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STUDENT GUIDE TO TEACHER EDUCATION AT COE

The Teacher Education department at Coe College operates under the guidelines of the Iowa Department of Education. All programs of study leading to teaching licensure are subject to the standards established by Department of Education. The Teacher Education Committee of the college makes decisions regarding admission of students to the teacher education program and to the student teaching semester. This guide presents an overview of current policies regarding undergraduate teacher education at Coe. In addition, students should consult the current catalog for additional academic and policy information. During EDU 215 or MU 205, Practicum, all students must complete the Registrar's review of their course of study for compliance with current state guidelines.

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SUGGESTED SEQUENCE FOR TEACHER EDUCATION STUDENTS

IN YOUR FIRST YEAR:

Obtain information in EDU 205, Foundations, about preparing for a teaching career.
Begin construction of your electronic portfolio in Education Foundations, and begin to collect artifacts for it.
Take the basic skills test (CBASE) .

IN YOUR SECOND YEAR:

Take the basic skills test, if not successfully completed in first year.
Complete an Application for Admission to the Teacher Education Program (green form)
Become familiar with the course requirements for your teaching concentration(s).
Take EDU 215, Practicum, and any remaining core courses (see page 3).

IN YOUR THIRD YEAR:

Complete an Application for Student Teaching Placement (computer form – request from Betsy).
Take methods courses.

IN YOUR SENIOR YEAR YOU SHOULD:

Take methods courses.
Complete your student teaching and all other graduation requirements.

IMPORTANT DATES -- PLAN AHEAD!

FEBRUARY 1	LAST DAY FOR FALL STUDENT TEACHING APPLICATIONS
APRIL 1	LAST DAY FOR SPRING STUDENT TEACHING APPLICATIONS
MAR 1	LAST DAY FOR FALL REDUCED TUITION APPLICATION
NOV 1	LAST DAY FOR SPRING REDUCED TUITION APPLICATION

Mission Statement: The Coe College Teacher Education department aims to foster in prospective teachers an appreciation that teaching and learning are active, collaborative, effortful and recursive. As such, teachers must continually acquire knowledge, communicate their understanding, build connections between ideas, reflect on and modify their understanding. Further, we believe that competent teachers are passionate about learning, appreciate diverse learners' needs and experiences, and possess skill related to positively influencing the learning of all students .

Performance Assessment Requirement:

Each new teacher licensed in the state of Iowa is expected to demonstrate competence in the areas identified below. These are an extension of the INTASC standards (Interstate New Teacher Assessment and Support Consortium), and have been elaborated in Coe's Guide to Performance Expectations, which is distributed in EDU 205. Students will begin portfolio development in EDU 205 and will be required to update portfolios throughout their professional coursework by including assignments that have been designated as addressing one or more of these competencies (key assessments).

Students will be required to submit a completed portfolio of assignments demonstrating competency prior to recommendation for licensure.

State of Iowa Standards for New Teacher Licensure

- a) Student learning. The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.
- b) Diverse learners. The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
- c) Instructional planning. The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
- d) Instructional strategies. The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- e) Learning environment/classroom management. The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f) Communication. The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.
- g) Assessment. The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.
- h) Foundations, reflection and professional development. The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.
- i) Collaboration, ethics and relationships. The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.
- j) Computer technology related to instruction.

Professional conduct, attitudes and performance are essential for teachers and those pursuing teacher preparation. All students in the program are expected to attend classes faithfully, to participate actively in their courses, to carry out field experience expectations responsibly, to engage in thoughtful reflection, to be enthusiastic learners, and to collaborate with faculty and fellow students. Teacher Education faculty will monitor these dispositions for all students with whom they work and keep records on such criteria each term. Comments about student behaviors related to each of these dispositions will be sought from other college instructors when students apply for admission to the Teacher Education Program and to student teach.

Evidence of unsatisfactory performance on any of these will be considered adequate grounds for dismissal from the program or denial of recommendation for a teaching license. **It must be understood that**

such recommendation for licensure is not automatic upon completion of required course credits. The department must have the conviction that each student recommended is likely to be a professional educator and a suitable role model for his/her students in order to grant this privileged status. Students are encouraged to be in conversation with faculty across campus regarding their success in meeting these standards.

Students intending to apply for a teaching license in another state are encouraged to begin by obtaining the Iowa license. This usually expedites the process in other states.

CORE COURSES:

All students are required to take the following five courses or approved transfer equivalents. (Educational Foundations and Practicum in Education must be completed at Coe):

- EDU 205 Educational Foundations
- EDU 215 Practicum in Education (Music - substitute MU 205)
- EDU 235 Educational Psychology and Development
- EDU 255 Exceptional Learners
- EDU 385 Human Relations

EDU 205 and EDU 385 are entry-level courses and carry no prerequisites. Students who enroll in either of these courses are considered to be teacher preparation students; however, they are not automatically accepted into the teacher education program.

COMMUNICATION EXPECTATIONS FOR TEACHER EDUCATION STUDENTS:

Coe College provides computer accounts to all students. The e-mail system included in such accounts is an efficient means of communication available to all in the teacher education program. Students are expected to check their accounts regularly for messages. Notification of deadlines and department activities will be posted. It is the responsibility of each Coe student who is preparing to teach to use the e-mail system. Such electronic communication is an important teacher resource. Announcements will also be posted in the Crimson Chronicle, which is available on Fridays in the cafeteria lunch line, in the PUB, and at Campus Information. The Chronicle is also posted on residence hall bulletin boards.

FIELD EXPERIENCES:

It is the belief of the members of the Teacher Education department that early and frequent field experiences in a variety of school and educational settings are imperative for becoming professional teachers. Coe College offers numerous pre-student teaching field experiences in order to develop a sense of pedagogical responsibility and understanding on the part of its students. Both elementary and secondary education students can expect to complete approximately 120 hours of pre-student teaching field experiences across a variety of courses within the Teacher Education department.

In most instances, field experiences will be arranged via the Teacher Education office. Students must complete field experiences in accordance with course and instructor mandated procedures, obtaining the cooperating teacher's signature as documentation of each field experience placement. Documentation of the field experience is the responsibility of the student and must be provided as evidence of successful completion of coursework. Intentional misrepresentation of time spent in field experience placements will be grounds for non-approval of the student's admission application or dismissal from the program, as the case may be.

As students will be representing not only themselves as future teaching professionals, but also Coe College as a professional teacher preparation institution, professional dress and demeanor are imperative in field experience placements. Punctuality, respectfulness of school students, staff and administrators, and dedication of purpose are expected of all field experience students in the Teacher Education

department.

Field experiences are time-consuming to arrange and students will be expected to attend observations scheduled through the Teacher Education office. Times of your field experiences must not conflict with other classes, tests, athletic events/practices, and/or social engagements. **Should a student be unable to make a scheduled visit, it is the student's responsibility to contact the cooperating teacher as well as the course instructor prior to the date of the visit.** It will then become the student's responsibility to schedule a visit in lieu of the one arranged by the Teacher Education office.

Arrangements for transportation and costs of such transportation to all field experiences (including methods courses, practicum, and student teaching) are the personal responsibility of each student.

Evaluation Points in the Teacher Education Program

- **APPLICATION TO THE TEACHER EDUCATION PROGRAM**

At the completion of EDU 205 and/or EDU 385, students who anticipate continuation in the program are encouraged to apply for admission to the teacher education program. Admission to the program is required for admission to EDU 215 or MU 205 (Practicum) and all methods classes. Practicum should be taken during the sophomore or junior year and **prior to all methods courses**. While exceptions to this guideline can be granted, such variations are rare and not encouraged. Practicum is an important prerequisite for all teaching methods courses, which presume and build upon the knowledge and experience gained in the course.

The Teacher Education Committee reviews all applications for admission to the teacher education program. A brief essay is included on the application form. The committee will send a request for information to all faculty from whom the applicant is currently taking courses (or from the most recent regular term) and the applicant's academic advisor. Other information considered by the committee includes the applicant's grade point average, transfer data (for students with credits from other colleges), and supplementary data (if available) provided by the Education Department. Students will be considered for admission to the program when they have met the following criteria:

- passing scores (250 or higher) on the writing and mathematics sections of the Basic Skills test (see below)
- a minimum GPA of 2.7 in education core courses, courses in the major, and overall
- successful completion (grade of C- or better) of each Education course taken
- acceptable comments from faculty recommendations
- satisfactory completion of the required application essay
- acceptable ratings on Personal Qualities Assessments
- absence of evidence to warrant denial of the application

Applications submitted by students who have not taken the C-BASE test will not be considered. Students who have taken the test and are awaiting their scores may apply for admission, but a final decision will not be made until scores are received.

C-BASE Test Policies

1. The scores on the Writing subtest and the Math composite score will be considered for admission. A minimum score of 250 on each of the two parts is required for admission to the program. Since the writing score is incorporated into the total English score, students must take both the English and writing sections to receive a writing score.
2. If a student obtains less than a passing score on either or both tests, he/she may retake the test(s) to obtain the required score.
3. Students who submit test scores from a comparable, recognized basic skills test will not be required

to take the C-BASE if their scores are deemed satisfactory by the department chair. Generally, this will be determined by comparing the percentile rank obtained on the alternate test with the percentile rank required on the C-BASE.

4. Students must pass the C-BASE or comparable test before they will be allowed to register for Practicum. If registration has already taken place, students will be asked to drop the class if they do not attain the required score.
5. Students requesting testing accommodations must complete an application for accommodation at least **one month** prior to the test date. We will make every effort to provide accommodations upon request, but cannot guarantee such accommodations for non-Coe students.

Transfer students exceptions: Transfer, post-BA and non-traditional students may be granted an exemption from the admission criteria above. In general, the primary criteria for such students will be successful academic performance and an acceptable application essay. As a guideline, the committee will accept transfer students with a GPA of 3.0 or higher, and will review students with a GPA below 3.0 after completion of two courses at Coe. **Transfer, post BA and nontraditional students must take the C-BASE test or provide the results of an approved alternative test.** Note that this is a change from policy in previous years. In recognition of the fact that people mature and their life situations change, the following provisions are made for considering students with low grade point averages.

A minimum overall GPA of 2.7 is required for admission to the Teacher Education program. For currently enrolled students, exceptions will not be made. However, transfer, returning and re-entry students who do not meet these criteria will be considered by the Teacher Education Committee for admission under the following circumstances:

- 1) A minimum of 1 year has passed since the establishment of the low GPA. (Requires that student petition Teacher Education Committee)
- 2) The student presents evidence (such as work experience, volunteer activities, letters of recommendation or personal statements) that s/he is now ready to perform at the acceptable academic standard of achievement.
- 3) Prospective secondary and K-12 teachers have a review of their academic record completed by the department of their intended certification at Coe, noting courses needed or to be retaken. Prospective elementary teachers' records will be similarly reviewed by the education department.

Admission to the program shall be based on review of such evidence provided to the Teacher Education Committee. If acceptance into the program is granted, the minimum 2.7 GPA requirements for education, the major, and overall courses will be calculated on the courses taken at Coe after readmission.

- **POST-PRACTICUM PROGRESS REVIEW:**

Following completion of EDU 215, Practicum in Education, student progress toward attainment of the knowledge, skills and personal qualities required for successful teaching will be reviewed by the Teacher Education department faculty. Student grade point averages (overall, in education classes and in the major) will be reviewed. Students who have not attained an acceptable level of competency on any of the twenty competencies outlined in the Guide to Performance Expectations will be required to work with a faculty member to attain the required level of skill in order to continue in the program. For students seeking secondary and K-12 licensure, The Teacher Education department will consult with the faculty in the students' major department to determine his/her level of content competency. Any concerns that have been raised regarding the personal dispositions and behaviors of teacher education students will be addressed with the student at this point. The post-practicum review process is initiated by the department, and does not require any additional student paperwork.

- **APPLICATION TO STUDENT TEACH:**

During the Junior year, students must apply for a review of their standing in the program and preliminary approval to student teach. This is the responsibility of the student, who should initiate the review by submitting an application to student teach. Criteria for acceptance to student teaching include the following:

- 1) successful completion of EDU 215 and a minimum of 60 hours of field experience with recommendation of the cooperating teacher(s).
- 2) recommendation by the student's major department (students with a Baccalaureate degree from another institution shall have the recommendation of the Chair of the Teacher Education Department based on review of the major to verify comparability of the major to Coe's approved program requirements.)
- 3) minimum GPA of 2.7 in **each** category below:
 - education core courses
 - the academic major
 - overall college GPA
- 4) review by the Teacher Education department faculty, which will include consideration of personal qualities as well as classroom performance.

- **STUDENT TEACHING**

All student teaching candidates will undergo a final review immediately following their final semester of classes. This review will verify that the candidate has maintained required grade point averages; that all instructors' and cooperating teacher evaluations have been acceptable; and that the Office of the Dean of Students approves the student's placement in the community. Students with problems in any of these areas will be notified immediately, and appropriate steps will be taken.

About the placement process: **Students should not initiate their own search for placements.** Student teaching placements are requested by Coe **in the Cedar Rapids area** only. Most school districts maintain control over student teaching decisions and do not appreciate independent contacts with teachers concerning such arrangements. To avoid misunderstandings, talk with a Teacher Education faculty member or the Student Teaching Coordinator when you submit your application. No changes will be made once a placement has been approved by the school district. Normally, student teachers will be placed in two 7-week positions (1 upper and 1 lower elementary placement for Elementary Education students, and 1 middle school and 1 high school placement for Secondary Education students). Secondary level student teachers may request one 14-week placement with department approval. In order to provide students with a range of classroom experiences, you will receive a variety of placements during your four years in the Teacher Education program. Students will not be allowed to have multiple field experiences in the same classroom.

Placements outside the Cedar Rapids area are strongly discouraged* and will be granted only in exceptional circumstances. To enhance the continuity of your professional development, to allow us to be engaged in such development, and to allow you to be engaged in weekly student teaching seminars, the department has found that is important that you complete your student teaching locally. In any case, only students who have demonstrated superior professional and academic qualifications will be considered for placements outside the Cedar Rapids area. Requests for outside placements must be made at the time of application to student teach and must be accompanied by a statement supporting the request. This statement must include both pedagogical and practical reasons for the request. If additional costs for placements outside the Cedar Rapids area incurred by the Department, these costs will become the

responsibility of the student.

*Exceptions may include ACM Chicago Urban Education Program placements, Aldine, Texas student teaching placements, and others which may arise as a result of ACM affiliation and programming.

OTHER INFORMATION REGARDING STUDENT TEACHING PLACEMENTS:

The Teacher Education department will use the following guidelines when making student teaching placements:

- Students will not be placed in classrooms where they have already completed a 30 hour or longer field experience.
- Students will not be placed in schools they have attended.
- Students will not be placed in schools where they have a relative either teaching or attending.
- Students will not be placed in schools where they already hold positions of responsibility. Coaching responsibilities do not automatically constitute a conflict of interest, and cases where students coach at a school will be reviewed on an individual basis.
- We will make every effort to place students in schools in the Cedar Rapids Metro area, but some situations require placements in schools outside of this area.

APPEALS PROCEDURES:

Students who wish to challenge any decision made by the Teacher Education department or the Teacher Education Committee (including denial of admission to the program or to student teach, removal from student teaching, OR denial of licensure) may appeal the decision in writing to the Teacher Education Committee. Such an appeal must be made within five days of receipt of the decision. The committee will evaluate such appeals on an individual basis, using its best judgment of the student's suitability to enter the teaching profession. The committee may grant exceptions to these requirements when deemed appropriate in its professional judgment. Additional or substitute requirements may be applied in such appealed decisions. If the student wishes to challenge the appeal decision, he/she may appeal in writing within five days to the Vice President for Academic Affairs.

IOWA TEACHING LICENSURE:

Roger Johanson serves as a recommending officer for the college. The Assistant Registrar, Kay Weaver, is also identified as a recommending officer. To be recommended for Iowa licensure, the individual must have satisfied all graduation requirements (or have a baccalaureate degree already), have successfully completed student teaching, be recommended by the cooperating teacher(s) and the college supervisor, and meet all requirements of Coe's approved program in the endorsement area(s) desired. A student who meets these requirements will also be recommended for other states' licensure if appropriate forms are provided by the student. NOTE: Some states have unique requirements that may necessitate additional course work.

APPROPRIATE CONDUCT:

Teachers serve as vital role models for children. It is essential that college students preparing to be teachers work on their personal development as well as their intellectual and professional growth. We will monitor your student life record during your years at Coe, as well as your adherence to the College's Academic Integrity policy. Both the Dean of Students and the Vice President for Academic affairs will be asked to identify students whose conduct or academic record calls into question their suitability for teaching. Iowa and most other states check criminal records of applicants for teaching licenses. You will be asked to report all violations other than traffic tickets at the time of your application for licensure. You are expected to behave in a lawful and ethical manner at all times, especially when you are representing Coe College in area schools.

STUDENTS WITH DISABILITIES:

Teaching is a demanding profession that requires physical and mental stamina, as well as emotional resilience. Students with disabilities, whether cognitive, physical or emotional, can become successful teachers if they develop strategies and take the appropriate steps to address their disabilities. It is the student's responsibility to alert the Teacher Education department about any disability(ies) that require accommodation.

SPECIFIC REQUIREMENTS FOR IOWA TEACHING LICENSURE:

During Practicum, all students will review the college and state requirements for teaching licenses. Completion of a "Verification of Requirements" checklist will be required for successful completion of the course. It is the responsibility of each student to monitor his or her progress toward completion of all requirements.

All students seeking a teaching license in the state of Iowa (including art, PE and music) must complete at least one college level course in **mathematics, natural sciences, social sciences and humanities**. For elementary education majors, EDU 335, Mathematics for the Elementary Teacher, satisfies the state's mathematics requirement, and EDU 305, Teaching Physical Science Laboratory, satisfies the state's natural science requirement.

ENDORSEMENTS:

All students recommended for teaching licensure must be eligible for one or more endorsements in particular subject areas and grade levels. In many cases these are the same as majors or minors at Coe. However, in some cases, specific course requirements are mandated by the state of Iowa, and changes periodically occur at the state level. Endorsement requirements are currently under review, so students should check with the Education Department at Coe to verify current requirements. The Coe Department of Education requires that students have a 2.7 GPA in any subject for which they wish to become endorsed.

All secondary education students must take the appropriate methods. Secondary methods courses are offered on the following rotation:

ART 035	Art of Children – Fall term, odd-numbered years
EDU 475	Secondary Mathematics Methods – Spring term, even-numbered years
EDU 485	Secondary Science Methods – Fall term, odd numbered years
EDU 455	Secondary Language Arts Methods – Fall term, even-numbered years
EDU 465	Secondary Social Studies Methods – Fall term, every year
EDU 445	Secondary Business Methods – Spring term, even-numbered years
EDU 495	Secondary Foreign Language Methods – Fall term, even-numbered years

It is the student's responsibility to be aware of the scheduling of secondary methods classes, and to plan ahead when scheduling these courses.

MULTIPLE ENDORSEMENTS:

The Iowa Department of Education has two levels of endorsement: K-6 and 7-12. In the special fields of art, music, and physical education it is common to obtain both levels of license. This can be completed within one semester of student teaching—seven weeks at each level.

In other endorsement areas, if a student wishes to obtain licensure at both levels, an additional seven weeks of student teaching is likely to be required. (For example, K-12 P.E. plus 7-12 Biology; or K-6

Classroom plus K-12 Art; or K-6 Classroom plus any 7-12 subject area)

Students who are seeking multiple 7-12 endorsement areas can generally complete the student teaching experience in 14 weeks.

Specific Endorsements – Exceptions for Elementary and Secondary Endorsements

Not all majors at Coe meet the state’s specific endorsement requirements for a particular subject area. Listed below are the subject areas with state requirements that differ from the major requirements at Coe. Consult with your subject area department faculty to choose the courses for your major that will meet both sets of requirements.

Amer. Govt.	Not all Political Science courses are acceptable. Choose from American Government courses POL-115, 135, 205, 235, 245, 325, 335, 345, 365, 375, 715 (US topics) or WSH-725
Business-General	Two courses in Business Law (BUS 315, 325, 445, POL 335, POL 375, ECO 325)
Business-Marketing /Management	Two courses each in economics, marketing (355,465,466,467) and management (245,255,265,275,385,468,535,705)
Coach	see catalog under Physical Education; BIO-215 and BIO-225 may substitute for BIO-055.
English	ENG-625 (Linguistics) or EDU 715; one course in American literature required; drama course recommended.
Journalism	One course each in writing, editing, production and visual communications (art).
Math	One course in geometry (MTH-305); one course in statistics and probability (STA100, STA 105, STA110, STA130. STA315. STA325); one course in Computer programming (CS 125)
Speech/Theatre	One course each in speech communication (RHE125); oral interpretation (THE150 or 170); creative drama (THE150, 250, 180 or 190); argumentation and debate (RHE 315); mass media communication (RHE 155)

Elementary Education:

Major in Education required, see catalog. In addition to the classroom K-6 endorsement, several subject area endorsements are available. Specific requirements are listed below:

Eng/LA	6 courses in English, Speech, or Theatre; Required: EDU 715; a drama course; a course in American literature.
Health	minor; see catalog
History	3 courses each in American history and world history
Math	Calculus (MTH-135 and MTH-145 or other math class); Algebra (MTH-115 or 265); Geometry (MTH-305); Statistics and probability (STA 200 or 315); Computer programming (CS-125)
Science	6 courses in the sciences from Biology, Chemistry and Physics. Minimum one course in Biology and one in Chemistry or Physics
Soc. St.	6 courses in history, economics, American government, psychology, geography and or

sociology; must include at least 3 different disciplines.

Spanish, German, 2 courses beyond Intermediate

French

New Endorsements:

Note: Both of these endorsements are add-on endorsements, and require that the student have a primary endorsement in K-6 classroom teaching or in a secondary subject area.

Reading (K-6): EDU 315 and 325, Children's Literature I and II
EDU 345, Teaching Language Arts K-6
EDU 355, Teaching Reading K-6
EDU 375, Understanding Reading and Writing Processes
EDU 395, Diagnostic Reading and Practicum
EDU 715, Language, Literacy and Culture

Middle School: EDU 405 Understanding Early Adolescence 1.0
EDU 415 Middle School Curriculum and Instruction 1.0
EDU 420 Middle School Language Arts .5
EDU 430 Middle School Social Studies .5
EDU 440 Middle School Mathematics .5

plus one course in each of these five areas: {history, sociology, psychology or political science},
{English or rhetoric}, {physics or chemistry}, biology, and mathematics