



William Penn University

2021-2022



Education Division

Student Guidebook

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William Penn University 2020-2021

Education Division - Student Guidebook

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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, <https://www.hlcommission.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.

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.

See Page 54-57 for WPU Mission Principles Goals and Objectives

William Penn 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

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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 WPU ACCESS under the "Resources".

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 ACCESS), 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 credits is required for graduation).

Planning Your Program

Advisors will help plan your program of study. Example program plans are included in Appendixes A and B. You will find the University Catalog and Program Checklist helpful as you plan your course schedules and develop a program. Look for:

- Prerequisite course requirements, Prerequisite GPA requirements, and the term (fall or spring) the course is typically offered

Advising Process:

Advising Steps	Action or Person responsible
New Student	Admitted by the Admissions' Office
Admitted – Declare major	Transcript Review by the Registrar
Transcript Review	Advisor helps create Plan of Study (PoS)
Register each semester	Student completes Verification & Business Holds
Review Grades	Student and Advisor adjust Plan of Study
Apply for TEP before 15 education credits for secondary	Student applies when TEP requirements are met
Apply for TEP before 30 education credits for elementary	Student applies when TEP requirements are met
Apply for Student Teaching by May 1 or December 1	Student completes application process, provides resume Audit completed by Advisor/Reviewed by Licensure Official
Take Praxis II Content prior to Student Teaching	Praxis Prep Classes available - EDUC 120
Recommend Praxis II PLT prior to Student Teaching	Praxis Prep Classes available - EDUC 115
Student Teach Final Semester	
Exit Survey	Student completes at Student Teaching Seminar
Passing scores for Praxis II Content and PLT tests	Licensure Official Reviews
Passing Student Teaching grade	Licensure Official Reviews
Recommend for License	Licensure Official Recommends
Add to Graduate/Job Google Sheet	
Follow-up Graduate/Employer State Surveys	Assessment Coordinator
WPU Surveys	Assessment Coordinator
Graduate connections emails	

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 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

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. <https://www.wmpenn.edu/student-life/student-services/career-services/>

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: yxfpwer8

Education Collaboration 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**, Education Office contains curriculum resources for check out in all content areas, 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)

Elementary Education

102 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

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)

278 Computer Science (5-12)

Elementary Education Professional Core #102

86 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 218	Elementary PE/Health Methods	2
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	World History class (in addition to LDRS requirement)	3
MATH 205	Math for Elementary Educators*	3
MATH 206	Math for Elementary Educators *	3
PHSC 100	Physical Science for Elementary Educators	3

FALL BLOCK

EDSP 385	Differentiated Instruction Methods & Strategies (K-8) *	3
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
PSYC 303	Developmental & Educational Psychology*	3

EDUC 400 Elementary Student Teaching

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[Successful completion of student teaching, key assignments, graduation, 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)

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[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

* Prerequisites 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	

Required Supporting Classes**

Computer Course	3
Lab Science Course	3
College-Level Mathematics Course	3
Survey History Course	3
Speech	3

****Included in Penn Leadership Core**

***Prerequisites required. Check the course catalog.**

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) - 12 hours

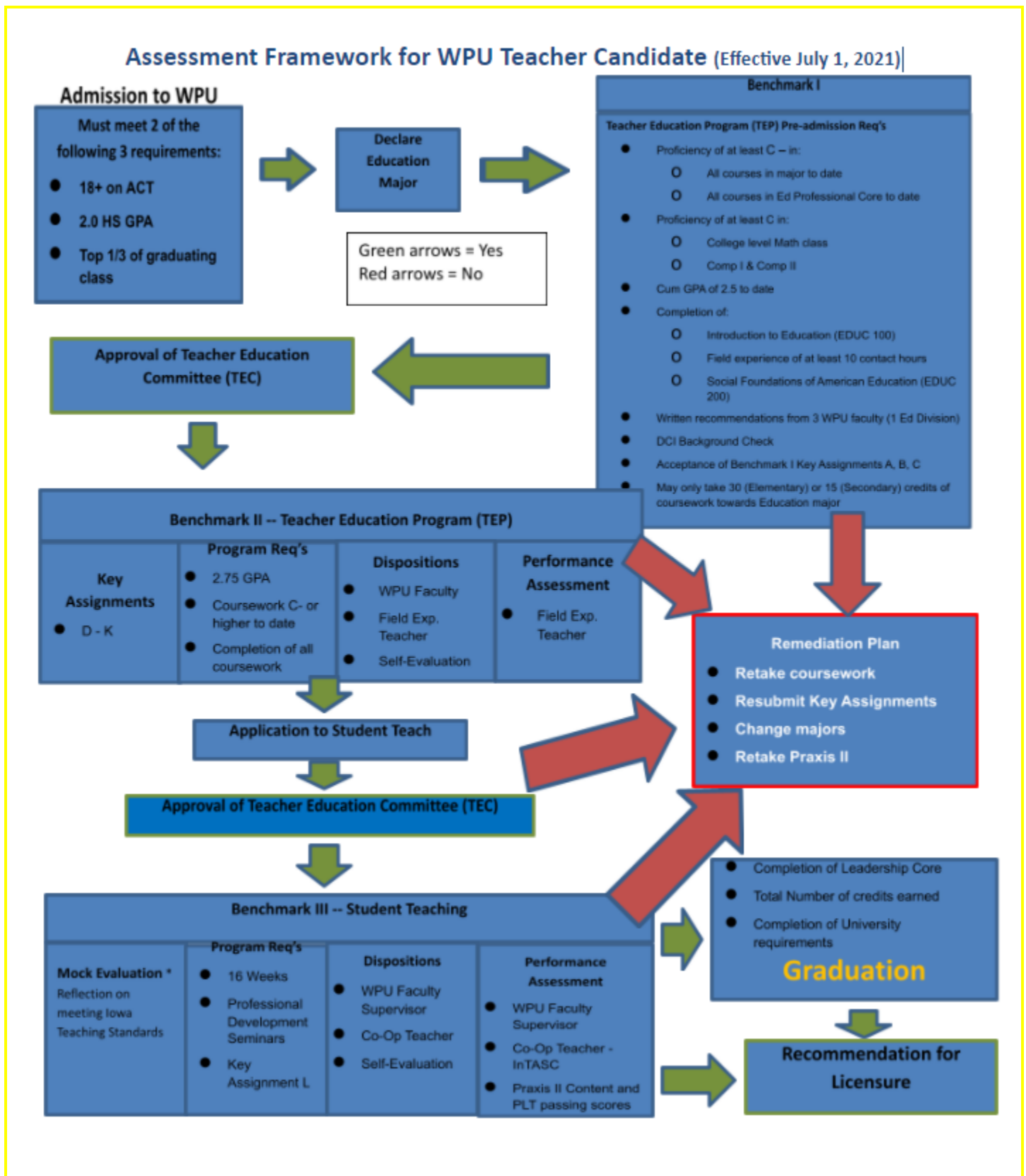
***Current CPR Certification and Concussion Training Certification*

PSYC 303	Developmental & Educational Psychology	3
SMGT 240+	Any Coaching Theory Class	2
KINS 218	Care and Prevention of Sports Injuries	3
BIOL 216	Anatomy and Physiology	4

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

EDUC 203	Foundations of Reading	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)



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 the Moodle Education Information website.

1. A grade of at least a "C-" in:
 - All courses in the major _____
 - All courses in the Education Division Professional Core _____
- A grade of at least a "C" in:
 - 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. Completion of EDUC:200, Social Foundations of American Education _____
4. Successful completion of a 15-hour First Field Experience _____
5. Key Assignments A, B, & C (If transferred in EDUC 200, must write Ed Philosophy) _____
6. Written recommendation from three faculty members, with at least one reference from an Education Division faculty at William Penn University. _____
7. DCI background check completed (\$15.00) _____

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

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)

Protocol for background checks for WPU education students

Semester - class	Background Action
EDUC 100 Intro to Education	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 https://www.iowacourts.state.ia.us/ESAWebApp/DefaultFrame and the National Sex Offender Registry https://www.nsopw.gov/en-us/search/verification/ . 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) - http://www.dps.state.ia.us/DCI/ . Applicants who are out of state may require an additional background check from that state. 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)
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 Student Teachers must complete any background check requirements per school district's policy. (per 9.8.2020 Ed Division decision)

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
Comments:					
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]					
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
Comments:					

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

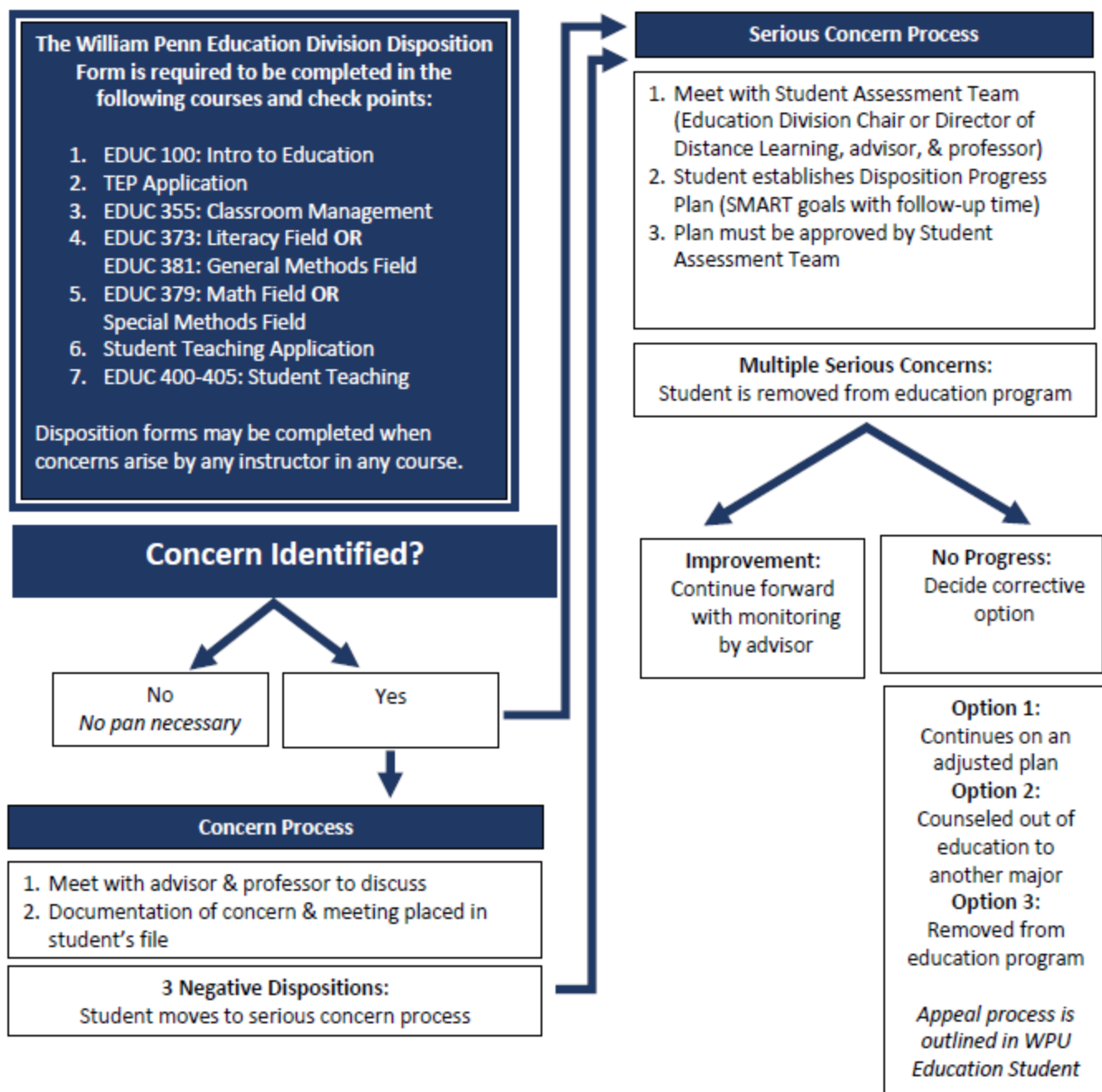
No Concern - no plan necessarily

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 the 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. The plan must be approved by Team
4. Follow-up
 1. Improvement - continue forward with monitoring by 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



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
- Transcript showing grades for LDRS 101: Composition I, LDRS 102: Composition 2, and Math
- Transcript showing GPA 2.5 or higher
- 3 Faculty References
- TEP application
- Key Assignment Assessment Record
- DCI Background check

Completed Benchmark IIa and IIb Requirements –

- Completed timesheets (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,
- Key Assignment 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 - Degree Audit/Transcripts
- Cooperating Teacher evaluation forms: InTASC and Disposition,
- Final Key Assignment Assessment Record,
- Application for Licensure

William Penn University Education Division Benchmark Schedule

Student Personnel File

Name _____ ID# _____
 Major/Endorsement Areas _____
 Academic Advisor _____ Anticipated Student Teaching Semester _____

Completion	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)
	3 Faculty Recommendations	Positive recommendations (1 must be Ed Faculty)	Division Chair of Education
	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
	GPA	Transcript - GPA 2.5 or higher	
	Apply to enter Teacher Education Program	TEP application should be completed the semester in which Social Foundations is taken.	Division Chair of Education and Teacher Education Committee
	DCI Background check	\$15.00 Complete	Office Manager

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

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

Completion	Event/Assessment	General Criteria	Evaluators
	25-Hr Literacy/Math 25-Hr General/Special	Completed timesheets, 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 – Key Assignments E-K	<i>All Key Assignments must be completed & accepted prior to student teaching.</i>	Education Division Faculty WPU Placement Coordinator
	Praxis II Score –	Content Score	Licensure Official
	GPA	Transcript - GPA 2.75 or higher	

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

Recommendation for Licensure

	Degree Audit or Transcript	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 timesheets, 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 timesheets, 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 timesheets, evaluation	Supervising Methods Professor and Cooperating Teacher
	EASL 395 ESL Practicum 7-12 Practicum – 25 hours	Completed timesheets, 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 timesheets, evaluation	Supervising Methods Professor and Cooperating Teacher

149 Reading 5-12

Completion Date	Event/Assessment	General Criteria	Evaluators
	EDUC 375 Reading Practicum Practicum – 40 hours	Completed timesheets, evaluation	Supervising Methods Professor and Cooperating Teacher

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:
A	First field experience reflection paper	EDUC 100
B	Passing LDRS 101, LDRS 102, & Math Grades	TEP requirement
C	Educational philosophy	EDUC 200
D	Legal Presentation	EDUC 200
E	Instruction, Curriculum, Environment, & Learner Chart	EDSP 100
F	Teacher Interview/Collaboration Project	EDSP 280/EDUC 360
G	Web quest	EDUC 350
H	Comprehensive Classroom Management Plan	EDUC 355
I	Unit plan, five fully developed lessons and an assessment	EDUC 378/EDUC 380
J	Written Individual Education Plan	EDSP 385/EDSP 387
K	Unit Plan with 5 lessons with differentiation components	EDSP 385/EDSP 387
L	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

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.

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) Adhere to school district and building policies
- 3) Exhibit appropriate conduct
- 4) Follow established observation schedule, notifying professor and cooperating teacher if problems arise
- 5) Complete assigned tasks accurately and in a timely fashion
- 6) 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	15 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 45% Free & Reduced)
- High diversity (above 25% 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 (2020-2021 Statistics) State 26% Diversity

High Diversity (25%+):

Ames – 35%	Columbus – 71%	Mason City - 24%	S. Tama County – 53%
Belmond-Klemme – 33%	Davenport – 47%	Mt. Pleasant – 22%	Storm Lake – 85%
Bettendorf – 27%	Denison – 70%	Muscatine – 39%	Urbandale – 31%
Boyden-Hull – 27%	Des Moines - 65%	Newell-Fonda-24%	Washington – 26%
Burlington – 36%	Grove – 41%	Ottumwa – 44%	Waterloo – 55%
CAL – 42%	Estherville Lincoln-30%	Perry – 58%	Waukee 25%
Cedar Rapids – 40%	Ft. Dodge – 30%	Pleasant Valley - 24%	Webster City – 31%
Charles City – 25%	Hampton-Dumont 42%	Postville – 70%	W. Burlington Ind-26%
Clarion-Goldfield 408%	Iowa City – 46%	Rock Valley – 38%	West Des Moines 40%
Clarke – 38%	Johnston – 30%	Saydel – 25%	West Liberty – 61%
Clinton – 29%	Lenox – 25%	Sioux Center – 43%	West Sioux – 40%
	Marshalltown – 67%	Sioux City – 56%	

Free and Reduced (Low SES – (50%+) (2020-2021 Statistics) State 41% Free and Reduced

Albert Cty-Truesdale 50%	DM Ind. – 77.8%	Midland – 50%	Sibley-Och - 50%
Atlantic – 54%	Diagonal --65%	Mormon Trail – 55%	Sidney—50%
Bennett -- 53%	Eagle Grove – 59.1%	Moulton-Udell – 553%	Sigourney - 33%
Burlington – 60%	East Sac Cty – 50%	Mount Ayr – 52%	Sioux City – 70%
CAL – 60%	East Union – 54%	Mount Pleasant --48%	South Page – 70%
Cardinal – 55%	Essex –62%	North Kossuth –66%	S. Tama County – 63%
Cedar Rapids—54%	Estherville/Lincoln—54%	North Mahaska 40%	Storm Lake – 71%
Central Decatur – 66%	Fort Dodge—56%	North Union -- 55%	Tri-County – 48%
Centerville –53%	Fort Madison--52%	North Winneshiek --67%	Twin Cedars – 43%
Chariton – 54%	Gilmore-Bradgate-65%	Oelwein – 57%	Van Buren – 52%
Charles City – 52%	Graettinger-Terril – 52%	Olin C. – 63%	Villisca—50%
Charter Oak-Ute –61%	Hamburg – 71%	Orient-Macksburg-64%	Waco – 47%
Clarion-Gold-Dows –57%	Hampton-Dumont 60%	Oskaloosa –42.5%	Wapello 45%
Clarke – 51%	Keokuk – 58%	Ottumwa --48%	Washington – 51%
Clay Central-Everly 71%	Keota – 46%	Perry – 54%	Waterloo—73%
Clinton – 53%	Lamoni – 52%	Pocahontas Area—56%	Wayne – 55%
Colfax-Mingo – 42%	Laurens-Marathon -65%	Postville – 99%	Webster City--50%
Columbus – 60%	Lenox – 55%	Red Oak – 52%	West Liberty –63%
Council Bluffs – 70%	LuVerne – 85%	River Valley – 50%	West Monona - 52%
Creston –55%	Maple V/Anthon –59%	Saydel-62%	West Sioux –61%
Davenport – 58%	Maquoketa – 52%	Schaller-Crestland – 54%	Whiting – 57%
Davis County--50%	Marshalltown – 72%	Seymour – 59%	Winfield-Mt. Union-56%
Denison – 72%	Mason City – 55%	Shenandoah – 57%	

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 requests, 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.

William Penn University Education Division Response and Expectations for Candidates who hold Substitute Authorizations

Substitute Authorization (5-year, renewable authorization)

1. The degree requirement to obtain a substitute authorization is **an associate's degree or 60 semester hours** through a [regionally-accredited institution](#) (WPU is accredited by HLC).
2. The substitute authorization course is required and may be obtained through the [AEA online system](#). Search for the AEA substitute authorization course. Or you may have taken the coursework from WPU. Review the Substitute Authorization Steps document in #4.
3. [Mandatory Child and Dependent Abuse Reporter Training](#)
4. Follow the steps on Moodle – Education Information – [Substitute Authorization Steps](#)

Those who hold an authorization to substitute must adhere to the following requirements for WPU coursework, field experiences and practicums.

Attendance in class is expected. Professors will follow their class attendance policies.

9-7-2021 - Per state guidance, substitute teaching is not allowed to fulfill field experience hours.
[Email and letter](#) sent by Education Division Chair and Licensure Official through Moodle 9-7-2021

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.nagc.org>

National Association for Gifted Children

English

<http://www.ncte.org>

National Council of Teachers of English

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

<https://www.iowareading.org/>

Iowa Reading Association

<http://www.ncte.org>

National Council of Teachers of English

Physical Education and Health

<https://www.shapeamerica.org/>

Society of Health and Physical Educators

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

<https://iowasocialstudies.org/>

Iowa Council for the Social Studies

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

National Center for History in the Schools

<http://www.teachtei.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.historians.org>

American Historical Association

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>

Assoc. for Supervision & Curriculum Development

<http://www.iste.org>

International Society of Technology Education

Student Teaching

Student teaching will begin when the school to which the student is assigned begins. This applies to both the fall semester and following winter break, for the spring semester. Student teachers will complete an assignment consisting of 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 an 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 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 Guide and the Student Teaching Guidebook, 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.

Key Assignments A-K must be completed prior to the first day of student teaching (Benchmark I and II, see the Benchmark Schedule on pages 34-35).

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 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 First 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 coursework 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 coursework. _____
- G. Completed DCI Background Check (\$15) TEP acceptance _____

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 of teaching experience, and be endorsed in the content area teaching to teach in the State of Iowa. Both the university placement coordinator and school district administrator review and agree on an appropriate cooperating teacher who has the knowledge and experience needed to mentor a student-teacher.

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 (Helps offset the cost of the Cooperating Teacher Stipend & Supervisor)
2. Mandatory Reporter Training – Free (DHS) or \$25 (AEA)
3. Students will be charged a \$100.00 graduation fee.
4. Licensure fee (paid to the Board of Educational Examiners) - \$85.00
5. Fingerprinting fee (paid to the Board of Educational Examiners) - \$75.00
6. DCI Background Check - \$15 (prior to TEP acceptance)

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.

- The 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 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 Key Assignments (Mock Evaluation & InTASC Cooperating Teacher 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.
- _____ 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: Adult versions are the most appropriate by anything that says CPR from the providers below will be accepted. [American Heart Association](#), [American Red Cross](#), [American Safety and Health Institute \(ASHI\)](#), [National Safety Council \(NSC\)](#), [Medic First Aid](#)
 - <https://boee.iowa.gov/coaching> (As of Fall 2020, online options are available.)
 - **Concussion Training Certification** <http://nfhslearn.com/courses/61037/concussion-in-sports> (Free)
- _____ Completed Mandatory Child and Adult Abuse Reporter Training (Free through DHS)
 - <https://boee.iowa.gov/changes-mandatory-reporter-requirements>
 - Required for substituting and acquiring a teaching position. Required 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.
- _____ 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
- _____ 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
 - Payment for License (\$85)

Licensure Official will recommend once all requirements are met.

**** Please contact Dana Oswald, Licensure Official, with all questions.**
(oswaldd@wmpenn.edu or 641-673-1113)

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
3. **Temporary Initial License**: The Temporary Initial License is granted to new graduates who completed the WPU program (except for the required completion assessments) meeting at least one of our endorsement requirements. It is valid for one year and may not be renewed. A position offer in Iowa is required, and the district must show a diligent search.
4. **Conditional - Class B License**: The Conditional – Class B License is granted to those who hold an initial, standard, master, or regional exchange teaching license, have a position offer in a new endorsement area, and have 2/3 of the content or 1/2 in a shortage area of the required coursework complete. It is valid for two years and may be renewed with a one-year emergency extension if coursework progress is made.

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)

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: Adult versions are the most appropriate by anything that says CPR from the providers below will be accepted. [American Heart Association](http://www.heart.org), [American Red Cross](http://www.redcross.org), [American Safety and Health Institute \(ASHI\)](http://www.asahi.org), [National Safety Council \(NSC\)](http://www.nsc.org), [Medic First Aid](http://www.medicfirstaid.org)
- <https://boee.iowa.gov/coaching> (As of Fall 2020, online options are available.)
- **Concussion Training Certification** <http://nfhslearn.com/courses/61037/concussion-in-sports> (Free)

Praxis Test Cut Scores – Effective July 1, 2019

Updated 7.9.2021

End. #	Endorsement Area	Grade Level	Content Test	Test #	Score Needed
PLT	Principles of Learning & Teaching	K-6		5622	160
PLT	Principles of Learning & Teaching	7-12		5624	157
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	145
138	Health	5-12	Health Ed.	5551	145
140	Industrial Tech.	5-12	Technology Education	5051	159
143	Mathematics 5161 - Ends 8/31/2022 5165 - Starts 9/1/2021	5-12	Math: Content Knowledge OR - You may take either (9/1/21-8/31/22) Mathematics: Content Knowledge	5161 5165	135 159
144	Music	K-8	Music: Content Knowledge	5113	154
145	Music	5-12	Music: Content Knowledge	5113	154
146	Physical Ed.	K-6	Physical Ed.: Content Knowledge	5091	140
147	Physical Ed.	5-12	Physical Ed.: Content Knowledge	5091	140
151	Biology	5-12	Biology: Content Knowledge	5235	147
152	Chemistry	5-12	Chemistry: Content Knowledge	5245	135
153	Earth Science	5-12	Earth & Space Sci: Content Knowledge	5571	147
1541	Basic Science	5-12	General Science: Content Knowledge	5435	143
156	Physics	5-12	Physics: Content Knowledge	5265	130
157	Am. Gov't	5-12	Government/Political Science	5931	149
158	American History	5-12	World & US Hist: Content Knowledge	5941	145
163	Psychology	5-12	Psychology	5391	154
165	Sociology	5-12	Sociology	5952	154
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 - All	5-12	Business Ed.	5101	157
1861	Social Studies - Basic	5-12	Middle School Social Studies	5089	142

Praxis II Study Links:

[PRAXIS II Prep Tests](#)

[PRAXIS Study Companions](#)

[Iowa Praxis Test](#)

[LearningExpress Library](#)

[Khan Academy Videos/Exercises for Praxis Core Math Test](#)

[ETS Fee Waiver](#)

Praxis II FAQs:

[Curious about Test Dates, Centers & Results](#)

[Curious about accommodations for a Disability](#)

[Curious about PLNE accommodations \(ESL\)](#)

[Curious about changing a test or cancelling](#)

Praxis II Study Prep Courses (Registration for the tests now includes a free Interactive Practice Test)

EDUC 115: Praxis II PLT Prep (\$156, cost of test)

EDUC 120: Praxis II Content Prep (\$130, cost of test)

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 Teach Iowa website to help send out applications for job opportunities.

Job Applications – <https://iowa.schoolspring.com/>

- 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.

Keep a digital copy of each of the following items:

Mandatory Child and Adult Abuse Reporter Training

<https://boee.iowa.gov/changes-mandatory-reporter-requirements>

- Required for substituting and acquiring a teaching position. Required for student teaching.
- This training should be available through DHS (free) or Iowa AEA Online and ISEA UniServe office.
- 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.

Resume

- There are many resume templates online to look at and to choose a style that matches you. Begin thinking of activities, jobs, and volunteer opportunities to engage in to build your resume to showcase your personality, work ethic and love for kids. Any education professor is willing to review and make recommendations.

Cover Letter

- There are many cover letter templates online to look at and to choose from. When writing a cover letter you want to note how you can meet the district's mission statement and tell a story about you and who you are as an educator. Do not just retell what is on your resume. Any education professor is willing to review and make recommendations.

Recommendation Letters

- It is suggested that you have at least three people who have observed you teaching to write letters of recommendation for you.

Certifications

- If you completed any trainings or certifications, keep a copy and note on your resume.

Forgivable Loans

- Iowa teacher shortage areas are designated annually by the Iowa Department of Education. Data used to calculate the shortages include the numbers of Class C and Class B licenses issued, the number and frequency of job postings on [TeachIowa.gov \(the statewide teacher recruitment website\)](https://teach.iowa.gov/), and the number of projected graduates in each teaching discipline.
- Teachers in shortage areas may be eligible for college student forgivable loans through both state and federal programs. Information regarding application for forgivable loans is available at the [Iowa College Student Aid Commission website](https://icaa.iowa.gov/).

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 Vice President of Academic Affairs.
4. If the student rejects the decision of the Academic Council, the student may further appeal the decision to the Vice President of Academic Affairs. The decision of the Vice President of Academic Affairs 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 _____

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)
	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
	GPA	Transcript - GPA 2.5 or higher	

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**

Completed	Event/Assessment	General Criteria	Evaluators
	25-Hr Literacy/Math 25-Hr General/Special	Completed timesheets (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 D-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

Completion	Event/Assessment	General Criteria	Evaluators
	Second 25-Hour Field Experience 25-Hr Literacy/Math 25-Hr General/Special	Completed timesheets (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 D-K	<i>All Key Assignments must be completed & 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
	GPA	Transcript - GPA 2.75 or higher	
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

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
	Total	16	

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
	Total	18	

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
	Total	16	

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
	Total	17	

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
	Total	15	

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
	Total	18	

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
	Total	16	
	Praxis II Content Test must be taken prior to ST (\$120)		

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)		
	Praxis II PLT Test #5624 (\$146)		
	License Fee \$85, Background Check Fee \$75		
	Total	14	
	* Designates only semester offered on campus		

William Penn University Elementary K-6 FTF Transfer Plan of Study

Course Code	Semester 1 - Fall	Hrs	Time
EDUC100	Intro to Education	3	12:15 TR 2nd 8
EDUC100	15-hours Field		
EDUC 200	Social Foundations	3	8:15 TR
*EDUC 203	Foundations of Rdg	3	8:15 MWF
*MATH 205	Math for Elem Ed I	3	11:15 MWF
EDSP 100	Intro to ExceptLearner	3	10:15 MWF
EDSP 100	15-hours Field		
BIOL 111/216	Bio Lab (A&P if Coach)	3/4	
	Total	18/ 19	

Course Code	Semester 2 - Spring	Hrs	Time
*EDUC 265	Children's Literature	3	12:15 TR
EDUC 350	Media Methods	3	DL
*EDUC 355	Classroom Management	3	2:15 MWF
*EDSP 280	Collab Strategies	2	12:15 MW
*PHSC 100	Physical Sci for Elem Ed	3	2:15 MWF
*MATH 206	Math for Elem Ed II	3	9:15 MWF
LDRS 290	Quaker Values	1	TR/Online
	Total	18	

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

Course Code	Semester 3 - Fall	Hrs	Time
*EDSP 370	Educational Assessment	3	2:15 MWF
*EDSP 385	Diff Instructions K-8	3	8:15-11
*EDUC 218	Elem PE/Health Methods	2	12:15 TR 2nd 8
*EDUC 240	Elem. Fine Arts Methods	2	1:15-3 W 1st 8
*EDUC 365	Human Relations	3	1:45 TR
*EDUC 370	Teaching Reading	3	8:15-11
*EDUC 373	Literacy Field 25-hour	0	8:15-11
*EDUC 378	Social Studies Methods	3	8:15-11

STOP: Must have 2.75 GPA at end of semester.

Student Teaching Application due Dec. 1

	Total	19	
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Course Code	Semester 4 - Spring	Hrs	Time
*EASL 250	Language Acquisition	3	DL
*PSYC 303	Ed. Psychology	3	1:45 TR/I
*EDSP 360	Diag. & Treat. of Rdg.	3	12:15 TR
*EDUC 372	Elem Math Methods	3	8:15-11
*EDUC 374	Elem LA Methods	3	8:15-11
*EDUC 376	Elem Science Methods	3	8:15-11
*EDUC 379	Math Field Ex. 25-hour	0	8:15-11

Praxis II Content Test must be taken prior to ST (\$120)

	Total	18	
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Transfer courses to make sure to have completed

Course Code	Semester 5 - Fall	Hrs	Time
EDUC 400/405	Student Teaching	14	8-4/M-F
LDRS 390	Contemp. Leadership	3	DL
	ST Fee \$300, Grad Fee \$100		
	Praxis II PLT Test #5624 (\$146)		
	License Fee \$85, Background Check Fee \$75		
	Must be CPR certified for Licensure (free)		
	Total	17	

LDRS 101	English Comp I	3	
LDRS 102	English Comp II	3	
LDRS 105	Computers and Tech	3	
LDRS 200	Prin Communication	3	
LDRS 220	Arts & Society	3	
RELI	Religion course	3	
HIST 131/132	Survey History	3	
HIST 151/152	Western Civilization	3	
	Created 6 April 2021		

WPU Elementary Education Distance Learning Delivery Plan of Study

Selection of enrichment courses may add additional time to the schedule.

III semester Sec 21: First 8 weeks Sec 22: Second 8 weeks OLE: Online & Evening (purely online) Blue

Fall 2021				
LDRS 101 Comp I	3	Arg	-	21
LDRS 102 Comp II	3	Arg	-	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	Arg	-	20
EDUC 100 Intro to Education	3	W	5:30	21
Total field hours	15			
Total credit hours	18			
Spring 2022				
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
Total field hours	15			
Total credit hours	15			
Must be accepted into TEP this Fall!				
Fall 2022				
EDUC 355 Classroom Mgmt.	3	Tu	5:30	21
LDRS 200 Principles of Communication	3	Online	-	38
HIST 132 or 151	3	Arg	-	20
EDUC 376 Elem Sci Methods	3	S	9-12	20
EDUC 203 Reading Foundations	3	Tu	5:30	22
Total field hours	-			
Total credit hours	15			
STOP! Must be accepted into TEP				
Spring 2023				
EDSP 370 Educational Assessment	3	Tu	5:30	21
EDUC 240 Fine Art Methods	2	Tu	5:30	22
LDRS 290 Quaker Values	1	Arg	-	20
BIOL 111 Environmental Biology	3	Online	-	39
EDUC 370 Teaching Reading	3	S	9-12	20
EDUC 373 25 Hour Field	0	Arg	-	20
Total field hours	25			
Total credit hours	12			
Fall 2023				
EDUC 372 Elem Math Methods	3	S	9-12	20
EDUC 379 25 Hour Field	0	Arg	-	20
MATH 208 Math for Elem Ed II	3	M	5:30	21
LDRS 105 Computers	3	Online	-	39
EDUC 378 Elem Social Studies Methods	3	S	12-3	20
EDUC 265 Children's Literature	3	Tu	5:30	21
Total field hours	25			
Total credit hours	15			
Spring 2024				
RELI 300 Comparative Religion	3	Online	-	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	Arg	-	20
Total field hours	20			
Total credit hours	15			
Fall 2024				
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
Total field hours	40			
Total credit hours	16			
Spring 2025				
EDUC 400 Elem Student Teach	14			

WPU Secondary Education PE/Health/Coaching (K-8/5-12) Distance Learning Delivery Plan of Study

Fall 2021				
EDUC 200 Social Foundations	3	M	5:30	22
LDRS 101 Comp I	3	Arr	-	21
LDRS 102 Comp II	3	Arr	-	22
LDRS 103 Ed for Success	3	M	5:30	21
EDUC 100 Intro to Education	3	W	5:30	21
KINS 218 Prevention and Care of Sports Injuries	3	Arr	-	20
KINS 150 Fund. Concepts of Health, PE & Rec	3	Arr	-	20
KINS 110 Wellness & Fitness	3	Arr		38/39
Total field hours	15			
Total credit hours	12			
Spring 2022				
MATH 105 Math for Leaders	3	Arr	-	38/39
KINS 227 Personal & Community Hygiene	3	Arr	-	22
EDUC 365 Human Relations	3	S	9:00	20
LDRS 105 Computers	3	OLE		38/39
BIOL 216 Anatomy and Physiology	4	S	AM	20
Total field hours	-			
Total credit hours	16			
Must be accepted into TEP this Fall 2022				
Fall 2022				
Humanities Course	3			
EDSP 100 Intro to Exceptional Learner	3	T	5:30	21
EXSC 335 Exercise Physiology with Lab	4	S	PM	20
HIST 132 or 151	3	Arr	-	20
PSYC 240 Health Psychology	3	Arr		38/39
Total field hours	15			
Total credit hours	16			
STOP! Must be accepted into TEP				
Spring 2023				
LDRS 220 Arts & Society I	3	Arr	-	20
EDUC 215 Elementary Physical Education Methods	3	Tu	5:30	21
KINS 221 Teaching Individual & Team Sports	3	Tu	5:30	22
RELI 300 Comparative Religion	3	S	1-4	20
SOCI 311 Marriage & Family	3	OLE		38/39
Total field hours	-			
Total credit hours	15			
Fall 2023				
LDRS 200 Princ. Of Communication	3	Arr	-	22
EXSC 325 Sports & Exercise Nutrition	3	S	AM	20
KINS 334 Tests & Measure in Health, PE & Rec	3	S	PM	20
EDUC 355 Classroom Mgmt.	3	Tu	5:30	21
LDRS 390 Contemporary Leadership	3	M	5:30	22
Total field hours	-			
Total credit hours	15			
Spring 2024				
KINS 217 Adaptive PE	3	T	5:30	21
EDUC 380 General Methods	3	S	AM	20
EDUC 381 25 hour field experience	0	Arr	Arr	20
EXSC 332 Analysis of Human Motion	3	S	PM	20
LDRS 290 Quaker Values	1	Arr	-	22
EDUC 350 Media Methods	3	Arr		22
SMGT 241 Theory of Coaching Football	2	M	5:30	22
Total field hours	25			
Total credit hours	15			

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	Passing
	Complete Key Assignments A, B, C	Complete Key Assignments D, E, F, G, and H	Complete Key Assignments I, J, and K	ITS Mock Evaluation InTASC CT Evaluation Key Assignment L	Passing
	Overall GPA 2.5	Maintain GPA 2.5	GPA 2.75	Maintain GPA 2.75	Maintain
	Coursework: C- or higher to date · EDUC 100: Intro to Education · EDUC 200: Social Foundations State Requirements: C or higher · 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 Praxis II Tests (Content & PLT)	Passing grades Graduate Passing score
	TEP Application Faculty References (3) * Disposition and content		Student Teaching App * Advisor Recomm. * Chair Recommendation * Resume	DE Workshop Seminar License Application	
Progress Plans for Success	Move to Benchmark IIa	Move to Benchmark IIb	Move to Benchmark II	Graduation	Licensure Rec.

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 Comp I, II, and Math if below C. Unsuccessful field experience * Repeat EDUC 100 * Counsel out of major Redo Key Assignments A, B, C Faculty recommendations with reservations require advisement	Retake coursework if below C- or lower than a 2.5 GPA Retake Comp I, II, and Math if below C. Unsuccessful field experience * Repeat EDUC 100 * Counsel out of major Redo Key Assignments A, B, C 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. Redo Key Assignments D, E, F, G and H	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. Redo Key Assignments I, J, and K	Failure to complete student teaching with a C- or higher requires advisement and a plan of action created. Retake student teaching Key Assignment L 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, World History, 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 Comp I, II, and Math if below C. Unsuccessful field experience * Repeat EDUC 100 * Counsel out of major Redo Key Assignments A, B, C 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. Redo Key Assignments D, E, F, G and H	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. Redo Key Assignments I, J, and K	Failure to complete student teaching with a C- or higher requires advisement and a plan of action created. Retake student teaching Key Assignment L 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 Experience	Coursework Aligned	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 <p><u>InTASC Key Assignment A</u></p>
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 <p><u>InTASC Key Assignment E</u></p>
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 within <u>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	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 <u>InTASC Key Assignment A</u>
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 <u>InTASC Key Assignment E</u>
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

Key Assignments Map Starting 2019-2020

Unit Standards InTASC & Iowa	EDUC 100	EDUC 200	EDSP 100	EDSP 280 EDUC 360	EDUC 350	EDUC 355	EDUC 378 EDUC 380	EDSP 385 EDSP 387	EDUC 400 EDUC 401
InTASC Standard 1: Learner Development Iowa Teaching Standard: 1		C -Philosophy						J - IEP	L - Cooperating Teacher Evaluation
InTASC Standard 2: Learner Differences Iowa Teaching Standard: 4			E - ICEL Chart					K - Unit Plan	L - Cooperating Teacher Evaluation
InTASC Standard 3: Learner Environment Iowa Teaching Standard: 6		C -Philosophy				H - CCMP		K - Unit Plan	L - Cooperating Teacher Evaluation
InTASC Standard 4: Content Knowledge Iowa Teaching Standard: 2		B – LDRS 101, LDRS 102, MATH					I - Unit Plan		L - Cooperating Teacher Evaluation
InTASC Standard 5: App of Content Iowa Teaching Standard: 1/ 2					G - Webquest		I - Unit Plan		L - Cooperating Teacher Evaluation
InTASC Standard 6: Assessment Iowa Teaching Standard: 5					G - Webquest		I - Unit Plan (Assessment Piece)		L - Cooperating Teacher Evaluation
InTASC Standard 7: Planning Iowa Teaching Standard: 3		D - Legal Presentation					I - Unit Plan	K - Unit Plan	L - Cooperating Teacher Evaluation
InTASC Standard 8: Instruction Strategies Iowa Teaching Standard: 4	A - Field Experience Reflection Paper						I - Unit Plan	K - Unit Plan	L - Cooperating Teacher Evaluation
InTASC Standard 9: Professional & Ethical Iowa Teaching Standard: 1/ 7		C - Philosophy						J - IEP	L - Cooperating Teacher Evaluation
InTASC Standard 10: Leadership & Collaboration Iowa Teaching Standard: 8				F - Interview Collaboration				J - IEP	L - Cooperating Teacher Evaluation

Color Represents: Blue - prior to TEP, White - prior or post TEP, Green - post TEP, Orange – student teaching

Revised 5-30-2019

Table F-1 Full Time 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	7 years	Assistant Professor	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* EDUC 380/381 EDUC 393/394 ST Supervisor
Stephanie Edgren	Teacher, Elementary, 13 years Instruct.I Coach, 4 years MS Reading, 3 years	1 years	Instructor	MA BS	Viterbo University, 2013 Fitchburg State College, 1991	Education Early Childhood Education	Education	EDUC 203* EDUC 265* EDUC 365* EDUC 375*
Shane Ehresman	Superintendent, 11 years Principal (Assoc) 10 years History Teacher, 7 years	0 years	Assistant Professor	Ed.D.(ABD) Ed.S. MA MAT BSS	Western Illinois University University of Iowa University of Iowa Coe College Cornell College	Coursework/ex Superintendent Ed Admin Teaching Sec Ed History	Education	EDUC 100
Janet Ewart	College Professor	26 years	Associate Professor	Ph.D. A.B.	University of Wisconsin-Madison, 2990 Kenyon College, 1984	Biology	Science	BIOL 216*
Breanne Garrett (TEC)	High School Math; 5 years	10 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 ST Supervisor
Stephen Henderson	5 th grade; 5 years Middle School;1 year	8 years	Associate Professor	Ed.D. ASC MA BA	University of Northern Iowa 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 395/396 HIST 230* HIST 152

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
Jamie Nelson	Elementary Teacher 2nd grade 6 years Reading Recovery Special Ed, 6 years	1 years	Instructor	MA BA	University of Northern Iowa, 2016 William Penn University, 2009	Literacy Education (Reading Specialist) Elementary Education	Education Special Education	EDSP 100 EDSP 370 EDSP 385 EDUC 203* EDUC 355* EDUC 365 EDUC 240*
Jennifer Peterson (TEC)	Current PE Teacher, 21 years	4 years	Instructor	MA BA AA	University of Northern Iowa University of Northern Iowa Indian Hills Community College	PE Teaching Pedagogy Physical Education	Education	EDUC 218*
Melissa Schettler	Elementary Teacher; 9 years	3 year	Instructor	MA BA	University of Iowa, 2015 University of Iowa, 2009	Elementary Education, Developmental Reading	Education	LDRS 100 EDUC 100 EDUC 203 EDUC 355* EDUC 372 EDUC 374 EDUC 376 ST Supervisor
Jessica Sisul (TEC)	Ambulance and Paramedic, 9 years Adjunct Instructor, WPU	9 years	Instructor	MPH PS-CCP BA	Des Moines University, 2010 Mercy School of EMS, 2005 Central College, 2004	EMS Exercise Science	Health & Life Science	KINS 227* EXSC 325*
Papae Wymore	Elementary Teacher; 13 years 6-8 At Risk Coordinator; 2 years	5 years	Instructor	MA BA	Virterbo Buena Vista University	Elementary Education	Education	EDSP 360 EDUC 265 EDUC 355 EDUC 370 EDUC 374 EDUC 375 EDUC 400-5 EDSP 400-1 ST Supervisor

*Designates courses taught in the Distance Learning Program and on campus for most courses

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
Dakota Bates	Current elementary teacher, 6 years	2 year	Adjunct	MA BA	Graceland University, 2016 William Penn University, 2013	Literacy Instruction Elementary Ed Special Ed	Education	EDUC 240* EDUC 376* EDUC 372* EDUC 378* EDUC 379* EDSP 370*
Larry Boxler	Engineer, 30 years	2 year	Adjunct	BS	Rose Hulman Institute of Technology, 1991	Applied Optics	Science	PHSC 100*
Susan Boxler	6th grade teacher; 4 years Elementary Teacher; 2 years Preschool Teacher; 1 year	11 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 365* EDUC 376* LDRS 103* LDRS 390*
Brandon Brooks			Adjunct	MS BA	University of Northern Iowa,		Industrial Technology Education	EDUC 387
Joe Burch	Current PE teacher, 8 years	3 years	Adjunct	MS BA	University of Central Missouri, 2012 Central College, 2008	Sport Business & Administration Exercise Science & PE Education	PE Education	EDUC 218*
Ben Campbell	AP instructor	7 years	Adjunct	MA BS	Iowa State University Iowa State University	Mathematics Agricultural Systems Technology	Education Math	MATH 090* MATH 100* MATH 205* MATH 206*
Jenifer Carstensen	Current ELL Coord. Spanish Teacher 3 yrs Teacher (ELL, Elem, Spanish, Sped, 18 yrs)	0	Adjunct	MA MA BS	Drake University University of Northern Iowa Millersville University of PA	Ed Leadership Principal TESOL ELL K-12 Education (K-6 & Spanish K-6)	ESL	EASL 350* EASL 390* EASL 395*
Brittane Chelleen	Current Elementary Teacher, 6 years	0 years	Adjunct	MS Ed BA	Drake University, 2019 William Penn University, 2015	Culturally Responsive Leadership & Instruction EI Education, Reading	Education	EDUC 265* EDUC 378*

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
Lilly Chen	Adjunct professor, 7 years	7 years	Adjunct	MA BA	University of Illinois Springfield University of Iowa	English English Honors	English	LDRS 101* LDRS 102*
Michelle Coleman	Current music teacher, 10 years	1 years	Adjunct	MA BA	University of Northern Iowa, '18 Central College, 2010	Music Education Music Education	Music Education	EDUC 255*
Joanne Cram	HS and College Incarcerated Students 5 th Grade, 4 years	5 years	Adjunct	MA BA	Lesley University Central Washington University	Creative Arts in Learning, MI Elementary/Special Education	Education	EDSP 280* EDSP 370* EDUC 372* EDUC 376* EDUC 378* EDUC 379*
Chad Davidson	Leadership Team Open Bible, 15 years Substitute Teacher, 15 years	10 years	Adjunct	MA MA BS	Oral Roberts University, 2005 George Fox University, 2000 Eugene Bible College, 1997	Theological and Historical Studies Teaching Counseling	Religion	RELI 300*
Julie Davis	Current public-school teacher, 16 years K-3 ESL Consultant, 4 years	2 years	Adjunct	MA BA	Morningside College, 2017 Wartburg College, 1997	Professional Educator & ESL Elementary Ed / Early Childhood	Education ESL	ESL* Endorsement Classes EDUC 365 LDRS 390*
Amy Fuller-Belding	Current PE teacher, 27 years	6 years	Adjunct	MA BA	University of Northern Iowa, 1992 Wartburg College, 1988	Physical Ed Teaching/Coaching Physical Education	Education	EDUC 218*
Thomas Griffin	Current Instructional Leader, 5 years Social Studies, 9 yrs	0 years	Adjunct	MA BA	Sam Houston State Univ., 2014 University of Iowa, 2008	History Secondary Social Studies Education	History Secondary Education	HIST 132* HIST 151*
Robb Heathcote	Engineer, 35 years	2 years	Adjunct	MBA MS BS	University of N. Carolina, 1994 Washington University, 1992 Purdue University, 1989	MBA Mechanical Engineering Aeronautical Engineer	Science	PHSC 100*
Aaron Hinnah	Education/DL Advisor Coach, Recruiter	3 years	Adjunct	MSM MBL BS	William Penn University, 2021 William Penn University, 2019 Iowa State University, 2012	Sport Management Business Psychology (Sport Psyc)		LDRS 100 EDUC 103*

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
Tara Holdsworth	Current JH/HS Special Education Teacher, 5 years	0 years	Adjunct	MA BA	Morningside College, 2019 Elementary Education , 2016	Special Ed Consultant Instructional Strategist II Elementary, Strategist I, Reading	Education Special Education	EDSP 270* EDUC 223* EDUC 360*
Betsy Luck	Current PE Teacher, 21 years teaching	5 years	Adjunct	MA BA	Viterbo University, 2009 Wartburg, 2000	Education Physical Education	Education	EDUC 391 EDUC 392
Laura Norberg	Athletic Trainer, 10 years	1 years	Adjunct	MA BS	St. Louis University, 2011 University of St. Francis	Athletic Training Biology	Health & Life Sciences	KINS 218*
Dana Oswald	Guidance Counselor; 7 years Elem Teacher; 4 years Special Ed K-8; 1 year	14 years	Assistant Professor Part-time Faculty	MA BA	Iowa State University William Penn University (College)	Guidance Counseling; Elementary Ed Strategist I	Education	Assessment EDUC 400-5 EDSP 400-2 PSYC 303* ST Supervisor
Emily Ott	Art work 4 years	7 years	Adjunct	MA BFA	Northern Illinois University, 2014 Iowa State University, 2009	Art (Art History Special) Integrated Studio Arts, Business	Art	LDRS 220*
Katie Palmer-Moran	Ministry, 21 years	5 years	Adjunct	MA BA	Gordon-Conwell Theological Seminary Northwestern College	Religion Theatre, Youth Ministry	Religion	LDRS 290*
Sharma Parlett	Retired teacher, special education consultant, and AEA Regional Director	5 years	Adjunct	MS BS	Iowa State University, 1978 Iowa State University, 1973	Education (Learning Disabilities) Elementary Education & Secondary Math Ed	Education	EDSP 100
Ben Robison	Current Physical Education Teacher, 9 years	1 years	Adjunct	MS BA	Drake University, Simpson College, 2021	Teacher Effectiveness & PD: curriculum Design & Development Education: PE/Health	Physical Ed Health	KINS 110* KINS 150*
Mark Scholes	Current Principal, 2 years Asoc Principal, 6 years Social Studies MS-HS, 11 years	0 years	Adjunct	MA BA	Iowa State University, 2011 Aurora University, 2001	Ed Leadership & Policy Studies History and Secondary Education	Education	EDUC 200*

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
Julie Sytsma	Current K-12 School Counselor, 13 years	2 year	Adjunct	MA BA	University of Iowa, 2008 University of Iowa, 2005	Cnslg, Rehab, Student Dev: School Counseling Psychology	Psychology	PSYC 303*
Jay Tiefenthaler	University, community college, and private/ public sector agencies	20 years	Adjunct	Ph.D. MS BS	Oklahoma State University Iowa State University Northwest State University	Geography Transportation Planning Geography	Geography	GEOG 102 GEOG 103
Tim Walljasper	Current Public School Teacher, xx years	5 years	Adjunct	MA BA	University of Illinois, 2009 University of Northern Iowa, 2005	Education Mathematics Teaching	Education	MATH 205* MATH 206*
Stephanie Welch	Public School Teacher AEA Special Education Consultant, xx years	6 years	Adjunct	PhDclasses MA BA	University of Phoenix Morningside College Buena Vista University	Educational Leadership Education Strat II Elementary Education, Strat I	Education	EDSP 100* EDSP 280* EDSP 360* EDSP 387* EDUC 200* EDUC 378*
Cathy Williamson	Strategist I Teacher; 8 years, Special Education Director, 1 year	15 years	Associate Professor	MA BA	Morningside College, 2004 Buena Vista College, 1994	Strategist I Secondary Education	Education	EDSP 290* EDSP 270* EDSP 387* EDSP 390*

*Designates courses taught in the Distance Learning Program

Elementary Education

WPU Principles	Ed Conceptual Framework	Education Goals	Program Objectives	Courses
Community (Assessed: 2017-2018)	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 (Assessed: 2019-2020)	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 MATH 205, MATH 206, PHSC 100
Integrity (Assessed: 2021-2022)	Effective 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 (Assessed: 2018-2019)	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 (Assessed: 2020-2021)	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 (Assessed: 2016-2017)	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

Courses bolded will be assessed

Distance Learning

WPU Principles	Ed Conceptual Framework	Education Goals	Program Objectives	Courses
Community (Assessed: 2017-2018)	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 (Assessed: 2019-2020)	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 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 (Assessed: 2018-2019)	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 (Assessed: 2020-2021)	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 (Assessed: 2016-2017)	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

Courses bolded will be assessed

Secondary Education

WPU Principles	Ed Conceptual Framework	Education Goals	Program Objectives	Courses
Community (Assessed: 2017-2018)	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 EDUC 360
Peacemaking (Assessed: 2019-2020)	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 (Assessed: 2018-2019)	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 (Assessed: 2020-2021)	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 115, EDUC 120, EDUC 200, EDUC 401-404 PSYC 303,
Equality (Assessed: 2016-2017)	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

Courses bolded will be assessed

K-12 Education (PE/Health K-8/5-12 & Music K-8/5-12)

WPU Principles	Ed Conceptual Framework	Education Goals	Program Objectives	Courses
Community (Assessed: 2017-2018)	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 EDUC 360
Peacemaking (Assessed: 2019-2020)	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 255 (Music) EDUC 368 (PE/H) EDUC 380
Technology (Assessed: 2018-2019)	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 (Assessed: 2020-2021)	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 115, EDUC 120, EDUC 401-404 PSYC 303,
Equality (Assessed: 2016-2017)	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

Courses bolded will be assessed

