



**WILLIAM PENN**  
UNIVERSITY

**2021-2022**



# WPU Education Division Adjunct Guidebook

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**William Penn University**  
**Education Division - Adjunct Guidebook**  
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**Adjunct Pay Rate as of September 1, 2021 -**

Masters \$675/credit hour (raised from \$625 previous to September 1, 2021)

PhD \$775/credit hour (raised from \$725 previous to September 1, 2021)

**Accreditation Status of William Penn University**

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

## University Mission Statement

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

## William Penn University Education Division Mission

Developing Effective Educational Leaders

## William Penn University Education Division Vision

William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.

## The William Penn University Education Division Develops Effective Educational Leaders who are:

- Knowledgeable teachers
  - In content and pedagogical strategies
- Skilled teachers
  - In delivery and leadership in diverse educational communities
- Dispositionally Effective Teachers
  - In professional behavior, initiative, reflection, and problem solving

## Education Division Faculty and Staff

Assistant Professor Robb Beane  
 Secondary Methods Coordinator  
 Student Teaching Supervisor/Sec Education  
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### **Teaching Assistants**

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## **Resources**

### **Student Success Center**

The Student Success 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 SSC staff on a drop-in or scheduled basis. SSC 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**

Education Tutoring will be available for education students via phone, e-mail, or face-to-face in Student Success Center. Contact Information: 641-673-1394 or [dltutoring@wmpenn.edu](mailto:dltutoring@wmpenn.edu)

### **Counseling Center**

The Counseling Center provides individual and group counseling for students experiencing personal, emotional, and academic concerns. <https://www.wmpenn.edu/student-life/student-services/counseling-center/>

### **Wilcox Library**

Wilcox Library provides an inviting atmosphere in which students may enjoy studying, reading, and relaxing. The library has 62, 273 volumes and access to 107, 717 online serials through our academic databases. The electronic classroom has been re-named to the Madeline Clarke Foreman Classroom. <https://wmpenn.libguides.com/home>

**Iowa AEA Online resource access:** <https://www.aealarningonline.org/k-12onlineresources>

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

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

**Education Collaboration Center:** Penn Hall 101, Contains children's literature and other reading resources for check out

[2021-2022 WPU Education Student Guidebook](#) - Contains all education information in detail. The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with professional standards and best practices in classroom instruction and school leadership.

# William Penn University Education Division

## Vision

William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.



## WPU Mission

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.

## **Distance Learning Adjunct Contract Expectations**

1. Attend Zoom meeting for instructors before semester begins. You will be notified of the date/time closer to the start of the semester.
2. Contact the Director of Distance Learning to receive information on Module, Syllabus & Textbook.
3. Complete attendance after each session on Moodle - WPU policy. Attendance must be entered every week.
4. Provide an initial assignment to enter in the gradebook during the first week of the semester. This helps to ensure participation and alleviate attendance issues.
5. Update course information and instructor greeting in Moodle one week before the semester begins.
6. Keep grade book current in Moodle. Grades should be entered within one (1) week of assignment due dates.
7. Collaboration and co-teaching are essential elements of our distance learning model. This includes your co-teacher(s) and TAs.
8. Enter final grades in Moodle by WPU established deadlines.
9. Check your wmpenn.edu email regularly. If you are not currently teaching a course, continue to check your WPU email or contact the IS Department for directions to forward your WPU emails to another email account.
10. Respond to student / staff communication within 24 hours (phone, email, Moodle).
11. Have a computer with a functional camera and microphone.
12. Review early course assessment and end-of-course assessment feedback to share with DL Coordinator.
13. Participate in professional development aligned with campus faculty.

In order to teach at WPU faculty must have a master's degree or equivalent professional experience as stated in the faculty handbook 3.2.6.1. If there are more than 27 students enrolled in a DL course a second adjunct instructor (with a master's degree) is hired to co-teach the DL course. The co-instructors equally plan, prepare, research, teach and assess throughout the semester.

### **Mentoring for new faculty:**

It is the policy of the Education Division to provide mentoring to new faculty. New education adjunct DL faculty will be mentored by the Director of Distance Learning.

Topics will include, but are not limited to:

\*Using CAMS

\*Using Zoom

\*Using Moodle

\*Office Hours and Availability to Students

\*Academic Calendar/Important Academic Dates

Faculty Meeting and Committee

Membership

Advising Students/Meeting with Prospective Students

\*Setting Professional Goals

\*Collecting End of Year Report Data

\*Designates topics covered by adjunct DL faculty and Director of Distance Learning

\*Early Course Assessment

\*End of Course Assessment

Small Group Assessment

\*Faculty Teaching Evaluation

\*Faculty Performance Evaluation

\*Using Wilcox Library Resources

Coaches as a Resource

\*Education Tutoring Office/Student Success Center

William Penn Culture/Involvement in Campus Activities

\*Other Relevant Topics

*Mentees are encouraged to seek out their mentor informally whenever the need arises. Mentees should also be prepared for each formal monthly meeting with a list of questions for the mentor.*

## **Tips for a Successful Course**

- Get acquainted with the course management system – Moodle
- Posting and editing News Announcements
- Adding Discussion Forums and interaction with participants, including scoring
- Setting up quizzes and the use of TurnItIn if necessary
- Posting and grading assignments
- Sharing files and URLs
- Review all course hyperlinks to webpages and supplementary resources. Nothing says “stale” or “outdated” faster than a dead link.
- Update your Moodle profile, including a current photo and brief bio.
- Confirm online gradebook settings are accurate for total assessment.
- Create a course calendar.
- Provide easy access to contact information, preferred communication method, expected response times (w/in 24 hours), and expected response time on feedback for graded assignments (w/in one week).
- Send a welcome message to students.
- Announce your office hours – provide an opportunity for online chat or video office hours if possible.
- Establish netiquette rules emphasizing how to participate in online discussion forums, behaviors acceptable in the online learning environment (Zoom), and polite forms of online interaction.
- Watch out for non-participants during the first week of class and contact them by phone to see if they have login/access difficulties.
- Be acutely aware of withdrawal deadlines established by the university.
- Communicate regularly through the news forum. Nothing makes a student feel more isolated or alienated than the sense that the instructor is rarely present.
- Request students to post a photo and short bio on their Moodle profile. If they already have done so, encourage them to update the information.
- Watch for laggards who sit out during breakout sessions and contact them privately to see if they need help or encouragement to participate.
- Help students revise their thinking in a way that helps to learn by correcting misunderstandings and presenting critical thinking questions.
- Evaluate student work promptly and provide meaningful feedback.
- Avoid using email for submission and evaluation of student work, if possible.
- Post a news announcement with a closing personal message to students.

## WPU Education Adjunct Faculty Goals

At William Penn University faculty create goals each year. Since you are a faculty member of the education division, it is important that as a TEAM we continue to strive in *Developing Effective Educational Leaders*. As a division, we will decide on our focus this year as a group for professional development growth as a TEAM. This will then be shared on the Professional Development Moodle site for you to receive information. It will also be a place where you may share what you are learning within your school professionally, since all Iowa teachers have Professional Development Goals and plans.

### Teaching

**Goal:** Collaborate with campus faculty completing the Course Collaboration and Completion Report to review the two aligned courses and student outcomes.

Method of Assessment:

- Discuss with campus faculty the expectations of the two aligned assignments and rubrics, completing the course collaboration requirements
- Completion Report discussed to decide if changes need to occur to improve student outcomes. (Submitted to Assessment Coordinator)

Accomplishment (Examples):

- August Retreat/Zoom session – Goal set and shared
- Met with campus faculty to discuss Course Collaboration & submitted to Assessment Coordinator
- Met with campus faculty to discuss Completion Report & submitted to Assessment Coordinator

### Professional Development

**Goal:** To grow professionally as an educator.

Method of Assessment:

- Watch professional development insight shared on the Professional Development Moodle site
- Share how growth is happening professional through discussion board on the PD Moodle site
- Sharing during Faculty Teaching Evaluation (Division Chair, DL Director or designee)

Accomplishment (Example):

- Watched presentation about trauma-informed care



# WILLIAM PENN UNIVERSITY

## Mid-Semester Course Evaluation

Course number: \_\_\_\_\_ Course Name: \_\_\_\_\_

1. Is the instructional target for the class discussed/shared during the period?
  - Yes
  - Sometimes
  - No
  
2. Does the professor review previously presented material daily?
  - Yes
  - Sometimes
  - No
  
3. What strategies have you observed/used in the class? (Mark all that apply.)
 

<input type="checkbox"/> jigsaw,	<input type="checkbox"/> vocabulary guides,	<input type="checkbox"/> smart board,
<input type="checkbox"/> lecture,	<input type="checkbox"/> simulations,	<input type="checkbox"/> in-class writing,
<input type="checkbox"/> small group discussion,	<input type="checkbox"/> games,	<input type="checkbox"/> conferences,
<input type="checkbox"/> think-pair-share,	<input type="checkbox"/> word sort,	<input type="checkbox"/> student presentations,
<input type="checkbox"/> large group discussion,	<input type="checkbox"/> concept sort,	<input type="checkbox"/> cooperative learning,
<input type="checkbox"/> role play,	<input type="checkbox"/> graphic organizers,	<input type="checkbox"/> experiments,
<input type="checkbox"/> in-class reading,	<input type="checkbox"/> anticipation guide,	<input type="checkbox"/> problem-solving,
<input type="checkbox"/> practice of skills,	<input type="checkbox"/> visuals/videos,	<input type="checkbox"/> other; please specify
  
4. Which of these are most useful to you? (Mark all that apply.)
 

<input type="checkbox"/> jigsaw,	<input type="checkbox"/> vocabulary guides,	<input type="checkbox"/> smart board,
<input type="checkbox"/> lecture,	<input type="checkbox"/> simulations,	<input type="checkbox"/> in-class writing,
<input type="checkbox"/> small group discussion,	<input type="checkbox"/> games,	<input type="checkbox"/> conferences,
<input type="checkbox"/> think-pair-share,	<input type="checkbox"/> word sort,	<input type="checkbox"/> student presentations,
<input type="checkbox"/> large group discussion,	<input type="checkbox"/> concept sort,	<input type="checkbox"/> cooperative learning,
<input type="checkbox"/> role play,	<input type="checkbox"/> graphic organizers,	<input type="checkbox"/> experiments,
<input type="checkbox"/> in-class reading,	<input type="checkbox"/> anticipation guide,	<input type="checkbox"/> problem-solving,
<input type="checkbox"/> practice of skills,	<input type="checkbox"/> visuals/videos,	<input type="checkbox"/> other; please specify
  
5. Is feedback provided to you specific about ways to improve the assignment/work?
  - Yes
  - Sometimes
  - No

- 
6. Does the feedback go beyond just giving a letter grade?
    - Yes
    - Sometimes
    - No
  
  7. Does the feedback help you understand your progress towards meeting the goal?
    - Yes
    - Sometimes
    - No
  
  8. Does your professor frequently check for understanding during instruction through a variety of methods?
    - Yes
    - Sometimes
    - No
  
  9. Are expectations for assignments/work clear? (Mark all that apply.)
    - Rubrics
    - Assignment purpose
    - Clear directions
    - Examples and/or exemplars
    - Other, please specify
  
  10. What types of formative assessments have been used in your class?
    - Questions/reteaching
    - Item analysis on evaluations
    - Pre-tests
    - Surveys
    - Other: please specify

## **Distance Learning and Face-to-Face Course Collaboration – PHASE 3**

**Goal: Distance Learning professors and Face-to-Face professors will align education courses by completing Tasks 1-8, the Completion Report, and Payment Authorization.**

**Professors in the Distance Learning and Face-to-Face programs will:**

**Task 1:** Review syllabi for alignment of the following items:

- Course Objectives
- Content Topics
- Praxis II Content
- Essential Questions
- InTASC Standards (Updated 2020)
- Key Assignment(s)
- Field Experience Information and Documentation

**Task 2:** Review the Completion Report from Phase 2 of the course collaboration. After reviewing the data appropriate changes can be made to assignments and syllabi.

**Task 3:** Create two main assignments/assessments for each course that are aligned with a rubric or score sheet. This may be assignments/assessments that are currently being used from Phase 2. Both the distance learning and face-to-face course professors will agree to use both main assignments/assessments and the rubric. This will include the required Key Assignments. **Include the InTASC Standard (Criteria) Assessed on the rubrics.**

**Task 4:** Review where course covers the [Praxis II Elementary Content Knowledge #5018](#) or [Praxis II Principles of Learning and Teaching Content #5622/#5624](#). Use the Study Plan (Word document).

**Task 5:** Ensure that required field experience information and documentation is aligned. Upon completion of the field experience, all required documents must be submitted to the Office Manager (for on-campus students) or the Distance Learning Academic Advisor (for distance learning students). Hard copies of all documentation are **due within one week of course completion.**

**Task 6:** Submit the following documents to the Assessment Coordinator. All items listed below should be submitted **prior to the first day of class.**

- Distance Learning syllabus
- #1 Assignment/assessment expectations
- #1 Assignment/assessment rubrics/score sheet
- On Campus syllabus
- #2 Assignment/assessment expectations
- #2 Assignment/assessment rubrics/score sheet

If both courses are not taught in the same semester, the bulleted items above are due prior to the first semester the course is taught. An updated syllabus, for the class not being taught the original semester, should be submitted prior to the first day of class.

**Task 7:** Discuss and incorporate the use of technology throughout the course. List a sampling of the relevant technology used on the Completion Report; for example: websites, applications, etc. If a technology concept is taught be sure to include the technology concept taught on the syllabus and the Completion Report.

**Task 8:** Discuss the remaining course assignments to note if adjustments need to be made to the distance learning or the face-to-face course.

**Optional:** Design Moodle sites together.

**Completion Report:** After the face-to-face and distance learning professors have collaborated, the face-to-face professor will email the completed report to the Assessment Coordinator ([oswaldd@wmpenn.edu](mailto:oswaldd@wmpenn.edu)). This Completion Report is **due one week following course completion.**

**Payment Authorization:** The Payment Authorization for both the face-to-face and distance learning professors should be submitted with the Completion Report.

## Completion Report

**Goal: Distance Learning professors and Face-to-Face professors will align education courses by completing Tasks 1-8, the Completion Report, and Payment Authorization.**

1. At the end of the semester Distance Learning and Face-to-Face professors will discuss the information, in the table below.
2. The face-to-face professor will complete the following table. The cells will expand to share answers.
3. When this form is complete please email it to the Assessment Coordinator.

This completion report is **due one week following course completion**.

Course Name and Number	
Distance Learning Professor	
Face-to-Face Professor	
Number of Students in Distance Learning Course	
Number of Students in Face-to-Face Course	
<p>Share information concerning the 1<sup>st</sup> collaborated assignment.</p> <ul style="list-style-type: none"> <li>● What assignment was used?</li> <li>● List average grade percentage</li> <li>● Share informal student data.</li> <li>● Tell how you plan to use this data to improve student learning in future courses.</li> </ul>	<p>Assignment #1:</p> <p>Average percentage:</p> <p>Informal student data”</p> <p>How data will be used to improve student learning:</p>
<p>Share information concerning the 2<sup>nd</sup> collaborated assignment.</p> <ul style="list-style-type: none"> <li>● What assignment was used?</li> <li>● List average grade percentage</li> <li>● Share informal student data.</li> <li>● Tell how you plan to use this data to improve student learning in future courses.</li> </ul>	<p>Assignment #2:</p> <p>Average percentage:</p> <p>Informal student data:</p> <p>How data will be used to improve student learning:</p>
<p>Technology - Incorporate the use of technology throughout the course.</p> <ul style="list-style-type: none"> <li>● Technology concept taught</li> <li>● List a sampling of the technology that was used</li> </ul>	<p>Technology concepts taught:</p> <p>Technology used:</p>
<p>As you review Praxis II testing content, what common plans for course improvement will be changed to improve student learning, or are no changes needed?</p> <ul style="list-style-type: none"> <li>● <a href="#">Praxis II Elementary Content Knowledge #5018</a></li> <li>● <a href="#">Praxis II Principles of Learning and Teaching Content #5622/#5624</a>.</li> </ul>	

## Payment Authorization

The payment is \$150 per instructor if collaborating. The payment is \$75 if the professor teaches both the distance learning and face-to-face course. When this form is complete please email it to the Assessment Coordinator. Payment authorization is due one week following course completion. Office Manager will secure the needed signatures of the Division Chair and the CASPS Dean.

Course	Payment

\_\_\_\_\_  
Professor – Please Print

\_\_\_\_\_  
Professor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Stephen Henderson  
Education Division Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Noel Stahle, PhD, JD  
Vice President for Academic Affairs and Dean of Faculty

\_\_\_\_\_  
Date

As of March 3, 2020, this Payment Authorization for the Course Collaboration Alignment is supported and approved by the VPAA's office. This is in place to meet the requirements of Ch. 79 for William Penn University's accreditation to ensure equity for all program's in place to prepare licensed teachers.

\_\_\_\_\_  
Noel Stahle, PhD, JD  
Vice President for Academic Affairs and Dean of Faculty

\_\_\_\_\_  
Date

Name of Instructor \_\_\_\_\_ Date \_\_\_\_\_  
**William Penn University—Education Division**

**FACULTY EVALUATION**

Course observed \_\_\_\_\_

Time and Location \_\_\_\_\_ Course Delivery \_\_\_\_\_

Length of Observation \_\_\_\_\_ Instructor experience teaching the course \_\_\_\_\_

Evaluation documents will consist of: (1) an administrator evaluation with written comments, and (2) anonymous typed student comments. These will become a part of the personnel file.

The Education Division Chair or the Director of Distance Learning, or his/her designated evaluator, is responsible for maintaining the privacy of each instructor’s personnel file. The instructor has access, upon request, to all documents in his or her personnel file. An instructor may request that additional information and/or written response to a given evaluation becomes a part of the evaluation on file.

Date \_\_\_\_\_ (signed) \_\_\_\_\_

Administrator

Instructor’s Response:

- I accept      do not accept      this evaluation.
- I wish      do not wish      to schedule an additional conference or re-appraisal with the evaluator.
- I have      have not      attached statements which I wish to become a part of my evaluation.

Date \_\_\_\_\_ (signed) \_\_\_\_\_

Faculty Member

**William Penn University—Education Division**  
**Faculty Evaluation**

Name of Instructor \_\_\_\_\_  
 Date \_\_\_\_\_

Criteria	Performs Exceptionally	Performs Well	Needs Improvement	Not Applicable	Administrator's Comments
1. <b>Knowledge of subject matter.</b>					
a) Demonstrates knowledge of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Attempts to keep current in related areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Effectiveness in teaching techniques.</b>					
a) Communicates well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Best Practices 2017-18 by WPU faculty</u> Formative Assessment
b) Establishes and pursues course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Best Practices 2018-19 by WPU faculty</u> <i>Make it Stick</i> by Peter C. Brown
c) Uses varied and creative approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Evaluates fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. <b>Responsiveness to student needs.</b>					
a) Responds to individuals' differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Best Practices 2020-2021 by WPU faculty</u> – Diversity reading, blog, podcasts PD
b) Is available for help outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Develops an environment for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. <b>Effectiveness in human relations.</b>					
a) Shows respect for people as individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Functions well with diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Facilitates action through cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

d) Presents unpopular views with tact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Criteria</b>	<b>Performs Exceptionally</b>	<b>Performs Well</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>	<b>Administrator's Comments</b>	
<b>5. Commitment to professional growth.</b>					<u>WPU Faculty PD goal Best practices</u> Formative Assessment Personal Development Plans (Professional Development Moodle site)	
a) Plans activities which lead to professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b) Participates in organizations for individual development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. Contributions through non-instructional activities.</b>						
a) Serves on committees and special assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b) Submits accurate reports and records promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c) Advises students effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d) Accepts responsibility for developing student leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
e) Advises students in career planning and placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f) Accepts responsibility for promoting the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

EVALUATOR'S SUMMARY STATEMENT:

## Education Division Majors and Endorsements

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

### Elementary Education

1. Elementary Education\* (K-6) *with Endorsements in*
  - 137 Health\* (K-8)
  - 144 Math (K-8)
  - 148 Reading\* (K-8)
  - 260 Special Education–Strategist I\* (K–8)

### Secondary Education (5-12) *with Endorsements in*

- 186 All Social Sciences
- 157/158 American Government/ American History
- 157/163 American Government / Psychology
- 157/165 American Government / Sociology
- 158/163 American History / Psychology
- 158/165 American History / Sociology
- 1861 Basic Social Sciences
- 151/1541 Biology/ Basic Science
- 151/152 Biology/Chemistry
- 151/153 Biology/Earth Science
- 151/156 Biology/Physics
- 1171 Business - All
- 120/141 English/Language Arts/Journalism
- 140 Industrial Technology
- 143 Mathematics
- Computer Science Specialist

### K-12 Education

- 144/145 Music (K–8) and (5–12)
- 146/147 PE (K-8/5-12)/137/138 Health (K-8/5-12)/101 Coaching (K–12)\*

### Optional Endorsements to add on to Secondary (5-12)

- 101 Athletic Coaching\* (K-12)
- 104 English as a Second Language (ESL)\* (K-12)
- 149 Reading\* (5–12)
- 166 World History (5-12)
- 168 Speech Communication/Theatre (5–12)
- 261 Special Education–Strategist I\* (5–12)

## 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 & Treatment of Reading Difficulties	3
EDSP 370	Educational Assessment	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 & 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*

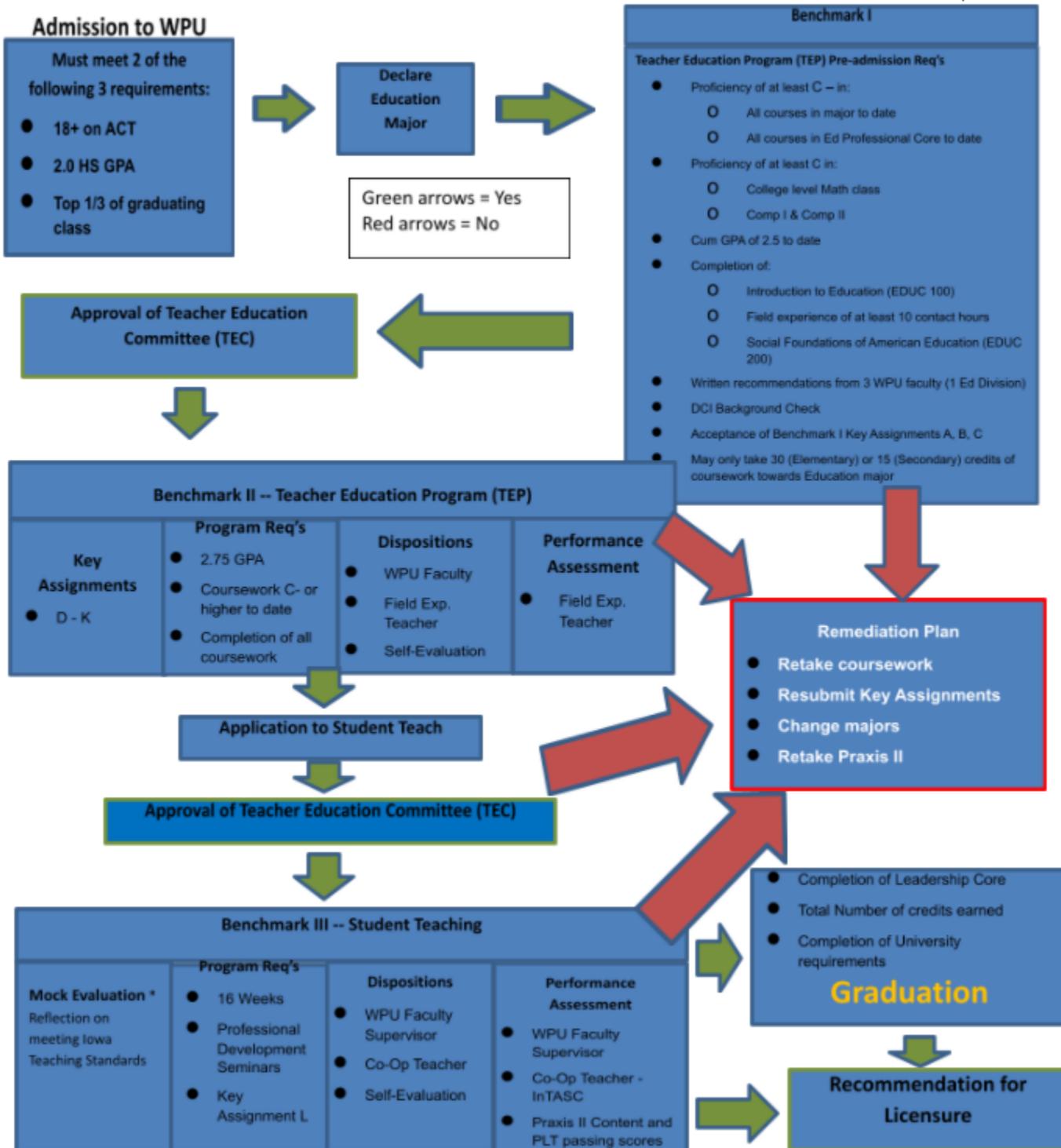
PSYC 303	Developmental & Educational Psychology	3**
PHLE 240+	Any Coaching Theory Class	2
PHLE 160	First Aid	1
PHLE 218	Care and Prevention of Sports Injuries	3
BIOL 216	Anatomy and Physiology	4

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

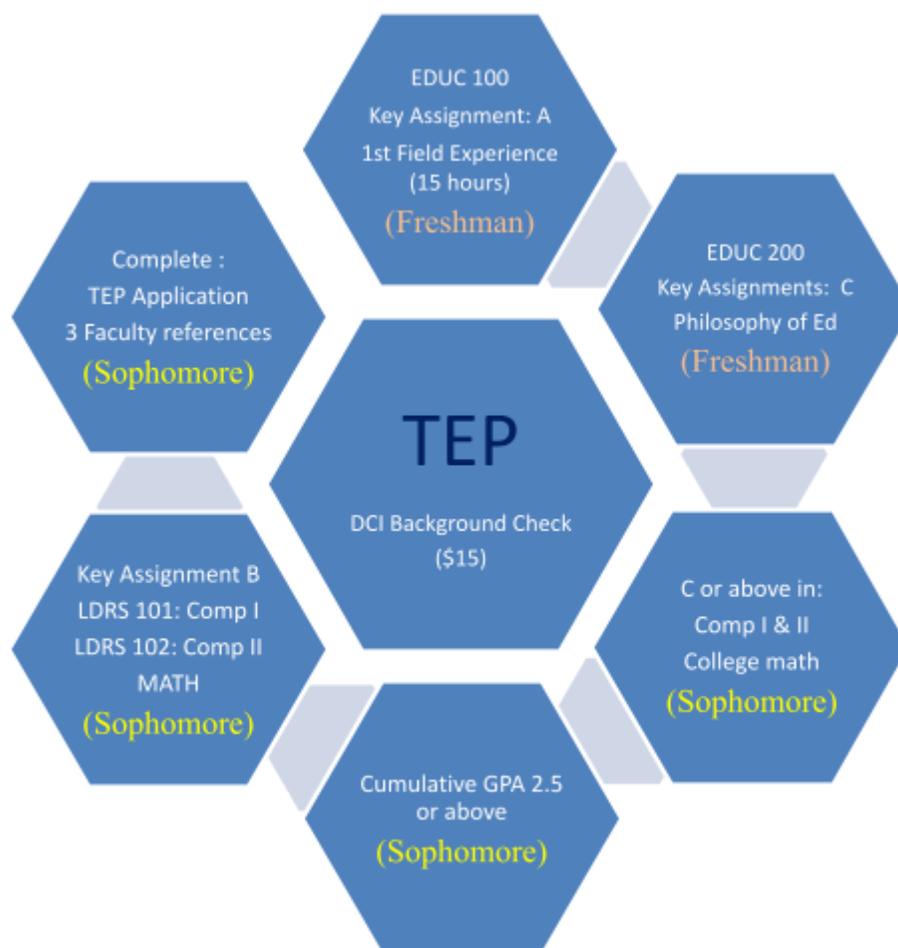
EASL 200	Theory of Language & Linguistics	3
EASL 210	Language in Culture	3
EASL 250	Language Acquisition	3
EASL 350	ESL Tutoring	1
EASL 370	Teaching ESL K-6	2
EASL 375	Teaching ESL 7-12	2
EASL 390	ESL K-6 Practicum	2
EASL 395	ESL 7-12 Practicum	2

Assessment Framework for WPU Teacher Candidate (Effective July 1, 2021)

Assessment Framework for WPU Teacher Candidate (Effective July 1, 2021)



## William Penn University Education Division Teacher Education Program



### **Moodle: Education Information**

- TEP Application Form
- Reference Forms
- Help Guide to Write Philosophy
- 1<sup>st</sup> Field Experience

### **Checklist:**

- \* Completed application
- \* Completed 3 faculty references
- \* DCI Background Check
- \* Key Assignments A, B, & C

## William Penn Education Key Assignments

**Overview:** All William Penn University education majors must complete Key Assignments as a requirement for program completion to obtain their Iowa Teaching License. The key assignments replace what was formerly the education student portfolio.

**Purpose:** The purpose of the key assignments is to demonstrate proficiency of the ten InTASC Teaching Standards.

**Objectives:** By the end of your teacher education program, you will be able to:

- Demonstrate proficiency as a beginning teacher.
- Apply the ten InTASC standards to a variety of teaching and learning situations.
- Meet the Iowa state requirements for teacher licensure.

Identification Letter	Key Assignment	Completed in:
<b>A</b>	First field experience reflection paper	EDUC 100
<b>B</b>	Comp I, Comp II, Math	TEP requirement
<b>C</b>	Educational philosophy	EDUC 200
<b>D</b>	Legal Presentation	EDUC 200
<b>E</b>	Instruction, Curriculum, Environment, & Learner Chart	EDSP 100
<b>F</b>	Teacher Interview/Collaboration Project	EDSP 280/EDUC 360
<b>G</b>	Web quest	EDUC 350
<b>H</b>	Comprehensive Classroom Management Plan	EDUC 355
<b>I</b>	Unit plan, five fully developed lessons and an assessment	EDUC 378/EDUC 380
<b>J</b>	Written Individual Education Plan	EDSP 385/EDSP 387
<b>K</b>	Unit Plan with 5 lessons with differentiation components	EDSP 385/EDSP 387
<b>L</b>	Cooperating Teacher InTASC Evaluation	Student Teaching

### Requirements for Key Assignments:

- Key Assignments A, B, and C must be successfully completed to enter the Teacher Education Program.
- Key Assignments D, E, F, G, H, I, J, and K must be successfully completed before student teaching.
- Key Assignment L, is completed during student teaching at Mid-term with formative feedback and as a Final summative assessment.

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

### I. The Learner and Learning

Standard 1: Learner Development  
Standard 2: Learning Differences  
Standard 3: Learning Environment

### II. Content

Standard 4: Content Knowledge  
Standard 5: Application of Content

### III. Instructional Practice

Standard 6: Assessment  
Standard 7: Planning for Instruction  
Standard 8: Instructional Strategies

### IV. Professional Responsibility

Standard 9: Professional Learning & Ethical Practice  
Standard 10: Leadership and Collaboration

## 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.

The expectations for each clinical experience prior to student teaching are outlined in the Pre-Student Teaching Clinical Expectations document. Additional guidelines have been set for candidates who are current DL students employed as Para Educators.

Expectations for those who are currently working as Para Educators

- EDUC 100: Intro to Ed - may be completed within the classroom where a Para is working (15 hours)
- EDSP 100: Exceptional Learner - must be completed in a different district (15 hours)
- Literacy Field Experience - must be completed in a different district (25 hours)
- Math Field Exp - may be completed within a different school within the district employed (25 hours)
- May observe in private schools
- Must observe/participate in at least ½ hour increments

**Management and Tracking of the Diverse Clinical Experiences:** The candidates in the Distance Learning field experiences will continue to complete a Data Request Sheet placement form. The DRS is filled out and sent to DL Placement Advisor for review and to arrange the placement, ensuring diverse experiences throughout the program.

### Protocol for background checks for WPU education students

Semester - class	Background Action
EDUC 100 Intro to Ed	Students enrolled will answer the waiver for the background check used for Iowa Licensure. Students employed by a school or holding state certification are exempt. (Para/Coaches)
EDUC 100 Intro to Education	Students enrolled and attending the 15 hour observation, will be checked by the Office Manager prior to attending field experience using Iowa Courts online <a href="https://www.iowacourts.state.ia.us/ESAWebApp/DefaultFrame">https://www.iowacourts.state.ia.us/ESAWebApp/DefaultFrame</a> and the National Sex Offender Registry <a href="https://www.nsopw.gov/en-us/search/verification/">https://www.nsopw.gov/en-us/search/verification/</a> . If student is from out of state, Office Manager will attempt to search within that state for criminal records. Students employed by a school or holding state certification are exempt. (Para/Coaches)
TEP entrance requirement	Applicant for the TEP will complete the Iowa DCI background check (\$15.00 fee to student) - <a href="http://www.dps.state.ia.us/DCI/">http://www.dps.state.ia.us/DCI/</a> . Applicants who are out of state may require an additional background check from that state. <b>Applicants employed by a school requiring a background check or holding state certification are exempt by providing documentation or BOEE Folder number, not more than two years old. If not, the applicant must complete the DCI. (Para/Coaches) (per 9.8.2020 Ed Division decision)</b>
Each semester	Advisors will have advisees sign a waiver stating no additional criminal convictions have occurred.
Semester prior to student teaching	Student Teachers will complete Mandatory Reporter Training <b>Student Teachers must complete any background check requirements per school district's policy. (per 9.8.2020 Ed Division decision)</b>

## Field Experience Documentation Protocols

[Contracts with schools](#) are updated by Student Teaching Coordinators each year as needed. Contracts are initiated, approved, and maintained by the ST Coordinator.

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

- EDUC 100 instructor will include expectation information from the 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 a 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 a 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 the 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.

# WPU Education Division Evaluation of Dispositions for Pre-Service Teacher

Student Name \_\_\_\_\_ Student ID \_\_\_\_\_ Date \_\_\_\_\_

<https://go.shr.lc/3iZtdva>

*William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.*

Not Applicable	Serious Concerns	Needs Improvement	Emerging (growing and developing)	Acceptable
NA	0	1	2	3
Behavior is not applicable or not observed at this time.	Behavior is not displayed or is contrary to expectations for this disposition.	Behavior is displayed occasionally.	Behavior is displayed frequently.	Behavior is displayed frequently and consistently.

**Professional Behavior:** Teachers play a critical role in helping young people achieve success in life and the classroom. A professional demeanor demonstrates the candidate's responsibilities and accountability to the profession. A failure to act professionally sets a bad example and may cause the candidate to lose the trust and respect of students, parents, and colleagues. It is important to demonstrate professionalism in all aspects of a teaching career to provide students with the best education possible. [InTASC Std. 1, 2, 3, 9, 10]

Teaching candidate possesses or demonstrates a commitment to the teaching profession. The student participates in professional development, demonstrates ethical behavior; maintains FERPA, is honest & trustworthy, uses sound informed judgment, abides by Ch. 25 of the Iowa Code and MCEE.	NA	0	1	2	3
Teaching candidate maintains a professional demeanor; dresses appropriately, meets or exceeds attendance expectations, uses appropriate language, and treats all people with respect and dignity.	NA	0	1	2	3
Teaching candidate meets or exceeds all University and school district policies and procedures; produces quality work, exhibits academic honesty, and receives and acts upon praise and constructive feedback in a purposeful manner.	NA	0	1	2	3
Teaching candidate communicates with integrity; uses professional language, maintains confidentiality, and communicates respectfully. Candidates also effectively and accurately communicate their ideas (oral and written) and engage in active listening.	NA	0	1	2	3
Teaching candidate demonstrates a commitment to diversity. Candidate displays respect and understanding for: ethnically, linguistically, cognitively, physically, and socially diverse groups and individuals. The candidate upholds high expectations for all students.	NA	0	1	2	3

**Comments:**

**Initiative:** Candidates who display initiative have the power or ability to begin or to follow through energetically with a plan or task with enterprise and determination. The candidate has a positive attitude and anticipates and proposes solutions before someone asks for them. Being aware of initiative as a proactive behavior. The opposite is passivity and conformity. Procrastination is a form of passivity that extends through time. [InTASC Std. 2, 4, 5, 9, 10]

Teaching candidate is willing to openly engage and respond to peers, faculty, teachers and administrators, parents, and community as the need arises.	NA	0	1	2	3
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Teaching candidate faces challenges with boldness; displays grit and a growth mindset; accepts failures as an opportunity for learning and persists under difficult circumstances.	NA	0	1	2	3
Teaching candidate investigates solutions to setbacks. Teaching candidate displays quick-thinking and optimism in spite of difficulties. The candidate gathers relevant data and persistently seeks to improve areas of need by using resources in effective ways.	NA	0	1	2	3
Teaching candidate exhibits a willingness to take risks and use original ideas to make learning come alive for all students.	NA	0	1	2	3
Teaching candidate is a self-starter who demonstrates passion, excitement, enthusiasm, and optimism for the people, content, and context of the teaching-learning process.	NA	0	1	2	3
<b>Comments:</b>					
<b>Reflect and Problem-Solve: Candidates demonstrate the ability to make informed decisions through systematic reflection and problem-solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal, and emotional learner outcomes. [InTASC Std. 5, 6, 7, 8, 10 ]</b>					
Teaching candidate accepts responsibility for personal actions or decisions by showing an understanding of policies and procedures for professional behaviors and dispositions and demonstrates the ability to analyze and evaluate their behavior and its impact.	NA	0	1	2	3
Teaching candidate is able to articulate their personal problem-solving strategies and solves problems proactively by recognizing the problem, seeking resolutions through collaboration with others, and giving examples of when strategies worked and did not work and why.	NA	0	1	2	3
Teaching candidate seeks clarification and assistance as needed by seeking and utilizing human and material resources in a professional manner.	NA	0	1	2	3
Teaching candidate accepts responsibility for personal actions by engaging in a process of continuous reflection based on relevant assessment data. Teaching candidate utilizes systematic reflection processes for problem-solving and modifying educational practices.	NA	0	1	2	3
<b>Comments:</b>					

Please circle one

I would welcome this student into my class for 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.  
Student remediation is recommended.

YES NO NA  
YES NO NA  
YES NO NA  
YES NO NA

Instructor/Co-op Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Disposition Protocol for William Penn University Education

1. The following courses require a completed disposition form:
  1. EDUC 100: Intro to Education
  2. TEP Application
  3. EDUC 355: Classroom Management
  4. EDUC 373: Literacy Field or EDUC 381: General Methods Field
  5. EDUC 379: Math Field or Special Methods Field
  6. Student Teaching Application
  7. EDUC 400-405: Elementary or Secondary Student Teaching
2. Disposition may be completed when a concern arises by any instructor in any course.
3. Completed forms are submitted to the education office and filed in the student file.
  1. Disposition forms identified with concerns enact the following process:
    1. The professor schedules a meeting with the student and their advisor to discuss concerns.
    2. The meeting is documented and notes are placed in the student's file.
    3. (time frame/) how long until changed behavior is observed or not?
    4. If concern(s) continues, then what? Meeting with the student, professor, advisor, and chair
      1. Level of concern (Minor or Major)

## Disposition Concern Flowchart

No Concern - no plan necessarily

Concern -

1. Meet with advisor & professor to discuss the concern
2. Follow-up
3. If no progress, minor concern OR Make progress
4. Three Negative dispositions move student to a Serious Concern

Serious Concern

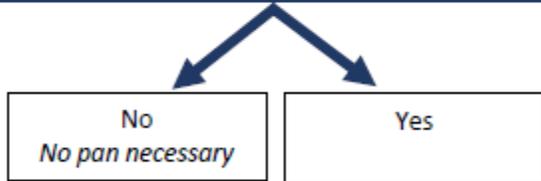
1. Meet with Education Division Chair or Director of Distance Learning, advisor, and professor
2. Student Establishes Disposition Progress Plan (SMART goals with follow-up time)
3. Plan must be approved by Team
4. Follow-up
  1. Improvement - continue forward with monitoring by the advisor
  2. No progress - Decide corrective option
    - Option 1) Continues on an adjusted plan
    - Option 2) Counseled out of education to another major
    - Option 3) Removed from program
  3. Multiple Serious Concerns student is removed from the program

**The William Penn Education Division Disposition Form is required to be completed in the following courses and check points:**

1. EDUC 100: Intro to Education
2. TEP Application
3. EDUC 355: Classroom Management
4. EDUC 373: Literacy Field OR EDUC 381: General Methods Field
5. EDUC 379: Math Field OR Special Methods Field
6. Student Teaching Application
7. EDUC 400-405: Student Teaching

Disposition forms may be completed when concerns arise by any instructor in any course.

**Concern Identified?**



**Concern Process**

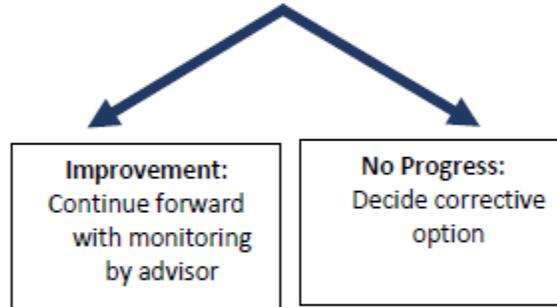
1. Meet with advisor & professor to discuss
2. Documentation of concern & meeting placed in student's file

**3 Negative Dispositions:**  
Student moves to serious concern process

**Serious Concern Process**

1. Meet with Student Assessment Team (Education Division Chair or Director of Distance Learning, advisor, & professor)
2. Student establishes Disposition Progress Plan (SMART goals with follow-up time)
3. Plan must be approved by Student Assessment Team

**Multiple Serious Concerns:**  
Student is removed from education program



- Option 1:** Continues on an adjusted plan  
**Option 2:** Counseled out of education to another major  
**Option 3:** Removed from education program
- Appeal process is outlined in WPU Education Student*

## **InTASC Standards**

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

### **I. The Learner and Learning**

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

### **II. Content**

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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

### **III. Instructional Practice**

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

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

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

### **IV. Professional Responsibility**

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

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

## **Iowa Teaching Standards**

The Iowa Teaching Standards appear in Iowa Code section 284.3. The Model Criteria were developed by the Iowa Department of Education with input from stakeholders and adopted by the State Board of Education on 5/10/02. Changes to the criteria were adopted by the State Board of Education on 5/13/10. The amendments strengthen Iowa's commitment to using student performance data to evaluate educators. They specifically address 281--Iowa Administrative Code 83, Teacher and Administrator Quality Programs.

### **1. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.**

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

### **2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.**

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

### **3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

### **4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE NEEDS OF STUDENTS.**

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

## **5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student's progress.

## **6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.**

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

## **7. ENGAGES IN PROFESSIONAL GROWTH.**

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

## **8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

### **Professional Development Opportunities**

In addition to the opportunities listed below the WPU Education Division will provide Professional Development programming for all Adjunct Instructors. This professional development will vary from semester to semester and will mirror what is being with the on campus teaching faculty.

#### **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 the Education faculty.

## Professional Organizations

### Business

<http://www.acteonline.org>

Association for Career and Vocational Education

### English

<http://www.ncte.org>

National Council of Teachers of English

<http://www.reading.org>

International Reading Association

### Math

<http://www.nctm.org>

National Council of Teachers of Mathematics

<http://www.iowamath.org>

Iowa Council of Teachers of Math

### Reading

<http://www.reading.org>

International Reading Association

<http://www.iowareading.org>

Iowa Reading Association

<http://www.ncte.org>

National Council of Teachers of English

### Science

<http://www.nsta.org>

National Science Teachers of America

<http://www.nabt.org>

National Assoc. Of Biology Teachers

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

American Assoc. Of Physics

<http://www.ssma.org>

School Science and Mathematics Association

<http://www.iacad.org>

Iowa Academy of Science

### Social Studies

<http://www.ncss.org>

National Council for the Social Studies

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

Iowa Council for the Social Studies

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

National Center for History in the Schools

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

History Alive! Teacher's Curriculum Institute

<http://ncge.org>

National Council for Geographic Education

<http://www.asanet.org>

American Sociological Association

<http://www.apa.org>

American Psychological Association

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

Council for Exceptional Children

<http://www.historians.org>

American Historical Association

<http://www.oah.org>

Organization of American Historians

### Exceptionalities (Special Education, English as a Second Language, Gifted, & Diversity)

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

Council for Exceptional Children

<http://ldaamerica.org>

Learning Disabilities of America

<http://www.tesol.org>

Teachers of English to Speakers of Other Languages

<http://www.tolerance.org>

Teaching Tolerance

<http://www.splcenter.org>

Southern Poverty Law Center

<http://www.nagc.org>

National Association for Gifted Children

### Other

<http://www.nea.org>

National Education Association

<http://www.nmsa.org>

National Middle School Association

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

Iowa Department of Human Services

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

Iowa Board of Educational Examiners

<http://www.ascd.org>

Association for Supervision and Curriculum

Development

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International Society of Technology Education

## William Penn University Education Division Benchmark Schedule

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

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

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

Completion	Event/Assignment	General Criteria	Evaluators
	Fifteen-hour Field Experience	Completed timesheets, journal/ notes/reflections, final paper, and cooperating teacher evaluations (performance and dispositions)	Introduction to Education Faculty Cooperating Teacher(s)
	Benchmark #1 – Key Assignment A Key Assignment B Key Assignment C	Two-day Field (InTASC 8) LDRS 101, LDRS 102, MATH grades Philosophy Statement (InTASC 1,3,9)	Introduction to Education Faculty and Social Foundations
	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 Composition I and II, and the required math course. Grade of at least a “C-” in each course in the major & Education Division professional core	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
	DCI Background check	\$15.00 Complete with Office Manager	
	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**

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 b – Key Assignments E-K	<i>Complete Key Assignments within coursework</i>	Education Division Faculty
	Cumulative Grade Point Average	2.5 maintained in all courses taken at William Penn University	Division Chair of Education

<b>Completion</b>	<b>Event/Assessment</b>	<b>General Criteria</b>	<b>Evaluators</b>
	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 – Key Assignments E-K	<i>All Key Assignments must be completed &amp; accepted prior to student teaching.</i>	Education Division Faculty WPU Placement Coordinator
	Mandatory Reporter	<i>Training completed - \$25</i>	
	Praxis II Score	Content Score – <i>must take prior to student teaching</i>	Licensure Official
<b>Completion</b>	<b>Event/Assessment</b>	<b>General Criteria</b>	<b>Evaluators</b>
	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
<b>Recommendation for Licensure</b>			
	Degree Audit	Confirm grades, completion of all required coursework, and endorsement coursework.	Licensure Official
	Praxis II	Confirm passing of Praxis II required tests	Licensure Official

## William Penn University Elem K-6/Strat I K-8/Rdg K-8/Coaching FTF Plan of Study

Course	Semester 1 - Fall	Hrs	Time
EDUC100	Intro to Education	3	12:15 TR
EDUC 100	15-hours Field		
LDRS 100	College Foundations	2	12:15 TR
LDRS 101	English Composition 1	3	MWF
SMGT 240-50	Theory of Coaching	2	8:15/9:45
	Religion	3	MWF
HIS 130/132	Survey History	3	MWF
	<b>Total</b>	<b>16</b>	

Course	Semester 2 - Spring	Hrs	Time
EDUC 200	Social Foundations	3	8:15 TR
EDSP 100	Intro to Except Learner	3	10:15 MWF
EDSP 100	15-hours Field		
LDRS 102	English Composition 2	3	MWF
LDRS 105	Computers & Technology	3	MW/Lab TR
*PHSC 100	Physical Sci for Elem Ed	3	2:15 MWF
KINS 218	Care & Prevention	3	11:15/12:15
	<b>Total</b>	<b>18</b>	

Course	Semester 3 - Fall	Hrs	Time
BIOL 111/216	Biol Lab (A&P Coach)	3/4	
*MATH 205	Math for Elem Ed I	3	11:15 M
*EDUC 203	Foundations of Rdg	3	8:15 M
*EDUC 218	EI PE/Health Methods	2	12:15 TR
*EDUC 240	EI Fine Arts Methods	2	1:15-3 W
*EDUC 350	Media Methods	3	12:15 TR
	<b>Total</b>	<b>16</b>	

Course	Semester 4 - Spring	Hrs	Time
*EASL 250	Language Acquisition	3	DL
*EDSP 270	Behav. Management Strat I	2	12:15 MW
*EDSP 280	Collaboration Strategies	2	12:15 MW
*EDSP 290	Transition (Strat I)	2	DL
*EDUC 265	Children's Literature	3	12:15 TR
*EDUC 355	Classroom Management	3	2:15 MWF
*MATH 206	Math for Elem Ed II	3	9:15 MWF
	<b>Total</b>	<b>17</b>	

**STOP: TEP Entrance - Must be in the TEP before you can take over 30 Education Credits (2.5 GPA)**

Course	Semester 5 - Fall	Hrs	Time
LDRS 200	Prin of Communication	3	MWF/TR
*EDUC 365	Human Relations	3	1:45 TR
*EDSP 385	Diff Instructions K-8	3	8:15-11
*EDUC 370	Teaching Reading	3	8:15-11
*EDUC 373	Literacy Field 25-hour	0	8:15-11
*EDUC 378	SS Methods	3	8:15-11
	<b>Total</b>	<b>15</b>	

Course	Semester 6 - Spring	Hrs	Time
*EDSP 360	D & T of Reading	3	12:15 TR
*EDUC 372	Elem Math Methods	3	8:15-11:05
*EDUC 374	Elem LA Methods	3	8:15-11:05
*EDUC 376	Elem Science Methods	3	8:15-11:05
*EDUC 379	Math Field Ex. 25-hour	0	8:15-11:05
LDRS 290	Quaker Values	1	TR/Online
*PSYC 303	Ed. Psychology	3	1:45 TR/DL
	<b>Total</b>	<b>18</b>	

**STOP: Student Teaching must have 2.75 2 end of semester 6 (App due May 1/Dec 1)**

Course	Semester 7 - Fall	Hrs	Time
*EDSP 370	Ed Assessment	3	2:15 M
EDSP 390	Sped Practicum Strat I	1	Arranged
EDUC 375	Rdg Practicum (Rdg)	3	Arranged
HIST 151/152	World Civilization	3	
LDRS 220	Arts & Society 1or2	3	8:15 TR
LDRS 390	Contemp. Leadership	3	DL
	<b>Total</b>	<b>16</b>	
	<b>Praxis II Content Test must be taken prior to ST (\$120)</b>		

Course	Semester 8 - Spring	Hrs	Time
EDUC 400-5	Student Teaching	14	8-4/M-F
	ST Fee \$300, Grad Fee \$100		
	May take LDRS 390 during ST		
	Must be CPR certified for Licensure (free)		
	<b>Praxis II PLT Test #5624 (\$146)</b>		
	License Fee \$85, Background Check Fee \$75		
	<b>Total</b>	<b>14</b>	
	<b>* Designates only semester offered on campus</b>		

Fall 2020 BA Template –Elementary Education through WPU’s DL Program. Addition of endorsement may add time

<b>Fall 2021</b>				
LDRS 101 Comp I	3	Arr	-	21
LDRS 102 Comp II	3	Arr	-	22
LDRS 103 Education for Success	3	M	5:30	21
EDUC 200 Social Foundations	3	M	5:30	22
HIST 132 or 151	3	Arr		20
EDUC 100 Intro to Education	3	W	5:30	21
<b>Total credit hours</b>	<b>18</b>			
<b>Spring 2022</b>				
EASL 250 Language Acquisition	3	Th	5:30	21
EDUC 374 Elem Lang. Arts Methods	3	S	9-12	20
PHSC 100 Physical Science for Elem Ed	3	Th	5:30	22
MATH 205 Math for Elem Ed I	3	M	5:30	21
EDSP 100 Exceptional Learner	3	Tu	5:30	21
<b>Total credit hours</b>	<b>15</b>			
<b>Must be accepted into TEP this Fall!</b>				
<b>Fall 2022</b>				
EDUC 355 Classroom Mgmt.	3	Tu	5:30	21
LDRS 200 Principles of Communication	3	OLE	-	38
HIST 132 or 151	3	Arr	-	20
EDUC 376 Elem Sci Methods	3	S	9-12	20
EDUC 203 Reading Foundations	3	Tu	5:30	22
<b>Total credit hours</b>	<b>15</b>			
<b>STOP! Must be accepted into TEP</b>				
<b>Spring 2023</b>				
EDSP 370 Educational Assessment	3	Tu	5:30	21
EDUC 240 Fine Art Methods	2	Tu	5:30	22
LDRS 290 Quaker Values	1	Arr	-	20
BIOL 111 Environmental Biology	3	OLE	-	39
EDUC 370 Teaching Reading	3	S	9-12	20
EDUC 373 25 Hour Field	0	Arr	-	20
<b>Total credit hours</b>	<b>12</b>			
<b>Fall 2023</b>				
EDUC 372 Elem Math Methods	3	S	9-12	20
EDUC 379 25 Hour Field	0	Arr	-	20
MATH 206 Math for Elem Ed II	3	M	5:30	21
LDRS 105 Computers	3	OLE	-	39
EDUC 378 Elem Social Studies Methods	3	S	12-3	20
EDUC 265 Children’s Literature	3	Tu	5:30	21
<b>Total credit hours</b>	<b>15</b>			
<b>Spring 2024</b>				
RELI 300 Comparative Religion	3	OLE	-	38
EDSP 360 Diagnosis/Treatment of Reading Difficulties	3	S	9-12	20
EDSP 385 Differentiated Instruction K-6	3	Tu	5:30	21
EDUC 350 Media Methods	3	Tu	5:30	22
LDRS 220 Arts & Society I	3	Arr	-	20
<b>Total credit hours</b>	<b>15</b>			
<b>Fall 2024</b>				
EDUC 365 Human Relations	3	T	9-12	22
PSYC 303 Dev & Ed Psych	3	Th	5:30	21
EDSP 280 Collaboration Strategies	2	Th	5:30	22
EDUC 218 Elem PE & Health Methods	2	S	12-3	20
LDRS 390 Contemporary Leadership	3	M	5:30	21
EDUC 375 Reading Practicum	3	Arr	-	20
<b>Total credit hours</b>	<b>16</b>			
<b>Spring 2025</b>				

### 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><b>**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</b></p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Early (All)	EDSP 100	15	<p>Expectations – Candidates may participate by assisting students however the cooperating teacher sees appropriate. Candidates will document time on a timesheet, complete journal reflections, and write a reflective paper describing ICEL (instruction, curriculum, environment, and learner supports).</p> <p><b>**If a candidate is a Para Educator, the hours must be completed in <u>another district</u>, to gain a new experience.</b></p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Literacy (Elementary)	EDUC 370	25	<p>Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach 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><b>**If a candidate is a Para Educator, the hours must be completed <u>in another district</u>, to gain a new experience.</b></p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> <li>· Evaluation of the ten InTASC standards</li> <li>· Two formal lesson evaluations</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>
Math (Elementary)	EDUC 372	25	<p>Expectations - Candidates will document time on a timesheet, complete journal reflections connected with the 10 InTASC standards, teach three lessons, and write a reflective paper describing the experience of implementing the Iowa Core and differentiating lessons.</p> <p><b>**If a candidate is a Para Educator, the hours may be completed <u>within the school district</u>, but <b>not</b> within the same building employed.</b></p>	<p><u>Cooperating Teacher Feedback</u></p> <ul style="list-style-type: none"> <li>· Timesheet Verification</li> <li>· Disposition</li> <li>· Evaluation of the 10 InTASC Stds</li> <li>· Two formal lesson evaluations</li> </ul> <p><u>Instructor Feedback</u></p> <ul style="list-style-type: none"> <li>· Journal reflections</li> <li>· Reflection Paper</li> </ul>

## Pre-Student Teaching Clinicals – Secondary Education

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