

William Penn University

2018 – 2019



Education Division

Student Handbook

William Penn University 2018-2019 Education Division - Student Handbook Table of Contents

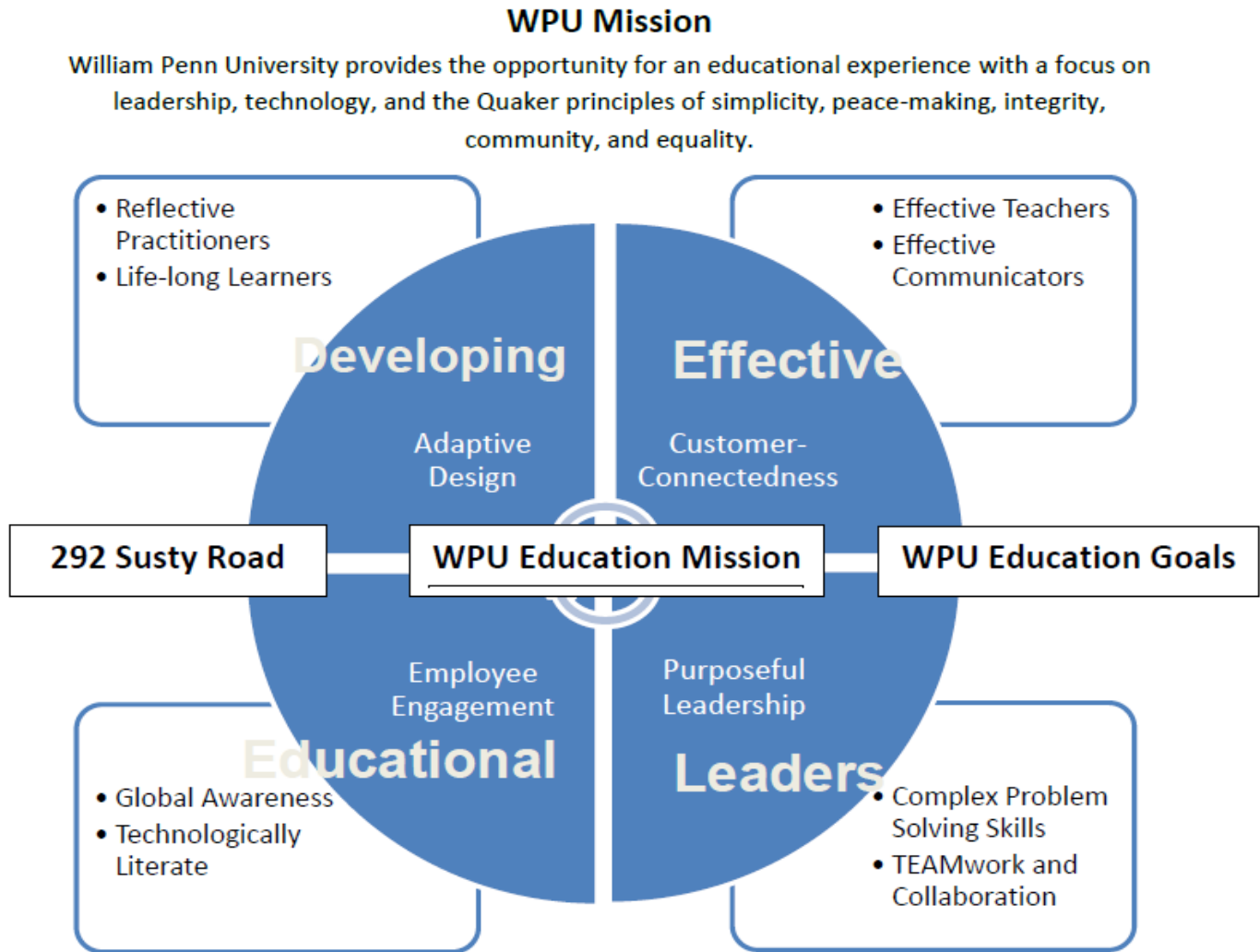
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Accreditation Status of William Penn University

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; 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.



WPU Division Vision

The William Penn University Education Division develops pre-service teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities. ~ May 2015

See Page 47-49 for WPU Mission Principles Goals and Objectives

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

Assistant Robb Beane

Student Teaching Supervisor/Sec Education

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Office 103, (641)673-1333

Assistant Professor Susan Boxler

DL Director & Elementary Education

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Deb DeVos, Education Office Manager

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Associate Professor Stephen Henderson

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Special Education

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August 6, 2018

Adjunct Instructor Sharma Parlett

Special Education

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Assistant Professor Dana Oswald

Assessment Coordinator, Licensure Official

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Instructor Melissa Schettler

Elementary Education/Reading

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Office 110A, (641) 673-1105

Associate Professor Cathy Williamson

Education Division Chair, Sec/Special Education

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Instructor Rozanne Warder

Special Education

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Instructor Papae Wymore

Elem Ed/Reading, Student Teaching Coordinator

E-mail – wymorep@wmpenn.edu

Office 102, (641) 673-1073

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

Elementary Education Majors

May take up to **30 credit hours** of education required coursework prior to entrance of TEP (Special permission by faculty if a transfer student)

Secondary Education Majors

May take: up to **15 credit hours** of education required coursework prior to entrance of TEP (Special permission by faculty if a transfer student)

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

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: yxfpwer8

Education Conference Center (ECC):

- **Penn Hall 107**, Contains children's literature, curriculum, and other reading resources for check out. It provides a work space and space for relaxation with tables, chairs and couches. A refrigerator, microwave, and a Keurig Coffee Maker are also available for use.
- **Penn Hall 101**, Contains curriculum resources for check out in all content areas, computers and a printer for school use on projects. A laminator is also available for projects.

Education Division Majors and Endorsements

Education Division (# also offered in a Distance Learning format)

- **K-6 Education Majors:**
 - 102 Elementary Education (K-6) #
- **K-12 Education Majors:**
 - 144/145 Music (K-8/5-12)
 - 146/147 Physical Education, 137/138 Health, 101 Coaching (K-8/5-12)
- **5-12 Education Majors:**
 - 157/158 American Government/American History
 - 157/165 American Government/Sociology
 - 157/163 American Government/Psychology
 - 158/165 American History/Sociology
 - 158/163 American History/Psychology
 - 151/1541 Biology/Basic Science
 - 151/152 Biology/Chemistry
 - 151/153 Biology/Earth Science
 - 151/156 Biology/Physics
 - 1171 Business - General
 - 120/141 English/Language Arts/Journalism
 - 140 Industrial Technology
 - 143 Mathematics
 - 166 World History
 - 186 Social Sciences (All)
- **Endorsement Areas – Can be added to any education major:**
 - 101 Athletic Coaching
 - Driver and Safety Education
 - 104 English as a Second Language #
 - 137/138 Health (K-8/5-12)
 - 148/149 Reading (K-8/5-12) #
 - 260/261 Special Education Strategist I (K-8/5-12) #
 - 168 Speech Communication/Theatre

Elementary Education Professional Core #102

87 Hours

EDUC 100:01	Introduction to Elementary Education (15-hour field experience)	3
EDUC 200	Social Foundations of American Education*	3
EDUC 205	WPU Seminar (transfer students)	0
EDUC 240	Elementary Fine Art Methods	2
EDUC 203	Foundations of Reading	3
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
EDUC 218	Elementary PE/Health Methods	2
PHSC 100	Physical Science for Elementary Educators	3

FALL BLOCK

EDUC 370	Teaching of Reading*	3
EDUC 378	Elementary Social Studies Methods*	3
EDUC 373	25-Hour Literacy 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 Math Field Experience	0

EDSP 100	Introduction to Exceptional Learners*	3
EDSP 280	Collaboration Strategies*	2
EDSP 360	Diagnosis and Treatment of Reading Difficulties*	3
EDSP 370	Educational Assessment*	3
EDSP 385	Differentiated Instruction Methods & Strategies (K-8) *	3
PSYC 303	Developmental & Educational Psychology*	3

EDUC 400 Elementary Student Teaching

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[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 – Education General Studies (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

Survey History Course	3
Speech	3

* Pre-requisites required. Check your catalog.

** Included in Penn Leadership Core

Secondary Education Professional Core

45 Hours

EDUC 100:02 Introduction to Secondary Education (With 15-hour field experience)	3
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 with EDUC 383 25-Hour Field Experience	
EDUC 384 Secondary English Methods with EDUC 385 25-Hour Field Experience	
EDUC 386 Secondary Industrial Technology Methods with EDUC 387 25-Hour Field Experience	
EDUC 388 Secondary Math Methods with EDUC 389 25-Hour Field Experience	
EDUC 391 Secondary PE/Health Methods with EDUC 392 25-Hour Field Experience	
EDUC 393 Secondary Science Methods with EDUC 394 25-Hour Field Experience	
EDUC 395 Secondary Social Studies Methods with EDUC 396 25-Hour Field Experience	
EDUC 397 K-12 Music Methods with 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
<u>Required Supporting Classes**</u>	
Computer Course	3
Lab Science Course	3
College-Level Mathematics Course	3
Survey History Course	3
Speech	3
<i>**Included in Penn Leadership Core</i>	
<i>*Pre-requisites required. Check course catalog.</i>	

Required Courses for Commonly Sought Education Endorsements

Special Education - K-8 Strategist I (#260) - 29 hours

EDSP 100	Introduction to Exceptional Learners	3
EDUC 203	Foundations of Reading	3
EDSP 270	Behavioral Management	2
EDSP 280	Collaboration Strategies	2
EDSP 290	Transition Education	2
EDSP 360	Diagnosis and Treatment of Reading Difficulties	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) - 24 hours

EDUC 203	Foundations of Reading	3
EASL 250	Language Acquisition	3
EDSP 360	Diagnosis and Treatment of Reading Difficulties	3
EDSP 370	Educational Assessment	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

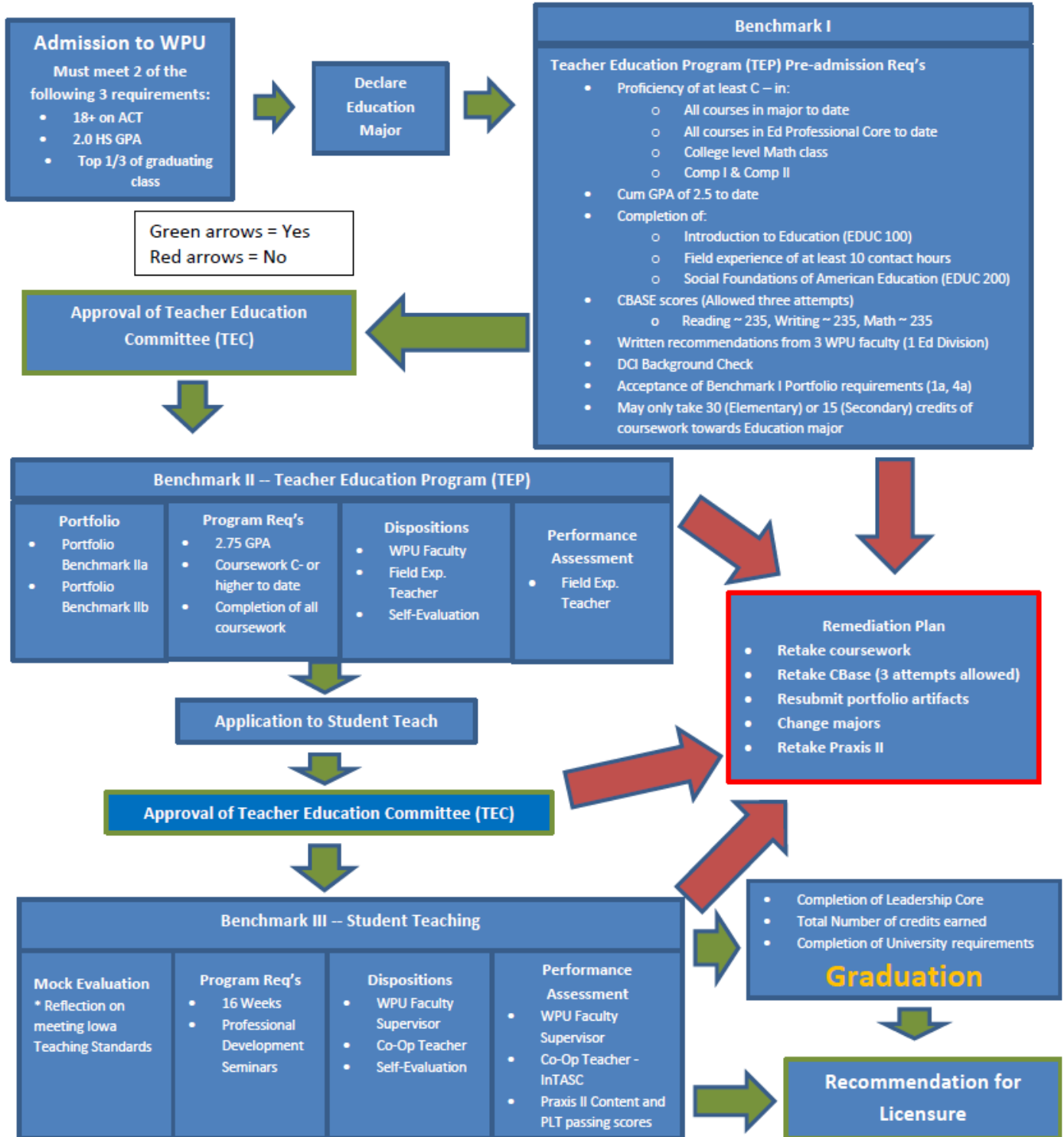
***Current CPR Certification and Concussion Training Certification*

PSYC 303	Developmental & Educational Psychology	3
SMGT 240+	Any Coaching Theory Class	2
KINS 160	First Aid	1
KINS 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

Assessment Framework for WPU Teacher Candidate (Effective May 2017)



Requirements for Admission to the Teacher Education Program

The State of Iowa requires prospective teachers to be accepted into a state approved Teacher Education Program. Students should apply to enter our program as soon as they have met the criteria listed below. Applications and faculty recommendation forms are available on this website. Information concerning the CBASE tests are available in the Education Office, located in Penn Hall Room 316 C or on Moodle: Education Information.

1. A grade of at least a "C-" in:
 - All courses in the major _____
 - All courses in the Education Division Professional Core _____
 - Composition I and II _____
 - A college-level math course (not a computer math course) _____
2. Cumulative grade point average of 2.50 in:
 - All courses in teaching major _____
 - Education Division Professional Core courses _____
 - All course work taken _____
3. A CBASE score
 - Reading 235 _____
 - Writing 235 _____
 - Mathematics 235 _____
4. Completion of EDUC:200, Social Foundations of American Education _____
5. Successful completion of a 15-hour First Field Experience _____
6. Written recommendation from three faculty members, with at least one reference from an Education Division faculty at William Penn University. _____

You will also be required to sign the following Statement of Fraud and provide a written explanation for any item to which you answered "yes."

Background Information:

*Have you ever had an education related license revoked or suspended? Yes___ No___ PR___

*Have you ever been convicted of a crime other than parking or traffic violation? Yes___ No___ PR___

*Have you ever been convicted of a felony? Yes___ No___ PR___

*Have you ever had a founded report of child abuse made against you? Yes___ No___ PR___

For any "Yes" response attach a written explanation on 8 ½ x 11" paper. Be sure to include the date of the violation. DO NOT explain on this application form. *If you have reported a "Yes" response on a previous application, check PR (previously reported) instead of "Yes" on this application if no further conviction(s) has occurred.

*Are you a United States citizen? Yes___ No___

If you answered "no," check if you are:

_____ a qualified alien (as defined in 8 U.S.C.A. 1641). If so, please provide appropriate documentation.

_____ an alien who is paroled into the United States under 8 U.S.C.A. 1182(d)(5) for less than one year.

(If so, please provide appropriate documentation.)

_____ a foreign national not physically present in the United States.

_____ other - Please provide a detailed explanation on a separate 8 ½ x 11" sheet of paper.

Statement of Fraud: An application will be considered fraudulent, and may be denied, if it contains any false representation or omission of material fact, or if false records are submitted in support of the application.

I certify under penalty of perjury and pursuant to the laws of the state of Iowa that the preceding information is true and correct.

Signature of Applicant

Date

August 6, 2018

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.**

Elementary Education Majors

May take up to **30 credit hours** of education required coursework prior to entrance of TEP (Special permission by faculty if a transfer student)

Secondary Education Majors

May take: up to **15 credit hours** of education required coursework prior to entrance of TEP (Special permission by faculty if a transfer student)

Student Personnel File Policy

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

- Completed Teacher Education Program Requirements - First Field Experience time sheet and cooperating teacher evaluation; EDUC 100 disposition; CBase results; 3 Faculty References; TEP application; and Portfolio Artifact Assessment Record
- Completed Benchmark IIa and IIb Requirements – Completed time sheets (evaluation/disposition) from 25-Hour Literacy/Math or 25-Hour General/Special Methods; EDSP 100 Field Experience time sheet & cooperating teacher evaluation
- Completed Student Teaching Requirements - Student Teaching Application, degree audit, resume, Portfolio Assessment Record, Field Experiences: time sheets, performance evaluation and dispositions (EDSP 390, EDUC 375, EASL 390, EASL 395 if applicable)
- 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

- EDUC 100 – 15 hours
- EDSP 100 – 15 hours
- EDUC 373 Literacy Field - 25 hours
- EDUC 379 Math Field - 25 hours
- General Secondary Methods - 25 hours
- Special Secondary Methods - 25 hours
- Student Teaching

WPU Education Division Evaluation of Dispositions for Pre-Service Teacher

Student: _____
School: _____

Date: _____
District: _____

In 1682, William Penn, the Quaker leader and Pennsylvania statesman for whom our university is named, wrote a letter of advice to his family. The points about which he wrote form a framework for the behaviors that should be demonstrated by pre-service teachers at William Penn University. Please make any additional comments on the reverse side of this form.

— = demonstrates negative behaviors	1 = not yet evident	3 = usually evident
0 = no opportunity to observe	2 = emerging, inconsistent	4 = consistently and strongly evident

Be Humble and Meek

— 0 1 2 3 4

Eager to continue learning
Respects authority
Accepts feedback graciously
Complies with rules and policies
Adjusts to meet others' needs; flexible

Be Just and Merciful

— 0 1 2 3 4

Is considerate of others
Leads by example
Works toward arriving at consensus
Is open-minded
Is committed to helping all students

Be Appreciative

— 0 1 2 3 4

Appreciates multiple perspectives
Is thankful
Contributes to an enthusiastic, positive climate

Be Patient and Temperate

— 0 1 2 3 4

Actively listens to others
Makes wise choices
Displays self-control

Be Generous and Thrifty

— 0 1 2 3 4

Uses time and resources wisely
Volunteers to assist others

Be Diligent

— 0 1 2 3 4

Is industrious and strives for excellence
Engages in professional development activities
Shows awareness of community resources
Is conscientious
Dresses appropriately

Have Integrity

— 0 1 2 3 4

Is reliable and honest
Completes assignments on time
Attends class regularly
Accepts responsibility for individual actions

Be Respectful

— 0 1 2 3 4

Is kind and courteous
Is responsible and cooperative team members
Shows respect for all learners and values diversity
Fosters culturally sensitive language and attitudes

- *I would welcome this student into my class for an additional field experience.*
- *I would recommend this student remain in the field of education.*
- *I would be willing to host another student in the future.*

Yes	No
Yes	No
Yes	No

Classroom Teacher, Cooperating Teacher or Administrator Signature

Date

August 6, 2018

William Penn University Education Division Benchmark Schedule Student Personnel File

Name _____ ID# _____

Major/Endorsement Areas _____

Academic Advisor _____ Anticipated Student Teaching Semester _____

Benchmark I - Freshman/Sophomore Year or 1st Semester for Transfer Students

Completion Date	Event/Assignment	General Criteria	Evaluators
	EDUC 100 - 15 hour EDSP 100 – 15 hour	Completed time sheets & cooperating teacher eval (EDUC100 disposition)	Education Faculty Cooperating Teacher(s)
	CBase	Reading, Writing, & Math – 235 (3 attempts allowed)	Division Chair of Education
	3 Faculty Recommendations	Positive recommendations (1 must be Ed Faculty)	Division Chair of Education
	Benchmark #1 - Portfolio Check -	Philosophy Statement – Standard 1 Two-day Field – Standard 4	Social Foundations and Introduction to Education Faculty
	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 2nd Semester for Transfer Students

Completion Date	Event/Assessment	General Criteria	Evaluators
	25-Hr Literacy/Math 25-Hr General/Special	Completed time sheets, (evaluation and disposition)	Supervising Methods Professor and Cooperating Teacher

Benchmark II b - Junior/1st Semester Senior Year or 3rd Semester for Transfer Students

Completion	Event/Assessment	General Criteria	Evaluators
	25-Hr Literacy/Math 25-Hr General/Special	Completed time sheets, evaluation and disposition	Supervising Methods Professor and Cooperating Teacher
	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
	Benchmark #II b – Portfolio Check –	– All artifacts due – November 15 or April 15 the semester prior to student teaching.	Education Division Faculty WPU Placement Coordinator
	Praxis II Score –	Content Score	

Benchmark III - Senior Year or Final Semester for Transfer Students

Completion	Event/Assessment	General Criteria	Evaluators
	Praxis II Score –	PLT Score	Licensure Official
	Student Teaching Documentation and Final Grade Report	Successful completion of student teaching requirements (InTASC Evaluation, dispositions)	WPU Placement Coordinator, Student Teaching Supervisor and Cooperating Teacher
	Application for Licensure/Fingerprints	Completed application, waiver, money order, and fingerprint card	WPU Placement Coordinator

August 6, 2018

Recommendation for Licensure			
	Degree Audit	Confirm acceptable grades, endorsements & coursework.	Licensure Official
	Praxis II	Confirm passing of Praxis II Tests	Licensure Official
Endorsement Field Experiences			
260 Instructional Strategist I K-8			
Completion Date	Event/Assessment	General Criteria	Evaluators
	EDSP 390 Special Education Practicum – 20 hours	Completed time sheets, evaluation	Supervising Methods Professor and Cooperating Teacher
261 Instructional Strategist I 5-12			
Completion Date	Event/Assessment	General Criteria	Evaluators
	EDSP 390 Special Education Practicum – 20 hours	Completed time sheets, evaluation	Supervising Methods Professor and Cooperating Teacher
148 Reading K-8			
Completion Date	Event/Assessment	General Criteria	Evaluators
	EDUC 375 Reading Practicum Practicum – 40 hours	Completed time sheets, evaluation	Supervising Methods Professor and Cooperating Teacher
104 ESL K-12			
Completion Date	Event/Assessment	General Criteria	Evaluators
	EASL 390 ESL Practicum K-6 Practicum – 25 hours	Completed time sheets, evaluation	Supervising Methods Professor and Cooperating Teacher
	EASL 395 ESL Practicum 7-12 Practicum – 25 hours	Completed time sheets, evaluation	Supervising Methods Professor and Cooperating Teacher
149 Reading K-8			
Completion Date	Event/Assessment	General Criteria	Evaluators
	EDUC 375 Reading Practicum Practicum – 40 hours	Completed time sheets, evaluation	Supervising Methods Professor and Cooperating Teacher

C-BASE 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. **Beginning August 6, 2016, students will have 3 opportunities to pass the test for entrance into the TEP.** Upon passing the CBase exam, a student may be considered for admittance to the William Penn University Teacher Education Program.

A student wishing to appeal this policy must submit a written request to the Education Division Chair within 30 days of receiving the score from your third attempt. This appeal will be accepted or denied by the Education Division Faculty. The letter should include (1) What you have done in the past to prepare for CBase testing and (2) What you will do to improve your score if allowed an additional attempt. Please keep in mind that this is an important request and should be prepared using professional writing.

C-BASE Testing Information 2018-2019

Testing takes place in Penn Hall 319. Wednesday nights at 7 pm and Saturday mornings at 9 am

- Individuals requiring accommodations must contact Cathy Williamson (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

Fall Semester

August 4, 2018 (9 am and 10 am)
September 12 and 15, 2018
November 10, 2018

Spring Semester

February 16, 2019
March 20 and 23, 2019

Register in the Education Office with Deb DeVos – 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.

English College BASE divides English into two clusters: reading and literature, and writing. The reading and literature cluster evaluates students' reading comprehension skills and students' knowledge of major literary terms, genres, figures, and works, with emphasis on British and American literature. The writing cluster evaluates students' prewriting, composing, and revising skills through a combination of multiple-choice questions and an essay.

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

University	Contact Person	Cost & Details
Central College	Natalie Spray, Office Manager,	sprayn@central.edu 641-628-5217
Coe College	Betsy Kigin, CBASE manager,	bkigin@coe.edu , 319-399-8575
Graceland University	Garnet Coulthard coulthar@graceland.edu 641.784.5391	https://my.graceland.edu/ICS/Resources/School Of Education/CBASE Testing Information.jnz Lamoni Campus –Wednesdays (Room 106 Resch Hall) 4:00 pm Sept 26, 2018 - register by Sept 21st Nov 14, 2018 - register Nov 9th Jan 23, 2019 - register by Jan 18th Ma 27, 2019 - register by Mar 22nd
Mt. Mercy Univ.	Jennifer Rasmussen, Ed. Chair,	jrasmussen@mtmercy.edu , 319-363-1323 X8888
Northwestern College	Wendell Kampman wendell.kampman@nwciova.edu	Laura Heitritter, Ed. Chair laura@nwciova.edu
Simpson College	Terry Trunnell, terry.trunnell@simpson.edu	Registration Form: http://simpson.edu/hawley/c-base/ Saturday, Sept 15, 2018 Saturday, Dec 1, 2018 Saturday, Feb 2, 2019 Sunday, Oct 21, 2018 Saturday, Mar 23, 2019 Saturday, May 11, 2019
Upper Iowa University	Jan O'Brien, administrative assistant, OBRIENJ@uiu.edu 563.425.5395	Testing Dates: (9 am-noon) Wednesday, Sept 5 th Wednesday October 31 st Location: Andes Center, Room 104 \$30

August 6, 2018

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 to enter the Teacher Education Program.
- Students should have approximately 12 artifacts submitted by February 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 requires the Mock Evaluation to be completed as a formative assessment of the Iowa Teaching Standards with an administrator or cooperating teacher during student teaching. This must be completed prior to being recommended for licensure by William Penn University.

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 to gain 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 390	Special Education Practicum	20 hours observing, assisting, & teaching
EDUC 100	Introduction to Education	15 hours observing
EDUC 360	D & T of Reading Difficulties	20 hours tutoring
EDUC 373	Elementary Fall Block - Literacy	25+ hours observing, assisting & teaching
EDUC 379	Elementary Spring Block - Math	25+ hours observing, assisting & teaching

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 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 390	Special Education Practicum	20 hours observing, assisting, & teaching

Additional Information of Authentic Learning for all Education Majors

LDRS 100	College Foundations	1 class service project within a classroom
EDUC 200	Social Foundations	1 hour Observation of a School Board Meeting
PSYC 303	Dev. and Ed. Psychology	2 hours Analyzing students in the classroom

Professional Growth through Diverse Clinical Experiences

Diverse clinical Setting Experience Policy: All candidates will experience diverse clinical settings. Opportunities for experiences will be in each of the following settings:

- Lower elementary K-4 (Middle School for secondary)
- Upper elementary 3-6 (High School for secondary)
- Low SES (above 50% Free & Reduced)
- High diversity (above 30% Ethnic diversity)
- Urban (Greater than 4,000 students in a district,)
- Rural (Less than 1,500 in a district)

Some candidates may have the opportunity to experience a private school setting, but we cannot guarantee that all candidates will have this opportunity. A list of schools in Iowa will be provided in the WPU Education Student Handbook regarding those with Low SES, high diversity and urban.

Department of Education Statistics Student Demographics (2017-2018 Statistics)

High Diversity 30%+

Ames – 33%	Columbus – 73%	Ottumwa – 37%	Storm Lake – 83%
Burlington – 33%	Davenport – 44%	Perry – 57%	Waterloo – 52%
CAL – 40%	Hampton-Dumont 43%	Postville – 66%	West Des Moines 35%
Cedar Rapids – 36%	Iowa City – 43%	Rock Valley – 35%	West Liberty – 58%
Clarion-Goldfield 35%	Marshalltown – 66%	Sioux Center – 36%	West Sioux – 39%
Clarke – 34%	Muscatine – 36%	Sioux City – 51%	
		S. Tama County – 50%	

Free and Reduced (Low SES)

Alta – 43.42%	Denison – 71.6%	Marshalltown – 67.2%	Seymour – 50.83%
Andrew – 39.26%	DM Ind. – 75.66%	Mason City – 48.06%	Shenandoah – 49%
Belmond-Klemme-53.92%	Eagle Grove – 63.78%	Mormon Trail – 50.22%	Sioux City – 58.18%
Burlington – 63.75%	East Union – 52.34%	Moulton-Udell – 52.8 %	South Page – 68.18%
CAL – 56.68	Gilmore City-Bradgate-69.57%	Murray – 46.95%	S. Tama County – 58.61%
Cardinal – 52.75%	Hamburg – 66.43%	Muscatine – 53.69%	Storm Lake – 73.4%
Central Decatur – 57.9%	Hampton-Dumont 54.7%	Newell-Fonda – 52.37%	Tri-County – 58.02%
Chariton – 53.13%	Harmony – 63.5%	North Kossuth – 59.14%	Twin Rivers – 48.84%
Charles City – 51.48%	Keokuk – 64.44%	Oelwein – 59.5%	Waterloo – 56.09%
Clarke – 58.37%	Lamoni – 53.25%	Olin C. – 53.52%	Wayne – 52.53%
Clinton – 62.18%	Laurens-Mara. 66%	Orient-Macksburg-63.09%	West Liberty – 58.66%
Columbus – 68.69%	Lenox – 47.71%	Perry – 73.75%	West Sioux – 54.79%
Council Bluffs – 58.47%	LuVerne – 71.93%	Postville – 79.58%	Whiting – 56.5%
Creston – 56.07%	Maple V/Anthon –54.5%	Red Oak – 63.67%	
Davenport – 62.3%	Maquoketa – 57.75%	Ruthven-Ayshire 57.1%	

Field Experience Documentation Protocols

EDUC 100: Intro to Education Field Experience Documentation protocol will be:

- EDUC 100 instructor will include expectation information from document [Pre-Student Teaching Clinical Expectations](#) for EDUC 100 on the syllabus.
- The [15 Hour Field Experience Request](#) document will be used for placement requests so placement coordinators can see available districts.
- If the candidate is a Para Educator, he/she will submit reflection paper and [EDUC 100 Verification form for Paras](#) to EDUC 100 instructor.
- The candidate or Instructor will then submit [EDUC 100 Verification form for Paras](#) to the WPU Education office.
- The Office Administrator will add the information to the Google Excel sheet, [Diverse Placements of Pre-Service Candidates](#) to begin the managing and tracking of diverse field experiences for the candidate.
- The verification form then will be put in student file for record of the 15 hours for EDUC 100

EDSP 100: Exceptional Field Experience Documentation protocol will be:

- EDSP 100 instructor will include information from document [Pre-Student Teaching Clinical Expectations](#) for EDSP 100 on the syllabus.
- The [15 Hour Field Experience Request](#) document will be used for placement requests, so placement coordinators can see available districts. If candidate is a Para Educator, he/she must request an experience in another district.
- The Office Administrator will add the information to the Google Excel sheet, [Diverse Placements of Pre-Service Candidates](#) to begin the managing and tracking of diverse field experiences for the candidate.
- The candidate will then submit the [15 Hour Field Experience Log and Evaluation](#) document to the instructor for grading and to the WPU Education Office.
- The documentation will then be put in student file for record of the 15 hours for EDSP 100.

Final 50 hours of clinical experience for Distance Learning Candidates protocol will be:

- Candidates will request placements using the [New 25 hr DRS- Lit and Math](#) form the Distance Learning Coordinator to see options of districts within a 30-mile radius, who reviews prior placements to manage and track current placement request, ensuring diverse experiences.
- The Distance Learning Coordinator will use the Google Excel sheet, [Diverse Placements of Pre-Service Candidates](#) to continue the managing and tracking of diverse field experiences for the candidate.

Final 50 hours of clinical experience for Face-to-Face Candidates protocol will be:

- Instructors will work with the campus placement coordinators to make placements for candidates. Instructors will have access to the Google Excel sheet, [Diverse Placements of Pre-Service Candidates](#) to review prior experiences.
- Campus placement coordinators will oversee all placements using the Google Excel sheet, [Diverse Placements of Pre-Service Candidates](#) to ensure diverse field experiences for the candidate.

Professional Development Opportunities ~ Professional Organizations

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 Papae Wymore, 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 Ed faculty.

Business

<http://www.acteonline.org>

Association for Career and Vocational Education

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

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

Physical Education and Health

<https://www.pgpedia.com/n/national-association-sport-and-physical-education>

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.teachtci.com/default.asp>

History Alive! Teacher's Curriculum Institute

<http://ncge.org>
<http://www.asanet.org>
<http://www.apa.org>
<http://www.cec.sped.org>
<http://www.historians.org>
<http://www.oah.org>

National Council for Geographic Education
American Sociological Association
American Psychological Association
Council for Exceptional Children
American Historical Association
Organization of American Historians

Other

<http://www.nea.org>
<http://www.nmsa.org>
<http://www.dhs.state.ia.us>
<http://www.boee.iowa.gov>
<http://www.ascd.org>

<http://www.iste.org>

National Education Association
National Middle School Association
Iowa Department of Human Services
Iowa Board of Educational Examiners
Association for Supervision and Curriculum
Development
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 16 weeks, with 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 pages 30-31).

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 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.

- www.isea.org (Student Rate: \$20/year)
- www.peiowa.org (Student Rate: \$20/year)

William Penn University Fees & Licensure Fees

1. Student Teaching fee - \$300.00 (Cooperating Teacher Stipend & Supervisor)
2. Students will be charged a \$100.00 graduation fee.
3. Licensure fee (paid to the Board of Educational Examiners) - \$85.00
4. Fingerprinting fee (paid to the Board of Educational Examiners) - \$75.00

August 6, 2018

William Penn University Student Teaching Placement Policy

The Education Division faculty is responsible for the placement and supervision of student teachers. In order to facilitate this process, the following placement policy has been adopted. Please read the policy thoroughly and then sign and date it, indicating that you will abide by the criteria stated below.

- Education Division faculty will make all contacts and placements of prospective student teachers.
- Students having special needs that should be considered when a placement is being made must attach a written request for accommodation to their Student Teaching Application.
- In order for the university to provide frequent and adequate supervision of student teachers, they must be placed in close proximity to William Penn. Requests for placements will begin in the Oskaloosa area and expand, as necessary, to within a 30-mile radius of the university.
- Student teachers will not be placed in a building where immediate family members are employed as certified or non-certified staff. *Immediate family* members include a student teacher's parents, in-laws, siblings, spouse/partner, and children. Student teachers should also not seek placement in a school where extended family members with whom they maintain close relationships are employed. Aunts, uncles, first cousins, and stepparents constitute *extended family* members.
- Once a potential placement is arranged, the student teacher will schedule a meeting with the cooperating teacher and, upon request, building administrator(s).
- A student teacher's placement is finalized upon the Education Division's receipt of the school's Building Consent Form. The prospective student teacher will be notified of their assignment at this time. Finalized placements will only be changed upon request of the cooperating teacher or administrator of the contracted school.

I agree to abide by the provisions of the above stated William Penn University Student Teaching Policy.

Name

Date

Completion of Student Teaching & Program Requirements prior to Licensure:

- _____ Completed Teaching Portfolio (Mock Evaluation)
- _____ Completed student teaching grade (Must be C- or higher)
- _____ Graduation Degree
 - 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 CAMS. Students will be charged a \$100.00 graduation fee.
- _____ Completed Praxis II Tests (Content \$120-\$146 & Pedagogy \$146)
 - According to Iowa statute, all teacher candidates graduating from an Iowa institution after January 1, 2013 must attain the qualifying score in both a **test of pedagogy and of content** before they can be recommended for licensure. **Praxis II – Principles of Learning and Teaching** & a content specific test, according to the Iowa Department of Education. <https://www.educateiowa.gov/pk-12/educator-quality/practitioner-preparation> (Current scores)
- _____ Completed CPR and Concussion training, if getting the Coaching Endorsement.
 - The BoEE recently voted to adopt amendments to Iowa Administrative Code that will require **current CPR certification** for certain coaches. The BOEE will accept any official CPR training through reputable organizations such as the following: American Heart Association, American Red Cross (online CPR only - \$78 for Adult), American Safety and Health Institute (ASHI), National Safety Council (NSC), Medic First Aid
 - Important Note: online only programs do not meet the OSHA first aid and training requirements and will not be accepted. This helpful website gives tips regarding online CPR certification scams. <http://news.hsi.com/onlineonlycpr> Contact: Steve Mitchell (steve.mitchell@iowa.gov)
 - **Concussion Training Certification** needed <http://nfhslearn.com/courses/61037/concussion-in-sports> (Free)

Requirements for Licensure:

- _____ Completed Fingerprints & waiver for background check
 - Fingerprints and waiver for a background check with \$75.00 must be completed and approved.
 - Check www.iowacourts.state.ia.us for your record. Include all situations
- _____ Paid Check to the BOEE for Fingerprints (\$75) and License (\$85) Total - \$160 (online - \$163)
- _____ Completed Teaching Licensure Application <http://www.boee.iowa.gov/licensure/apply.html>
 - Decide if applying for Initial or Substitute License. Sub only if not pursuing a job in any state

License Choices

1. **Initial License:** The initial license is granted to new graduates. It is valid for two years and may be renewed twice. There is no coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal of an initial license also requires proof of contracted employment that will lead to the standard license.
Recommended if you are getting a job immediately
2. **Substitute License:** The substitute license is valid for five years. This license is maintained separately from teaching licenses. The substitute license renewal requires one renewal credit OR 30 days of substitute teaching during the term of the license and the mandatory reporter training for child and dependent adult abuse.

Recommended if you plan to sub only

Praxis and CBASE Test Cut Scores - Effective Aug. 1, 2018

William Penn University

Education Division Code: R6943

C-BASE	
Content Area	Passing Score
Reading	235
Writing	235
Math	235

Praxis Core		
Core Test	Core Test #	Passing Score
Reading	5712	156
Writing	5722	162
Math	5732	150
PPST Test	PPST Test #	Passing Score
Reading	5712	156
Writing	5722	162
Math	5732	150

Praxis II					
End. #	Endorsement Area	Grade Level	Content Test	Test #	Score Needed
PLT	Principals of Learning & Teaching	K-6		5622	167
PLT	Principals of Learning & Teaching	7-12		5624	166
102	Elem. Classroom	K-6	El Ed: Content Knowledge	5018	151
120	English Language Arts	5-12	ELA: Content & Analysis	5039	164
137	Health	K-8	Health Ed.	5551	153
138	Health	5-12	Health Ed.	5551	153
140	Industrial Tech.	5-12	Tech. Ed.	5051	166
143	Mathematics	5-12	Math: Content Knowledge	5161	135
144	Music	K-8	Music: Content Knowledge	5113	154
145	Music	5-12	Music: Content Knowledge	5113	154
146	Physical Ed.	K-5	Physical Ed.: Content and Design	5095	158
147	Physical Ed.	5-12	Physical Ed.: Content and Design	5095	158
151	Biology	5-12	Biology: Content Knowledge	5235	149
152	Chemistry	5-12	Chemistry: Content Knowledge	5245	141
153	Earth Science	5-12	Earth & Space Sci: Content Knowledge	5571	148
1541	Basic Science	5-12	General Science: Content Knowledge	5435	145
156	Physics	5-12	Physics: Content Knowledge	5265	130
157	Am. Gov't	5-12	Government/Political Science	5931	150
158	American History	5-12	World & US Hist: Content Knowledge	5941	145
163	Psychology	5-12	Psychology	5391	156
165	Sociology	5-12	Sociology	5952	161
166	World History	5-12	World & US Hist: Content Knowledge	5941	145
186	All Social Studies	5-12	Social Studies: Content Knowledge	5081	150
1171	Business	5-12	Business Ed.	5101	157

Additional Endorsement #s:	Special Ed. Strat. I (K-8)	#260	English as a Second Language	#104
	Special Ed. Strat. I (5-12)	#261	Reading (K-8)	#148
	Athletic Coach	#101	Reading (5-12)	#149

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.teachiova.gov website to help send out applications for job opportunities.

Job Applications – www.teachiova.gov

- All applicants will apply for jobs via the Teach Iowa website. You will need a variety of items to upload such as: resume, cover letter, letters of recommendation from people who have observed you teach, and potentially your transcript. If you have questions when filling out the application, you may send an email to: TeachIowa@iowa.gov.

Mandatory Child and Adult Abuse Reporter Training <http://www.boee.iowa.gov/abuse.html>

- Required for substituting and acquiring a teaching position, encouraged for student teaching.
- This training should be available through Iowa AEA Online, ISEA UniServe office and other places.
- Note that the list of courses on the Department of Public Health site includes multiple types of courses. Only those programs that are designated TYPE 3 meet Iowa license renewal requirements.

Adding an endorsement outside of area endorsed – Class B

- If you accept a position outside of your endorsements, you must get a class B license with the assistance of your employer. Information may be found on the BOEE website – <http://www.boee.iowa.gov/forms/classb.pdg>

Coaching Authorization:

The coaching authorization is valid for five years. Applicants need to be at least 18 years old and complete the coaching authorization requirements. More information about the coaching authorization and renewal requirements can be found at www.coaching.iowa.gov.

- If Coaching Authorization is needed prior to student teaching (Background Check \$75, Authorization application cost) http://www.boee.iowa.gov/how_do_i/coach/a.html
- CPR Training and Concussion Training are both required.
-

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 1st Semester for Transfer Students

Completion	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
	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

STOP - Candidates MUST be in TEP prior to First 25-Hour Field Experience
May NOT take more than 30 education credits (Elementary)
or 15 education credits (Secondary) if NOT in the TEP

Benchmark II a - Sophomore/Junior Year or 2nd Semester for Transfer Students

Completion	Event/Assessment	General Criteria	Evaluators
	25-Hr Literacy/Math 25-Hr General/Special	Completed time sheets (evaluation and disposition) documented. Journal reflections, reflection paper, lesson plans, and 2 cooperating teacher evaluations of lessons and experience	Supervising Methods Professor and Cooperating Teacher
	Benchmark #II a - Portfolio Check – 7 Artifacts	7 more artifacts <i>due October 1 or February 1</i> following completion of first 25-Hour Field Experience (OCP 2017)	Education Division Faculty
	Cumulative Grade Point Average	2.5 maintained in all courses taken at William Penn University	Division Chair of Education

Benchmark II b - Junior/1st Semester Senior Year or 3rd Semester for Transfer Students			
Completion Date	Event/Assessment	General Criteria	Evaluators
	Second 25-Hour Field Experience 25-Hr Literacy/Math 25-Hr General/Special	Completed time sheets (evaluation and disposition) documented. Journal reflections, reflection paper, lesson plans, and 2 cooperating teacher evaluations of lessons and experience	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 – 12 Artifacts	Final 12 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, unless completing for a final project.</i>	Education Division Faculty WPU Placement Coordinator
	Praxis II Score	Content Score – <i>must take prior to student teaching</i>	Licensure Official
Benchmark III - Senior Year or Final Semester for Transfer Students			
Completion	Event/Assessment	General Criteria	Evaluators
	Praxis II Score –	Passing PLT 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 ST Supervisor
	Application for Licensure/Fingerprints	Completed application, waiver, money order, and fingerprint card	WPU Placement Coordinator
Recommendation for Licensure			
	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

Program of Study – Elementary Education (Campus Students)
(option of Reading K-8 and Strategist I K-8 endorsements)
4-year student (On-line Portfolio Artifacts)

Fall <u>Freshman</u>			Spring <u>Freshman</u>		
EDUC 100	3 (15 hr field Exp. Portfolio 4a)		EDUC 200	3 (Portfolio 1a & CBase)	
LDRS 100	2		EDSP 100	3 (15 hr Field Exp)	
LDRS 101/090	3		MATH 206	3 (Portfolio 2a)	
MATH 090/MATH 100	3/4		LDRS 102/101	3	
RELI or HIST	3		LDRS 105/HIST/RELI	3	
	14/15 - Total Credits		PHSC 100	3 (Portfolio 2a)	
				18 - Total Credits	
All Documentation of Field Experience Hours must be submitted to the Education Office.					
STOP – May only take 30 hours of education courses prior to TEP					
Fall <u>Sophomore</u>			Spring <u>Sophomore</u>		
	Enter TEP				
HIST/RELI/LDRS 220	3		LDRS 200/220	3	
MATH 205	3 (Portfolio 2a)		HIST 230	3 (Portfolio 2a)	
EDUC 218	2 (Portfolio 2a)		EDUC 265	3	
EDUC 203	3 (Portfolio 2a)		EDUC 355	3 (Portfolio 6b)	
LDRS 102/200	3		EDSP 280	2 (Portfolio 8b)	
BIOL 111/216	3 or 4		EDSP 270/290	4 (Strategist I Endorsement course)	
	17/18 - Total Credits 23 Ed Cr.			18 - Total Credits 35 End. Cr.	
Fall <u>Junior</u>		STOP	Spring <u>Junior</u>		STOP
			May 1 – Submit ST application		
LDRS 290	1	GPA			GPA
EDUC 240	2	2.5	EDUC 365	3	2.75
EDUC 350	3 (Portfolio 6a)		<u>Spring Block:</u>		
<u>Fall Block:</u>		Field	EASL 250	3	Field
EDSP 385	3 (Portfolio 1c, 3a, 4c)	Exp	EDUC 372	3	Exp.
EDUC 370	3	Credit	EDUC 379	0 (Portfolio 2b, 5c, 7c, 8c)	Credit
EDUC 373	0 (Portfolio 2b, 5b, 7c, 8c)		25-hour Math Field Experience		
25-hour Literacy Field Experience			EDUC 374	3	
EDUC 378	3 (Portfolio 3b)		EDUC 376	3	
	15 - Total Credits		15 - Total Credits		
Fall <u>Senior</u>		STOP	Spring <u>Senior</u>		
Praxis II Content prior to Student Teaching			Praxis II PLT prior or during student teaching		
EDSP 360	3	GPA			
EDSP 370	3 (Portfolio 5a)	2.75	Student Teaching 14 credits		
PSYC 303	3 (Portfolio 1b)		16 weeks long (2 – 8-week placements)		
LDRS 390	3	C- or higher			
EDSP 390	1 (Strategist I Endorsement)				
EDUC 375	3 (Reading Endorsement)	All portfolio			
	16 - Total Credits				

Course of Study Plan for Elementary Education (Campus Students)

Transfer Student

All Documentation of Field Experience Hours must be submitted to the Education Office.

Coming in with an AA (maybe 9 credits max - EDUC 100, EDSP 100, EDUC 265 possibly)

Fall Junior		Enter TEP	STOP	Spring Junior		Enter TEP
EDUC 100	3 (15 hr field Exp. Portfolio 4a)			EDSP 100	3 (15 hr fld exp - Port. 4a)	
or			May only	MATH 206	3 (Portfolio 2a)	
EDUC 200	3 (Portfolio 1a & CBase)		take 30	PHSC 100	3 (Portfolio 2a)	
MATH 205	3 (Portfolio 2a)		hours of	HIST 230	3 (Portfolio 2a)	
EDUC 218	2 (Portfolio 2a)		education	EDUC 265	3	
EDUC 203	3 (Portfolio 2a)		courses	EDUC 355	3 (Portfolio 6b)	
EDUC 240	2		prior to			
EDUC 350	3 (Portfolio 6a)		TEP			
LDRS 290	1					18 - Total Credits
	17 - Total Credits					
Fall Junior		December 1 – Submit ST application	STOP	Spring Junior		STOP
EDUC 365	3			Praxis II Content prior to ST		
PSYC 303	3 (Portfolio 1b)		GPA	EDSP 280	2 (Portfolio 8)	GPA
<u>Fall Block:</u>			2.75	EDSP 360	3	2.75
EDSP 385	3 (Portfolio 1c, 3a, 4c)		Field	<u>Spring Block:</u>		Field
EDUC 370	3		Exp	EASL 250	3	Exp
EDUC 373	0 (Portfolio 2b, 5b, 7c, 8c)		Credit	EDUC 372	3	Credit
25-hour Literacy Field Experience				EDUC 379	0	
EDUC 378	3 (Portfolio 3b)				(Portfolio 2b, 5c, 7c, 8c)	C- or higher
EDSP 370	3 (Portfolio 5a)			25-hour Math Field Experience		
	21 - Total Credits			EDUC 374	3	
				EDUC 376	3	All
					17 - Total Credits	portfolio
Fall Senior		Praxis II PLT prior or during student teaching				
EDUC 400: Student Teaching	14 credits					
16 weeks long (2 – 8-week placements)						
LDRS 390	3					
	17 Credits					

Program of Study – Secondary Education (Campus Students)			
4-year student			
All Documentation of Field Experience Hours must be submitted to the Education Office.			
Fall Freshmen		Spring Freshmen	
EDUC 100	3 (15 hr field Exp. Portfolio 4a)	EDUC 200	3 (Portfolio 1a & CBase)
LDRS 100	2	MATH 105	3
LDRS 101/090	3	LDRS 102/101	3
LDRS 105 or MATH 090	3/4 MATH 090/MATH 100	LDRS 105/HIST/RELI	3
RELI or HIST	3	Content class	3
	14/15 - Total Credits		15 - Total Credits
STOP – May only take 15 hours of education courses prior to TEP			
Fall Sophomore		Spring Sophomore	
	Enter TEP		
EDSP 100	3 (15 hr Field Exp.)	LDRS 200/220	3
HIST/RELI/LDRS 220	3	Content Course	3 (Portfolio 2a)
MATH 105	3	Content Course	3 (Portfolio 2a)
Content Course	3 (Portfolio 2a)	EDUC 350/355	3 (Portfolio 6a/6b)
LDRS 102/200	3	BIOL 111/216	3 or 4
	15- Total Credits		15/16 - Total Credits
Fall Junior		STOP	Spring Junior
			May 1 – Submit ST application
LDRS 290	1	GPA	
EDUC 355/350	3 (Portfolio 6b/6a)	2.5	EDSP 387
Special Methods	3 (Portfolio 2b, 5b, 7c)		3 (Portfolio 1c, 3a, 4c)
Field Experience	0	Field	EDUC 365
Content Course	3 (Portfolio 2a)	Exp	3
Content Course	3 (Portfolio 2a)	Credit	General Methods
Content Course	3		3 (Portfolio 2b, 3b, 5a, 7c)
	16 - Total Credits		Field Experience
			0
			Content Course
			3
			Content Course
			3
			EDUC 360
			1 (Portfolio 8b)
			16 - Total Credits
Fall Senior		STOP	Spring Senior
Praxis II Content taken prior to student teaching			Praxis II PLT prior or during student teaching
Content Course	3	GPA	
Content Course	3	2.75	Student Teaching
Content Course	3		14 credits
PSYC 303	3 (Portfolio 1b)	C- or higher	16 weeks long (2 – 8-week placements)
LDRS 390	3	All portfolio	
	15 Total Credits		

Course of Study Plan for Secondary Education (Campus Students) Transfer Student				
Coming in with an AA (maybe 9 credits max - EDUC 100, EDSP 100, content course possibly) All Documentation of Field Experience Hours must be submitted to the Education Office.				
Fall Junior Enter TEP EDUC 100 3 (15 hr field exp - Portfolio 4a) Or EDUC 200 3 (Portfolio 1a & CBase) EDUC 350 3 (Portfolio 6a) LDRS 105 3 Content/Gen Req 3 (Portfolio 2a) Content 3 (Portfolio 2a) Content 3 (Portfolio 2a) 18 - Total Credits	STOP May only take 15 hours of education courses prior to TEP	Spring Junior EDSP 100 3 (15 hr fld exp - Port. 4a) EDUC 355 3 (Portfolio 6b) Content 3 (Portfolio 2a) Content 3 (Portfolio 2a) Content 3 (Portfolio 2a) Content 3 18 - Total Credits		
Fall Junior December 1 – Submit ST application LDRS 290 1 PSYC 303 3 (Portfolio 1b) <u>Special Methods</u> 3 (Portfolio 2b, 5b, 7c) <u>Field Experience</u> 0 EDUC 360 1 (Portfolio 8b) Content 3 Content 3 Content 3 17 - Total Credits	STOP GPA 2.75 Field Exp Credit	Spring Junior Praxis II Content taken prior to ST EDSP 387 3 (Portfolio 1c, 3a, 4c) EDUC 365 3 Content 3 <u>Gen Methods</u> 3 (Port. 2b, 3b, 5a, 7c) <u>Field Experience</u> 0 Content 3 LDRS 390 3 18 -Total Credits	STOP GPA 2.75 Field Exp Credit C- or higher All portfolio	
Fall ____Senior ____ Praxis II PLT prior or during student teaching EDUC 400: Student Teaching 14 credits 16 weeks long (2 – 8-week placements) 14 Credits				

Fall 2018 BA Program– The following program of study shows your entire program from start to finish for the BA degree and teacher certification in Elementary Education through WPU's Distance Learning Program. Addition of endorsement courses may add additional time to the schedule.

Section 20: Full semester

Section 21: First 8 weeks

Section 22: Second 8 weeks

Fall 2018				
LDRS 103 Education for Success	3	M	5:30	21
EDUC 200 Social Foundations	3	M	5:30	22
LDRS 101 Comp I	3	OLE	-	38
LDRS 105 Computers	3	OLE	-	39
EDSP 100 Exceptional Learner	3	Th	5:30	21
EDUC 376 Elem Sci Methods	3	S	9-12	20
Total field hours	15			
Total credit hours	18			
Must be accepted into TEP this Spring				
Spring 2019				
EDUC 100 Intro to Education	3	M	5:30	21
MATH 205 Math for Elem Ed I	3	M	5:30	22
LDRS 220 Arts & Society I	3	Arr	-	20
EDSP 370 Educational Assessment	3	Tu	5:30	21
ART 240 Fine Arts Methods	2	Tu	5:30	22
LDRS 290 Quaker Values	1	Arr	-	20
PHSC 100 Physical Science for Elem Ed	3	Th	5:30	22
Total field hours	15			
Total credit hours	18			
STOP! Must be accepted into TEP				
Fall 2019				
MATH 206 Math for Elem Ed II	3	M	5:30	21
EDUC 265 Children's Literature	3	Tu	5:30	21
LDRS 200 Principles of Communication	3	OLE	-	38
EDUC 372 Elem Math Methods	3	S	9-12	20
EDUC 378 Elem Social Studies Methods	3	S	12-3	20
EDUC 379 25 Hour Field	0	Arr	-	20
Total field hours	25			
Total credit hours	15			
Spring 2020				
EDSP 385 Differentiated Instruction K-6	3	Tu	5:30	21
EDUC 350 Media Methods	3	Tu	5:30	22
EDSP 360 Diagnosis/Treatment of Reading Difficulties	3	S	12-3	20
EDUC 374 Elem Lang. Arts Methods	3	S	9-12	20
RELI 300 Comparative Religion	3	OLE	-	38
EDUC 203 Reading Foundations	3	Th	5:30	22
Total field hours	20			
Total credit hours	18			
Fall 2020				
EDUC 355 Classroom Mgmt.	3	Tu	5:30	21
EDUC 365 Human Relations	3	Tu	5:30	22
PSYC 303 Dev & Ed Psych	3	Th	5:30	21
EDSP 280 Collaboration Strategies	2	Th	5:30	22
HIST 217 American Hist Perspectives	3	Ind	-	20
PHLE 216 Elem PE & Health Methods	2	S	12-3	20
Total field hours	-			
Total credit hours	16			
Spring 2021				
EDUC 370 Teaching Reading	3	M	5:30	20
LDRS 390 Contemporary Leadership	3	M	5:30	22
EDUC 373 25 Hour Field	0	Arr	-	20
EASL 250 Language Acquisition	3	Th	5:30	21
HIST 230 History for K-8 Teachers	3	Online	-	20
EDUC 375 Reading Practicum	3	Arr	-	20
Total field hours	65			
Total credit hours	15			
Fall 2021				
EDUC 400 Elem Student Teach	14			

August 6, 201

WPU Education Division Benchmark Assessment Progress & Remediation Plan

	Benchmark I	Benchmark IIa	Benchmark IIb	Benchmark III	Program Completion
When Checkpoint Occurs	Prior to TEP	Post TEP	Post TEP	Student Teaching - Last semester preferred	Last two semesters
How Candidate is Assessed	15 hour Field Experience * Teacher evaluation, disposition, timesheet, journal, reflective paper on teaching strategies and experience	1 st 25-hour Field Experience * Teacher InTASC evaluation, disposition, timesheet, journal, 2 lesson evaluations reflection paper	2 nd 25-hour Field Experience *Teacher InTASC evaluation, disposition, timesheet, journal, 2 lesson evaluations, reflection paper	Cooperating Teacher InTASC Evaluation, Disposition, Journal, Reflection paper, Video reflection, observations	Praxis II PLT Praxis II Content
	Licensure Portfolio Artifacts (1a, 4a)	7 Licensure Portfolio Artifacts	12 Licensure Portfolio Artifacts	ITS Mock Evaluation with artifacts of evidence	
	Overall GPA 2.5	Maintain GPA 2.5	GPA 2.75		
	Coursework: C- or higher to date · EDUC 100: Intro to Education · EDUC 200: Social Foundations State Requirements: · Composition I and II · Mathematics	Coursework: C- or higher in all education professional core, major and state required courses to date: · Lab science · Survey history · Speech · Computers & Tech	Coursework: C- or higher in all education professional core, major and state required courses to date: · Lab science · Survey history · Speech · Computers & Tech	Student Teaching Grade · C- or higher in Performance Evaluation	
	TEP Application Faculty References (3) * Disposition and content		Student Teaching App * Advisor Recomm. * Chair Recommendation * Resume	DE Workshop Seminar License Application	
	CBase - 235 score required for each sub-test (3 attempts allowed) * Math, Reading, and Writing		Praxis II Content	Praxis II PLT	
Progress Plans for Success	Move to Benchmark IIa	Move to Benchmark IIb	Move to Benchmark II	Graduation	Licensure Recom.

Elementary Education Assessment Progress & Remediation Plan					
	Benchmark I	Benchmark IIa	Benchmark IIb	Benchmark III	Completion
Progress plan options for Remediation	Retake coursework if below C- or lower than a 2.5 GPA Retake CBase (Three attempts allowed), if not passed, denied TEP Unsuccessful field experience * Repeat EDUC 100 * Counsel out of major Resubmit portfolio artifacts Faculty recommendations with reservations require advisement	Retake coursework if below C- or lower than a 2.5 GPA Cooperating Teacher evaluation indicating major concerns requires advisement and a plan of action created. If this is a pattern from Benchmark I, student likely advised out of major. Resubmit portfolio artifacts	Retake coursework if below C- or lower than a 2.75 GPA Cooperating Teacher evaluation indicating major concerns requires advisement and a plan of action created. If this is a pattern from Benchmark I or IIa, student likely advised out of major. Resubmit portfolio artifacts	Failure to complete student teaching with a C- or higher requires advisement and a plan of action created. Resubmit portfolio artifacts Retake Praxis II tests Failure to pass background check results in denial of teaching license.	
Course of Study	Benchmark I	Benchmark IIa	Benchmark IIb	Benchmark III	Completion
Elementary May take up to 30 credit hours of education required coursework prior to entrance of TEP. (Special permission by faculty if a transfer student) *With consent of instructor	Must take: EDUC 100, EDUC 200, LDRS 101, LDRS 102, and MATH 205 or MATH 206 May take: ART 240, EASL 250, EDSP 100, EDSP 280, EDUC 203, EDUC 265, EDUC 350, EDUC 365, HIST 230, MATH 205, MATH 206, PHLE 216, PHSC 100 May not take: *EDSP 370, *EDSP 385, *EDUC 355, *EDUC 374, *EDUC 376, *EDUC 378, EDSP 360, EDUC 370, EDUC 372, EDUC 400, PSYC 303	Must take: MATH 205 or MATH 206, EDSP 100, EDUC 203 May take: ART 240, EASL 250, EDSP 280, EDSP 370, EDSP 385, EDUC 265, EDUC 350, EDUC 355, EDUC 365, EDUC 370, EDUC 372, EDUC 374, EDUC 376, EDUC 378, HIST 230, PHLE 216, PHSC 100, May not take: *EDSP 360, EDUC 400, *PSYC 303	Must take: EDSP 360, PSYC 303, and remaining education coursework May take: ART 240, EASL 250, EDSP 280, EDSP 370, EDSP 385, EDUC 265, EDUC 350, EDUC 355, EDUC 365, EDUC 370, EDUC 372, EDUC 374, EDUC 376, EDUC 378, HIST 230, PHLE 216, PHSC 100, May not take: EDUC 400	Must take: EDUC 400	

Secondary Education Assessment Progress & Remediation Plan					
	Benchmark I	Benchmark IIa	Benchmark IIb	Benchmark III	Completion
Progress plan options for Remediation	Retake coursework if below C- or lower than a 2.5 GPA Retake CBase (Three attempts allowed), if not passed, denied TEP Unsuccessful field experience * Repeat EDUC 100 * Counsel out of major Resubmit portfolio artifacts Faculty recommendations with reservations require advisement	Retake coursework if below C- or lower than a 2.5 GPA Cooperating Teacher evaluation indicating major concerns requires advisement and a plan of action created. If this is a pattern from Benchmark I, student likely advised out of major. Resubmit portfolio artifacts	Retake coursework if below C- or lower than a 2.75 GPA Cooperating Teacher evaluation indicating major concerns requires advisement and a plan of action created. If this is a pattern from Benchmark I or IIa, student likely advised out of major. Resubmit portfolio artifacts	Failure to complete student teaching with a C- or higher requires advisement and a plan of action created. Resubmit portfolio artifacts Retake Praxis II tests Failure to pass background check results in denial of teaching license.	
Course of Study	Benchmark I	Benchmark IIa	Benchmark IIb	Benchmark III	Completion
Secondary May take: up to 15 credit hours of education required coursework prior to entrance of TEP. (Special permission by faculty if a transfer student) *With consent of instructor	Must take: EDUC 100, EDUC 200, LDRS 100, LDRS 101, LDRS 102, and MATH 105 May take: EDSP 100, EDUC 350, EDUC 365, courses in major content May not take: *EDSP 387, *EDUC 355, EDUC 360, EDUC 401, PSYC 303	Must take: EDSP 100, May take: EDSP 387, EDUC 350, EDUC 355, EDUC 360, EDUC 365, EDUC 380/EDUC 381, Special methods course and field experience, courses in major content May not take: EDUC 401, *PSYC 303	Must take: EDUC 360, PSYC 303, and remaining education coursework May take: EDSP 387, EDUC 350, EDUC 355, EDUC 365, EDUC 380/EDUC 381, Special methods course and field experience, courses in major content May not take: EDUC 401	Must take: EDUC 401	

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"> • Timesheet Verification • Disposition <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper
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 <u>another district</u>, to gain a new experience.</p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> • Timesheet Verification • Disposition <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper
Literacy (Elementary)	EDUC 370	25	<p>Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach three 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 <u>another district</u>, to gain a new experience.</p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> • Timesheet Verification • Disposition • Evaluation of the InTASC • Two formal lesson evaluations <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper
Math (Elementary)	EDUC 372	25	<p>Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach three 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 <u>within the school district</u>, but not within the same building employed.</p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> • Timesheet Verification • Disposition • Evaluation of the InTASC • Two formal lesson evaluations <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper

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"> • Timesheet Verification • Disposition <u>Instructor Feedback</u> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper
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"> • Timesheet Verification • Disposition <u>Instructor Feedback</u> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper
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"> • Timesheet Verification • Disposition • Evaluation of the ten InTASC standards • Two formal lesson evaluations <u>Instructor Feedback</u> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper
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"> • Timesheet Verification • Disposition • Evaluation of the ten InTASC standards • Two formal lesson evaluations <u>Instructor Feedback</u> <ul style="list-style-type: none"> • Journal reflections • Reflection Paper

Portfolio Artifact Assessment Record

Name _____

Artifact entry blocks will be dated and initialed by an Education Division faculty reviewer upon evaluation and acceptance of each artifact. Upon portfolio completion, students will have 4 scored artifacts for each standard.

	Benchmark I Due prior to Admission to the Teacher Education Program	Benchmark II a Due October 1 or February 1 following the First Method/Block Course	Benchmarks II b Due November 15 or April 15 prior to Student Teaching Experience			Benchmark III Mock Evaluation completed during Student Teaching with a reflection of the experience.
Standard 1	1a – Philosophy (EDUC 200)		1b – Piaget Case Study & Lesson (PSYC 303)	1c – IEP (EDSP 385/387 or EDSP 370)		
Standard 2		2a – Selection of tests/projects from 3 courses Dyslexia Training	2b – Lesson, reflection, formal evaluation (Elem or Sec. field experience)			
Standard 3		3a – Lesson with accommodations (EDSP 385/387)	3b – Unit plan (EDUC 378/EDUC 380)			
Standard 4	4a – 1 st Field Experience & Reflection Paper (EDUC 100)	4b – ICELS Chart (EDSP 100)	4c – Unit Plan with differentiation (EDSP 385/387)			
Standard 5		5a – Examples of assessment (EDSP 370, EDUC 380)	5b – Authentic Evaluation (Literacy Field Exp, Secondary Methods)	5c – Lesson created using assessment to analyze (Math Field Exp, General Meth)		
Standard 6		6a – Substitute Folder (EDUC 350)	6b – Classroom Management Plan (EDUC 355)			
Standard 7		7a – 10 hours volunteer or work with youth verification and reflection	7b – Documented membership and active participation with reflection	7c – Field Experience Reflection (Elementary Field Exp, Secondary Field)		
Standard 8		8a – Acceptance into TEP with CBase Scores	8b – Teacher Interview/ Collaboration Project (EDSP 280, EDUC 360)	8c – Evaluation of Dispositions *Completed by faculty *Self-reflection paper *Cooperating Teacher		

August 9, 2018

Table F-1 Fulltime Faculty

Faculty Member	Pre-College Teaching Experience	College Teaching Experience	Academic Rank/Title	Highest Academic Degree	Institution(s) and Year(s)	Field (s)	Department	Teaching & Administrative Assignments
Robb Beane	K-12 teaching Principal	4 years	Instructor	MS Principal Certification Teaching Certification BS	University of Illinois at Urbana-Champaign 2007 University of Northern Iowa, 2010 Upper Iowa University, 2001 Iowa State University, 1997	Med Curriculum Technology and Ed Reform Ed Leadership/Principalship Teaching Certification Forestry	Education	BIOL 111 EDUC 350 PHSC 100 EDUC 100 EDUC 200
Susan Boxler	6th grade teacher; 4 years Elementary Teacher; 2 years Pre-School Teacher; 1 year	8 years	Assistant Professor	MA BS	Olivet Nazarene University, March 2004 Ball State University, December 1989	Education Elementary Education,	Education	EDUC 100 EDUC 265 EDUC 355 EDUC 376* LDRS 390* DL Director
Breanne Garrett (TEC)	High School Math; 5 years	7 years	Assistant Professor	MA BA	University of Iowa, December 2010 Central College May 2006	Math Education Mathematics	Mathematics	EDUC 388/389 MATH 205 MATH 206
Stephen Henderson	5 th grade; 5 years Middle School; 1 year	5 years	Associate Professor	Ed.D. ASC Advanced Studies Certificate MA BA	University of Northern Iowa American Public University Trinity Christian College	Educational Leadership and Administration History, History, Minor-Sec. Ed, Strat I	Education	EDUC 100 EDUC 374 EDUC 378* EDUC 395 EDUC 396 HIST 230
Dana Oswald	Guidance Counselor; 7 years Elementary Teacher; 4 years Special Ed K-8; 1 year	11 years	Assistant Professor	MA BA	Iowa State University William Penn University (College)	Guidance Counseling; Elementary Education Strategist I	Education	EDUC 100 EDUC 400-5 EDSP 400-2 PSYC 303

Faculty Member	Pre-College Teaching Experience	College Teaching Experience	Academic Rank/Title	Highest Academic Degree	Institution(s) and Year(s)	Field (s)	Department	Teaching & Administrative Assignments
Papae Wymore	Elementary Teacher; 13 years 6-8 At Risk Coordinator; 2 years	2 years	Instructor	MA BA	Virterbo Buena Vista University	Elementary Education	Education	EDSP 360 EDUC 100 EDUC 265 EDUC 355 EDUC 370 EDUC 374 EDUC 375
Melissa Schettler	Elementary Teacher; 9 years	0 years	Instructor	MA BA	University of Iowa, 2015 University of Iowa, 2009	Elementary Education, Developmental Reading	Education	LDRS 100 EDUC 203 EDUC 355 EDUC 115
Rozanne Warder	Middle School BD Teacher Elementary BD Teacher Alternative HS Principal Student Services/ Special Education Director Morningside College Education Professor CEO Take Action Consulting	4 years		MA + BA	University of Northern Iowa Truman State University of Nebraska University of South Dakota	K-8 General Educations teaching Special Education School Administration	Education	EDSP 360 EDSP 370 EDSP 385 EDSP 365
Cathy Williamson	Strategist I Teacher; 8 years	12 years	Associate Professor	MA BA	Morningside College, 2004 Buena Vista College, 1994	Strategist I Secondary Education	Education	EDSP 290* EDSP 270 EDUC 380/381* EDSP 387* EDSP 390* LDRS 100 Chair, Education Division

Table F-1 Part-time/Adjunct Faculty

Faculty Member	Pre-College Teaching Experience	College Teaching Experience	Academic Rank/ Title	Highest Academic Degree	Institution(s) and Year(s)	Field (s)	Department	Teaching Assignments, Administrative Assignments
Stacy Bandy	Current high school principal, 10 years PE Teacher, 8 years	2 years	Adjunct	M.S.Ed. BA	Northwest Missouri State Central College	Secondary Admin Physical Ed	Education	EDUC 200*
Ben Campbell	AP instructor	4 years	Adjunct	MA BS	Iowa State University Iowa State University	Mathematics Agricultural Systems Technology	Education Math	MATH 205* MATH 206*
** Bill Cox	Taught HS Social Studies Retired Superintendent and Principal	6 years	Adjunct	Supt. Certification MA BA	Iowa State University Truman State University University of Northern Iowa	Superintendent Certification Counseling History (certified in U.S. History, World History, Gov't, & PE)	Education	EDUC 100 EDUC 380 HIST 217* HIST 332*
Joanne Cram	HS and College Incarcerated Students 5 th Grade, 3 years	2 years	Adjunct	MA BA	Lesley University Central Washington University	Creative Arts in Learning, MI Elementary/Special Education	Education	EDSP 280 EDUC 372 EDUC 376
** Julie Davis	Current public school teacher	None	Adjunct	MA BA	Morningside College (May 2017) Wartburg College, 1997	Professional Educator (ESL) Elementary Ed / Early Childhood	Education	ESL* Endorsement Classes
Suann Evans	Current public school art teacher		Adjunct	Masters coursework BA	Iowa State University Iowa State University	Education Art Education K-12	Education	EDUC 240
** Jessica Foley	Current public school teacher	3 year	Adjunct	MA ELL End. BA	Morningside College, 2014 Morningside, 2014 Iowa State University, 2008	Professional Educator Elementary Education K-6	Education	EDSP 280 EASL 250* EDUC 203 EDUC 265 EDUC 370
Amy Fuller-	Current PE teacher	3 years	Adjunct	MA	University of Northern Iowa,	Physical Ed	Education	EDUC 218

Belding				BA	1992 Wartburg College, 1988	Teaching/Coaching Physical Education		
Faculty Member	Pre-College Teaching Experience	College Teaching Experience	Academic Rank/ Title	Highest Academic Degree	Institution(s) and Year(s)	Field (s)	Department	Teaching Assignments, Administrative Assignments
** Lindsay Garvin	Current Public School Teacher	7 years	Adjunct	MA BA	Dominican University, 2010 University of Iowa 2004	English as a Second Language Spanish and ESL Education	Education	ESL* Endorsement Classes
** Mike Goudy	Current High School Science Teacher; 18 years teaching	10 years	Adjunct	MA BA AA	University of Northern Iowa; 2009 William Penn University, 1999 Indian Hills Community College, 1993	Science Education Secondary Education – Biology & Chemistry	Education	BIOL 111* EDUC 393 EDUC 394
Betsy Luck	Current PE Teacher, 18 years teaching	2 years	Adjunct	MA BA	Viterbo University, 2009 Wartburg, 2000	Education Physical Education	Education	EDUC 391 EDUC 392
Jeanne Marshall	Instructional Strategist/Reading instructor; 8 years Strategist I Consultant; 7 years Strategist I Teacher; 13 years	3 years	Adjunct	MA BA	Morningside, 2000 William Penn University, 1978	Strategist I English/ Language Arts (ELA), Reading	Special Education	EDSP 270 EDSP 280* EDSP 360* EDSP 370 EDSP 385 EDUC 265* EDUC 360
Pam Martin	Retired College Professor Classroom Teacher- 4 years Alternative Teacher- 2 years Reading Specialist-4 years Multicultural Education Facilitator - 2 years	22 years	Adjunct	PhD M.Ed. BS	University of Virginia, 1996 James Madison University, 1976 James Madison University, 1974	Educational Leadership – Administration & Supervision Elementary Education Elementary Education (4-7)	Education	EDUC 365
** Sharma Parlett	Retired teacher, special education consultant, and AEA	2 years	Adjunct	MS BS	Iowa State University, 1978 Iowa State University, 1973	Education (Learning Disabilities) Elementary	Education	EDSP 100 EDSP 270 EDSP 360

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	Regional Director					Education & Secondary Math Education		EDSP 370
Faculty Member	Pre-College Teaching Experience	College Teaching Experience	Academic Rank/ Title	Highest Academic Degree	Institution(s) and Year(s)	Field (s)	Department	Teaching Assignments, Administrative Assignments
Jennifer Peterson	Current PE Teacher, 20 years	1 year	Adjunct	MA BA AA	University of Northern Iowa University of Northern Iowa Indian Hills Community College	Physical Education Teaching Pedagogy Physical Education	Education	EDUC 218
** Dick Redman	Retired Public School Teacher, Music education	2 years	Adjunct	MA BA	Truman State University, 1981 Central College, 1976	Music Education Music Education	Education	EDUC 397ABC EDUC 398 MUAP 101 EDUC 400
Luann Swanson	Retired Public School Teacher, PE education	1 year	Adjunct	MS BA	Northwest Missouri State Northwest Missouri State	Physical Education K-12 Physical Ed	Education	EDUC 218
** Mekca Wallace- Spurgin	Current Public School Teacher	2 years	Adjunct	MA MS BA AA	University of Northern Iowa Drake University, 2007 Ashford University Clinton Community College, 1998	Instructional Technology Sec. Biology Effective Tchng Learning, and Leadership Elementary Education	Education	PHSC 100* BIOL 111*
** Tim Walljasper	Current Public School Teacher	2 years	Adjunct	MA BA	University of Illinois, 2009 University of Northern Iowa, 2005	Education Mathematics Teaching	Education	MATH 090* MATH 100*
** Stephanie Welch	Current Public School Teacher	3 years	Adjunct	Doctoral classes MA BA	University of Phoenix Morningside College Buena Vista University	Educational Leadership Education Education, Strat I	Education	EDSP 100* EDSP 280* EDSP 360*

Elementary Education

WPU Principles	Ed Conceptual Framework	Education Goals	Program Objectives	Courses
Community	Teamwork and Collaboration	We will facilitate the development of cooperative and collaborative partnerships within school and community.	Students will be able to cooperate, communicate, and coordinate efforts through TEAMwork and collaboration.	EDSP 280, EDSP 290, EDSP 385 EDUC 218
Peacemaking	Global Awareness	We will recognize and accommodate instruction to meet the needs of diverse individuals inherent in today's schools and broader society.	Students will be able to identify various viewpoints when becoming educators who have a global awareness of needs.	EDSP 100 EDUC 240, EDUC 365 HIST 230, MATH 205, MATH 206, PHSC 100
Integrity	Effective Pre-Service Learners	We will demonstrate knowledge in the field(s) by planning and facilitating relevant and effective lessons.	Students will be able to display integrity by being effective teachers throughout interactions	EASL 250 EDSP 360 EDUC 100, EDUC 205, EDUC 370, EDUC 372, EDUC 374, EDUC 376, EDUC 378
Technology	Technologically Literate	We will use instructional media and technology for research, production, acquisition, and dissemination of information.	Students will be able to be technologically literate educators.	EDUC 350 EDSP 370
Leadership	Life-Long Learners	We will recognize and demonstrate a need for continual personal and professional growth.	Students will be able to develop into life-long learners to be effective educational leaders.	EDSP 400, EDSP 401 EDUC 115, EDUC 120, EDUC 200, EDUC 400-405 PSYC 303
Equality	Effective Communicators and Complex Problem Solving Skills	We will communicate effectively in a variety of contexts and formats including reading, writing, speaking, listening and interpersonal skills. We will recognize problems and develop alternate solutions through creative thinking and problem solving.	Students will be able to effectively communicate when solving complex problems.	EDSP 270 EDUC 265, EDUC 373, EDUC 379

Simplicity	Reflective Practitioners	We will make logical, reflective decisions in classrooms based upon formative and summative assessments.	Students will be able to focus on essential ideas and values through reflective practices	EDSP 390 EDUC 203, EDUC 355, EDUC 375
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Distance Learning

WPU Principles	Ed Conceptual Framework	Education Goals	Program Objectives	Courses
Community	Teamwork and Collaboration	We will facilitate the development of cooperative and collaborative partnerships within school and community.	Students will be able to cooperate, communicate, and coordinate efforts through TEAMwork and collaboration.	EASL 350 EDSP 280, EDSP 290, EDSP 385/387 EDUC 218
Peacemaking	Global Awareness	We will recognize and accommodate instruction to meet the needs of diverse individuals inherent in today's schools and broader society.	Students will be able to identify various viewpoints when becoming educators who have a global awareness of needs.	EASL 210, EASL 370, EASL 375, EDSP 100 EDUC 240, EDUC 365 HIST 230, MATH 205, MATH 206, PHSC 100
Integrity	Effective Pre-Service Learners	We will demonstrate knowledge in the field(s) by planning and facilitating relevant and effective lessons.	Students will be able to display integrity by being effective teachers throughout interactions	EASL 202, EASL 250 EDSP 360 EDUC 100, EDUC 205, EDUC 370, EDUC 372, EDUC 374, EDUC 376, EDUC 378
Technology	Technologically Literate	We will use instructional media and technology for research, production, acquisition, and dissemination of information.	Students will be able to be technologically literate educators.	EDSP 370 EDUC 350
Leadership	Life-Long Learners	We will recognize and demonstrate a need for continual personal and professional growth.	Students will be able to develop into life-long learners to be effective educational leaders.	EDSP 400, EDSP 401 EDUC 115, EDUC 120, EDUC 200, EDUC 400-405 PSYC 303
Equality	Effective Communicators and Complex Problem Solving Skills	We will communicate effectively in a variety of contexts and formats including reading, writing, speaking, listening and interpersonal skills. We will recognize problems and develop alternate solutions through creative thinking and problem solving.	Students will be able to effectively communicate when solving complex problems.	EASL 390, EASL 395 EDSP 270 EDUC 265, EDUC 373, EDUC 379

Simplicity	Reflective Practitioners	We will make logical, reflective decisions in classrooms based upon formative and summative assessments.	Students will be able to focus on essential ideas and values through reflective practices	EDSP 390 EDUC 203, EDUC 355, EDUC 375
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Secondary Education

WPU Principles	Ed Conceptual Framework	Education Goals	Program Objectives	Courses
Community	Teamwork and Collaboration	We will facilitate the development of cooperative and collaborative partnerships within school and community.	Students will be able to cooperate, communicate, and coordinate efforts through TEAMwork and collaboration.	EDSP 387
Peacemaking	Global Awareness	We will recognize and accommodate instruction to meet the needs of diverse individuals inherent in today's schools and broader society.	Students will be able to identify various viewpoints when becoming educators who have a global awareness of needs.	EDUC 365 EDSP 100,
Integrity	Effective Pre-Service Learners	We will demonstrate knowledge in the field(s) by planning and facilitating relevant and effective lessons.	Students will be able to display integrity by being effective teachers throughout interactions	EDUC 100, EDUC 380,
Technology	Technologically Literate	We will use instructional media and technology for research, production, acquisition, and dissemination of information.	Students will be able to be technologically literate educators.	EDUC 350
Leadership	Life-Long Learners	We will recognize and demonstrate a need for continual personal and professional growth.	Students will be able to develop into life-long learners to be effective educational leaders.	EDSP 401, EDUC 200, EDUC 401-404 PSYC 303,
Equality	Effective Communicators and Complex Problem Solving Skills	We will communicate effectively in a variety of contexts and formats including reading, writing, speaking, listening and interpersonal skills. We will recognize problems and develop alternate solutions through creative thinking and problem solving.	Students will be able to effectively communicate when solving complex problems.	EDUC 381, EDUC 383, EDUC 385, EDUC 387, EDUC 389, EDUC 392, EDUC 394, EDUC 396, EDUC 398

Simplicity	Reflective Practitioners	We will make logical, reflective decisions in classrooms based upon formative and summative assessments.	Students will be able to focus on essential ideas and values through reflective practices	EDUC 355
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