/reflections, final paper, and cooperating teacher evaluations (performance and dispositions)	Introduction to Education Faculty Cooperating Teacher(s)
	CBase – Cost \$35	Reading, Writing, & Math – 235 (3 attempts allowed)	Division Chair of Education
	Cumulative Grade Point Average	2.5 in all courses taken at William Penn University	Division Chair of Education
	Coursework	Grade of at least a “C-” in each course in the major, Education Division professional core, Composition I and II, and the required math course	Division Chair of Education
	3 Faculty Recommendations (1 must be Ed Faculty)	Positive recommendations (These are confidential and will be filed in the Education Office.)	Division Chair of Education
	Benchmark #1 - Portfolio Check - 2 Artifacts	Philosophy Statement – Standard 1 Two-day Field – Standard 4	Social Foundations and Introduction to Education Faculty
	DCI Background Check	Passing background check without multiple infractions	Division Chair of Education
	Apply to enter Teacher Education Program	Teacher Education Program application should be completed the semester in which Social Foundations is taken.	Division Chair of Education and Teacher Education Committee

**Candidates MUST be in TEP prior to First 25-Hour Field Experience**

### Benchmark II a - Sophomore/Junior Year or 2<sup>nd</sup> Semester for Transfer Students

Completion Date	Event/Assessment	General Criteria	Evaluators
	First 25-Hour Field Experience	Completed time sheets, journal/ notes/reflections, reflection paper, lesson plans, and 2 cooperating teacher evaluations of lessons and overall experience (evaluation and disposition)	Supervising Methods Professor and Cooperating Teacher
	Benchmark #II a - Portfolio Check – 7 Artifacts	First Elementary Block or First Secondary Methods Course - 7 artifacts <i>due October 1 or February 1</i> following completion of First 25-Hour Field Experience.	Education Division Faculty
	Cumulative Grade Point Average	2.5 maintained in all courses taken at William Penn University	Division Chair of Education

<b>Benchmark II b - Junior/1<sup>st</sup> Semester Senior Year or 3<sup>rd</sup> Semester for Transfer Students</b>			
<b>Completion Date</b>	<b>Event/Assessment</b>	<b>General Criteria</b>	<b>Evaluators</b>
	Second 25-Hour Field Experience	Completed time sheets, journal/notes/reflections, lesson plans, and 2 cooperating teacher evaluations of lessons and overall experience (evaluation and disposition)	Supervising Methods Professor and Cooperating Teacher
	Cumulative Grade Point Average	2.75 in all courses taken at William Penn University	WPU Placement Coordinator Division Chair of Education
	Coursework	Grade of at least a "C-" in all coursework in the major and in the Education Division professional core	WPU Placement Coordinator Division Chair of Education
	Apply to Student Teach	Student Teaching Application: Fall semester <i>due December 1</i> , Spring semester <i>due by May 1</i>	Faculty Advisor Division Chair of Education and Teacher Education Committee
	Résumé	Accuracy, professional appearance – fall semester <i>due December 1</i> , spring semester <i>due by May 1</i>	WPU Placement Coordinator Division Chair of Education
	Recommendation from Advisor and Major Division Chair	Positive recommendation (part of the Student Teaching Application)	Faculty Advisor Division Chair of Education
	Benchmark #II b – Portfolio Check – 13 Artifacts	Second Elementary Block or Second Secondary Methods Course - 13 artifacts (these should complete the pre-student teaching artifact requirements) – <i>All artifacts due – Nov. 15 or April 15 the semester prior to student teaching.</i>	Education Division Faculty WPU Placement Coordinator
<b>Benchmark III - Senior Year or Final Semester for Transfer Students</b>			
<b>Completion Date</b>	<b>Event/Assessment</b>	<b>General Criteria</b>	<b>Evaluators</b>
	Praxis II Score –	Passing PLT Score Passing Content Score	Licensure Official Division Chair of Education
	Student Teaching Documentation and Final Grade Report	Successful completion of student teaching requirements (InTASC Evaluation, dispositions, journal, reflection paper, video reflection, observations) with a passing grade C- or higher	WPU Placement Coordinator, Student Teaching Supervisor and Cooperating Teacher
	Iowa Teaching Standard Mock Evaluation	Mock Evaluation completed during Student Teaching with a reflection paper of the experience	Administrator or Cooperating Teacher, WPU Placement Coordinator
	Licensure/Ethics Workshop	Attendance and participation	WPU Placement Coordinator and Student Teaching Supervisor
	Application for Licensure/Fingerprints	Completed application, waiver, money order, and fingerprint card	WPU Placement Coordinator
<b>Recommendation for Licensure</b>			
	Degree Audit	Confirm grades, completion of all required coursework, and endorsement coursework.	Licensure Official
	Praxis II	Confirm passing of Praxis II required tests	Licensure Official

## Appendix A

### Program of Study for Elementary Education Majors

#### Freshmen – Fall

- EDUC 100 – Intro to Elementary Education (Portfolio artifact 4a for TEP)
- MATH 205 – Math for Elementary Educators I
- Leadership Core
  - LDRS 100 - College Foundations
  - LDRS 101 - Comp I
  - Remainder course options
    - Biology (BIOL 216 if getting coaching endorsement)
    - LDRS 105 Computers if MATH 100 is passed

#### Freshmen – Spring

(CBASE)

- EDUC 200 – Social Foundations (Portfolio artifact 1a for TEP)
- EDSP 100 – Exceptional Learner
- MATH 206 – Math for Elementary Educators II
- Leadership Core/Ed Requirements
  - LDRS 102 Comp II
  - LDRS 290 Quaker Values
  - Remainder course options
    - Biology
    - LDRS 105 Computers
    - PHSC 100 (required for Ed)

#### Sophomore – Fall

(CBASE & TEP)

- PHLE 216/ART 240/MATH 205
- EDUC 350 - Media Methods / EDSP 370 – Testing for Special Ed
- Leadership Core
  - LDRS 200 Principles of Communication
  - LDRS 220/221 Arts & Society I
  - History (survey)

#### Sophomore – Spring

- MATH 206/PHSC 100/HIST 230
- EDUC 265 – Children’s Literature
- EDSP 280 – Collaboration Strategies
- Leadership Core
  - LDRS 200 Principles of Communication
  - LDRS 220/221 Arts & Society I
  - Religion

## Program of Study for Elementary Education Majors Continued

### Junior – Fall

- Fall Block
  - EASL 202 – Theory of Lang & Ling
  - EASL 210 – Lang & Culture
  - EDUC 370 – Teaching Reading
  - EDUC 378 – Elem SS Methods
  - EDUC 373 – 25 field (Must be in the TEP prior to this experience.)
- EDUC 365 Human Relations / EDSP 370 – Testing for Special Education
- PSYC 303 Educational & Developmental Psychology
- Leadership Core – Anything, except Contemporary Leadership, that hasn't been taken

### Junior – Spring

- Spring Block
  - EASL 250 – Lang. Acquisition
  - EDUC 372 – Elem. Math Methods
  - EDUC 374 – Elem. Lang Arts Methods
  - EDUC 376 – Elem. Sci. Methods
  - EDUC 379 – 25 field
- EDUC 355 Classroom Management /EDSP 385 Differentiated Instruction
- PSYC 303 Educational & Developmental Psychology

### Senior – Fall

**(Praxis II Content Test)**

- EDSP 360 Remedial Reading
- Any EDUC/EDSP class not taken
- Leadership Core
  - LDRS 390 Contemporary Leadership
  - Any other courses not previously able to be scheduled

### December

**(Praxis II PLT Test)**

### Senior – Spring

- Student Teaching

## Appendix B

### Program of Study for Secondary Education Majors

#### Freshman – Fall

- EDUC 100 – Intro to Education (Portfolio artifact 4a for TEP)
- Content Interest Course
- Leadership Core:
  - LDRS College Foundations
  - LDRS 101 Comp I
  - Math 105 or 100 if needed
  - Remainder that can be scheduled
    - Biology or any science with a lab (BIOL 216 if getting a Coaching Endorsement)
    - LDRS 105 Computers if Math 100 is passed

#### Freshman – Spring

- EDUC 200 - Social Foundations (Portfolio artifact 1a for TEP)
- EDSP 100 – Exceptional Learner (15 hour field)
- MATH 105 – Math for Leaders
- Content Interest Course
- Leadership Core or Ed requirements
  - LDRS 102 Comp II
  - LDRS 290 Quaker Values
  - Remainder that can be scheduled
    - Science
    - LDRS 105 Computers

#### Sophomore – Fall

- EDUC 110 - Praxis Prep
- Content Interest Course
- Leadership Core
  - LDRS 105 – Computers and Tech
  - LDRS 200 - Principals of Communication
  - LDRS 220/221 - Arts and Society or any arts, music, or theater class

**Take CBASE Tests**

#### Sophomore – Spring

- EDUC 350 - Media Methods / 365 - Human Relations
- Content Interest Course
- Leadership Core
  - LDRS 200 Principles of Communication
  - LDRS 220/221 - Arts and Society or any arts, music, or theater class
  - Religion

**Apply to TEP**

## Program of Study for Secondary Education Majors Continued

### Junior – Fall

- EDUC 355 - Classroom Management / EDSP 387 – Differentiated Instruction (Fall only)
- Content Interest Course
- PSYC 303 – Educational & Developmental Psychology
- EDUC 350 - Media Methods / 365 - Human Relations
- Leadership Core
  - Anything except Contemporary Leadership that hasn't been taken

### Junior – Spring

- EDUC 380 - General Secondary Methods (Spring only)
  - EDUC 381 - 25 hour field experience (Must be in the TEP prior to this experience.)
- Content Interest Course
- Leadership Core –anything that hasn't been taken except Contemporary Leadership

### Senior – Fall

**(Praxis II Content Test)**

- EDUC Special Methods Course – in Content Major (Fall only)
- 25 hour field experience
- EDSP 387 Differentiated Instruction (Fall only)
- Any other EDUC courses not taken
- Leadership Core
  - LDRS 390 Contemporary Leadership
  - Any LDRS courses not taken

### December

**(Praxis II PLT Test)**

### Senior – Spring

- EDUC 401 - Student Teaching
- EDUC 360 - Content Area Reading

**CBase Policy:**

Students must have a CBase score of 235 or higher in the following subject areas: Reading, Writing and Mathematics before being admitted into the William Penn University Teacher Education Program. The fee for the CBase test is \$35. Students may have three attempts to complete the subject areas of the CBase exam. Upon passing the CBase exam, a student may be considered for admittance to the William Penn University Teacher Education Program.

**C-BASE Testing Information 2016-2017**

Testing takes place in Penn Hall 319.

Wednesday nights at 7 pm and Saturday mornings at 9 am

August 6, 2016 (two sessions: 9 am and 10 am)

September 14 and 17, 2016

November 16 and 19, 2016

February 15 and 18, 2017

March 29 and April 1, 2017

Register in the Education Office with Deb DeVos – [devosd@wmpenn.edu](mailto:devosd@wmpenn.edu) or 641-673-1100.

Cost is \$35 for whole test or partial test. As soon as we receive registration and fee, we will assign the student a study guide.

**Beginning with the August 6' 2016, students will have three opportunities to pass the test for entrance into the TEP.**

**IMPORTANT INFORMATION**

- Individuals requiring accommodations must contact Cathy Williamson ([williamsonc@wmpenn.edu](mailto:williamsonc@wmpenn.edu)) at least 10 days prior to test date.
- Please arrive early and BE ON TIME. Admittance will not be permitted after start time.
- You must bring the following items on the test day:
  - A photo ID (required)
  - Number two pencils

**CBase Reciprocity**

The following schools around the state have agreed to allow William Penn University students sing-up and complete CBase exams at the time of offering. Please use the contact information provided to check availability.

<b>University</b>	<b>Contact Person</b>	<b>Email</b>	<b>Cost</b>
Central College	Christine McConville, Office Manager	mcconvillec@central.edu	
Graceland University	Michele Dickey Debbie Young – main contact	dickey@graceland.edu youngd@gradeland.edu	
Northwestern College	Laura Heitritter, Ed. Chair Contact Person – Wendall Kampman	laura@nwciowa.edu wendell.kampman@nwciowa.edu	
Simpson College	Barb Ramos, Chair of Education	barb.ramos@simpson.edu	



*Please note:*

Policy – Student files must maintain accurate records of the requirements listed on the William Penn University Education Division Benchmark Schedule.

- Completed Teacher Education Program Requirements - First Field Experience time sheet and evaluation/disposition, CBase results, 3 Faculty References, DCI Background check and waiver, TEP application, major check sheet, and Portfolio Artifact Assessment Record
- Completed Student Teaching Requirements - Student Teaching Application, degree audit, resume, Portfolio Assessment Record, Field Experiences: time sheets, performance evaluation and dispositions (EDSP 100, EDUC 370, EDUC 372, EDUC 380, and Special Methods)
- Completed Program Completion Requirements - Praxis II PLT and Praxis Content scores, grade sheet from student teaching, Cooperating Teacher evaluation forms: InTASC and Disposition, Application for Licensure, Degree Audit

### Pre-Student Teaching Clinicals – Elementary Education

Type of Field Experience	Coursework Aligned with Experience	Number of Hours	Type of Candidate Involvement	Supervision and/or Feedback to Candidates
Early - before TEP (All)	EDUC 100	15	<p>Expectations – Candidates may participate by assisting students however the cooperating teacher sees appropriate. Candidates will document time on a timesheet, complete journal reflections, and write a reflective paper describing three teaching strategies observed,</p> <p>If the candidate is a Para Educator, an administrator may submit a letter verifying experience of more than 15 hours in a classroom. The candidate must submit a reflective paper describing three teaching strategies observed throughout the experiences as a Para Educator</p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Early (All)	EDSP 100	15	<p>Expectations – Candidates may participate by assisting students however the cooperating teacher sees appropriate. Candidates will document time on a timesheet, complete journal reflections, and write a reflective paper describing ICEL (instruction, curriculum, environment, and learner supports).</p> <p>If a candidate is a Para Educator, the hours must be completed in another district, to gain a new experience.</p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Literacy (Elementary)	EDUC 370	25	<p>Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach two lessons, and write a reflective paper describing the experience which reflects what was observed in reading/language arts, what went well or not well, what to change and why.</p> <p>If a candidate is a Para Educator, the hours must be completed in another district, to gain a new experience.</p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> <li>· Evaluation of the InTASC</li> <li>· Two formal lesson evaluations</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Math (Elementary)	EDUC 372	25	<p>Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach five lessons, and write a reflective paper describing the experience of implementing the Iowa Core and differentiating lessons.</p> <p>If a candidate is a Para Educator, the hours may be completed in within the school district, but not within the same building employed.</p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> <li>· Evaluation of the InTASC</li> <li>· Two formal lesson evaluations</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>

### Pre-Student Teaching Clinicals – Secondary Education

Type of Field Experience	Coursework Aligned with Experience	Number of Hours	Type of Candidate Involvement	Supervision and/or Feedback to Candidates
Early - before TEP (All)	EDUC 100	15	Expectations – Candidates may participate by assisting students however the cooperating teacher sees appropriate. Candidates will document time on a timesheet, complete journal reflections, and write a reflective paper describing three teaching strategies observed,	<u>Cooperating Teacher Feedback</u> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> </ul> <u>Instructor Feedback</u> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Early (All)	EDSP 100	15	Expectations – Candidates may participate by assisting Candidates however the cooperating teacher sees appropriate. Candidates will document time on a timesheet, complete journal reflections, and write a reflective paper describing ICEL (instruction, curriculum, environment, and learner supports).	<u>Cooperating Teacher Feedback</u> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> </ul> <u>Instructor Feedback</u> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
General Methods (Secondary)	EDUC 380	25	Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach three to four lessons, and write a reflective paper describing the experience which reflects the InTASC standards, including professional growth gained as a teacher.	<u>Cooperating Teacher Feedback</u> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> <li>· Evaluation of the ten InTASC standards</li> <li>· Two formal lesson evaluations</li> </ul> <u>Instructor Feedback</u> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Content Methods (Secondary)	Special Methods	25	Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach three to four lessons, and write a reflective paper describing the experience which reflects the InTASC standards, including professional growth gained as a teacher.	<u>Cooperating Teacher Feedback</u> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> <li>· Evaluation of the ten InTASC standards</li> <li>· Two formal lesson evaluations</li> </ul> <u>Instructor Feedback</u> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>