TEACHER EDUCATION HANDBOOK

Elementary Education/K-8 Program (ELED)
Secondary Education/7-12 Program (SEED)
(Biology, Chemistry, Communication, English, Government, History, Mathematics, Physics, Theater)
All-Grades Education/K-12 Program (EK12)
(Art, Modern World Languages, Music, Physical Education)
Education of the Deaf & Hard of Hearing/K-12 Program (EDHH)
Special Education/K-12 Program (SPED)

Augustana College Education Department
274-4629
AUGUSTANA COLLEGE MISSION STATEMENT

Augustana is a college of the Evangelical Lutheran Church in America, offering students of varying backgrounds and ages a high quality education combining the liberal arts with preparation for professional careers or advanced study. Augustana is a Christian community dedicated to the intellectual, moral, physical and spiritual growth of individual students.

The Shared Fundamental Values of Augustana College

CHRISTIAN
By being a college of the Evangelical Lutheran Church in America
Centering on worship
Welcoming all faiths
Nurturing the search for a mature religious faith
Relating Christian faith and ethics to learning and service

LIBERAL ARTS
By providing an education of enduring worth
Affirming teaching and learning as central and life-long
Fostering a broad understanding of humans and their interactions
Enriching lives by exposure to enduring forms of aesthetic and creative expressions
Developing broad knowledge and skills crucial in a changing world
Creating awareness of one's own religious and ethical beliefs and those of others
Cultivating health and wellness

COMMUNITY
By caring for one another and our environments
Responding to needs
Respecting human differences
Empowering one another
Tending to the ecology of place

EXCELLENCE
By committing to high standards and integrity
Practicing faithfulness in teaching, learning, supporting, administering
Nurturing potential
Challenging the intellect
Acting ethically
Recognizing achievement

SERVICE
By affirming that wholeness includes reaching out to others
Accepting the call to servant hood
Promoting justice
Integrating career and service
Serving church and society
The mission statement of Augustana College is “to provide an education of enduring worth in times of change by blending the broad learning experiences of the liberal arts with the student’s individual professional goals by relating Christian faith to learning.” The College Mission serves as the driving force for the Education Department.

The Conceptual Framework describes how Augustana College’s Teacher Education Program has been influenced and informed by current and historical research in education, by current best practice and reform research and by the changes called for by CAEP (Council for the Accreditation of Educator Preparation) and other learned societies. Additionally, the conceptual framework articulates the Teacher Education Program’s beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the unit shares with the professional community its way of seeing, thinking, and being.

Our program’s conceptual framework, the Circle of Courage, is based on a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native American philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity. The central theme of this model is that a set of shared values must exist in any community of learners, including public education and teacher training institutions, to create environments that ultimately benefit society. The term reclaiming is used in this model because reclaiming environments meet the needs of both the individual and society. Members of the Professional Education Unit determined that they want to create a reclaiming environment for their teacher candidates and dispose program graduates to create classrooms and schools that exemplify all four values of the Circle of Courage.

Belonging

Belonging is an integral part of the Augustana environment. Students need to attach to caring adults in order to begin the process of learning and incorporate basic social values. The college encourages teacher candidates’ sense of belonging through small interactive classes and numerous teacher candidate groups. Within the Teacher Education Program, belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Teacher candidates examine their field placements with regard to the ways in which the teacher creates a belonging environment that nurtures positive peer attachments through learning. Faculty also structure the teacher candidates’ learning environment to create a community of learners.
Mastery, the second value in the Circle of Courage Model, promotes the belief that teacher candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured both through the Augustana core and the Teacher Education Program requirements. College and program admission requirements, stringent course standards, early practicum experiences and portfolios are examples of measures used to assess learning and levels of preparedness. When teacher candidates are knowledgeable and skilled in the professional discipline and the liberal arts core, they are disposed to become "master" teachers.

Independence is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, teacher candidates must be secure in the guidance of caring adults and believe they have some power over their world. The Augustana liberal arts core provides teacher candidates with the tools for independence from their first entry course, New Student Seminar, to the Capstone course for seniors. These courses enable teacher candidates to learn about themselves and their relationship to others. In the Teacher Education Program, qualities that promote problem solving, leadership, respect for diversity, collaboration, assertiveness and responsibility are built into the curriculum and modeled by unit faculty.

Generosity is incorporated into Augustana's liberal arts core by expecting teacher candidates to participate in volunteer work and the college's annual Community Service Day, thus encouraging them to display empathy and concern for others. The curriculum within the Teacher Education Program is designed to assist teacher candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.

The mission of the Education Department is to empower students with the tools needed to create learning environments that ensure belonging, mastery, independence and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development.
PROGRAM COMPETENCIES

The curriculum of the Teacher Education Program is structured to blend the Circle of Courage values into a model for professional behavior. A set of professional competencies, based upon INTASC (Interstate New Teachers Assessment and Support Consortium) principles and National Board for Professional Teaching Standards (NBPTS), has been identified to guide course content and practicum experiences and both the initial and advanced level. Each of the program competencies has been aligned with the four shared values of belonging, mastery, independence, and generosity.

PROGRAM COMPETENCIES AT THE INITIAL LEVEL

#1 KNOWLEDGE OF SUBJECT MATTER: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Teachers in command of their subject understand its substance -- factual information as well as its central organizing concepts -- and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists. Knowledge of subject matter is universally considered an essential attribute for effective teaching and successful learning. The most meaningful and lasting learning occur when individuals construct knowledge. The role of the teacher is to help learners build their own knowledge through engaging them in meaningful learning experiences. To create these experiences, pre-service teacher candidates must possess an in-depth understanding of major concepts including concepts addressed in local, state, and national content standards, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines they teach. Knowledge of subject matter also implies an understanding of inquiry used in various disciplines. Inquiry training lets students experience the same process scientists go through when attempting to explain a puzzling phenomenon. Employing methods such as inquiry training in the classroom allows teachers to engage learners in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. In every classroom, it is critical that the teacher evaluate resources and curriculum materials for their comprehensiveness, accuracy, usefulness for representing particular ideas and concepts, and relevance to local, state, and national content standards. It is also essential that teachers discern cultural authenticity and presence of bias. Subject matter knowledge is essential for the selection and evaluation of curriculum materials and resources. Effective teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings.

Belonging: The teacher candidate’s sense of community is built through a shared understanding of the major concepts including concepts addressed in local, state, and national content standards, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught.

Mastery: The teacher candidate’s competence in his/her subject matter promotes a disposition toward lifelong learning, has curricular implications, and promotes a spirit of inquiry.
Independence: The teacher candidate’s strong knowledge base enables him/her to be empowered in the classroom, to focus on pedagogical skills and to assist students in the construction of their understanding.

Generosity: The teacher candidate’s sense of generosity is evident through the sharing of his/her expertise with P-12 students, colleagues, and the professional community.

#2 KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING: The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Effective teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. A teacher working with a particular group of children or adolescents quickly realizes how each individual is unique. Differing personalities, learning abilities, interests, and skills make clear the wide variation in students of approximately the same age. And yet, in spite of wide differences, common characteristics unite students within an age group. Although children and adolescents grow and develop at different rates with varied abilities, there are predictable patterns and sequences to their development. Understanding these patterns, sequences, and states of development is essential groundwork for a pre-service teacher making decisions about the content and methods of educating a group of students. Educational practice, to be effective, must be rooted in the rapidly advancing research and theory of human development and learning.

Belonging: The teacher candidate’s knowledge of all human needs in personality, self-worth, and social/emotional development will inform decisions and practices as s/he builds classroom community; this understanding of developmental differences will encourage acceptance of differences in the learning community.

Mastery: Teacher candidates’ awareness of and ability to use knowledge of human development will inform his/her ability to plan and execute developmentally appropriate lessons and learning experiences.

Independence: Knowledge of human development and learning will enhance the teacher candidate’s ability to structure a classroom that emphasizes autonomy, self-responsibility, identity, self-worth and self-concept.

Generosity: Knowledge of human development and learning will inform the teacher candidate’s practices regarding diversity, equity, and curricular modifications.

#3 ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS: The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Effective teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and
knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships. Effective teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. There are broad differences in students and the skills they bring to the learning environment. These differences include varied learning styles, diverse cultural backgrounds, and exceptionalities in learning. The effective teacher understands how children differ in their development and approaches to learning and is able to adapt strategies and environments to meet specific needs of children. Therefore, a major role of the teacher is to assess each student’s developmental levels and abilities in all areas and match learning environments and experiences appropriately. To fulfill this role, a teacher candidate must be an astute observer of students and a professional who can use observational data to diagnose, guide, and instruct. Further, the teacher candidate must design instruction that helps use students' strengths as the basis for their growth. In this classroom students are valued for their uniqueness, and they learn to appreciate uniqueness in one another. The classroom environment then becomes a learning community in which individual differences are respected. As students’ differences become clear, the teacher might adjust assignments by modifying time allocation, work setting, and communication/response modes. In some instances, teachers will participate in and assist other professionals and parents in the development and implementation of individualized plans for children with special developmental and learning needs.

Belonging: Teacher candidates create an inclusive learning community in which the specific needs of all children are met.

Mastery: Teacher candidates design instruction that uses students’ strengths as a basis for their academic growth.

Independence: Teacher candidates recognize student differences (e.g. learning styles, cultural differences, and disabilities) and adapt instruction accordingly.

Generosity: Teacher candidates create a learning community in which differences are respected and all contributions are honored.

#4 MULTIPLE INSTRUCTIONAL STRATEGIES: The teacher candidate understands and employs a variety of evidence-based learning strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Effective teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems. Effective teachers draw from a wide repertoire of instructional strategies and models, adjusting their choices to meet their instruction to meet intended standards, objectives and the needs of all students. Instructional strategies include, but are not limited to the following: differentiation, scaffolding, inquiry, discovery, Socratic questioning, guided learning, cooperative learning, direct instruction, best practice strategies, simulations, and problem-based learning.
Belonging: By using multiple instructional strategies, all children are more likely to feel they are part of the classroom learning environment. The teacher candidate’s selection of instructional strategies (cooperative learning, class discussions, peer mediated instruction, etc.) impacts students’ sense of belonging.

Mastery: The teacher candidate’s use of multiple instructional strategies will help develop critical thinking, problem-solving, and performance skills in the P-12 student. Teacher candidates must be aware there are multiple goals that will be addressed among diverse learners.

Independence: The use of multiple instructional strategies by teacher candidates offers the learner choices in how and what to learn, and encourages active and inquiry-based learning.

Generosity: A spirit of generosity is evident through the teacher candidate’s selection of specific learning strategies that will promote students’ giving, helpfulness, and caring that encourages giving knowledge to others (cooperative learning, peer mediated learning, etc.).

#5 CLASSROOM MANAGEMENT AND MOTIVATION SKILLS: The teacher candidate 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.

Effective teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. In addition, they know how to engage individual students as well as groups of students to ensure a positive learning environment. Effective teachers work in many ways to build positive classroom interactions. They realize that a proactive approach will be most effective in establishing and maintaining a positive classroom environment. These teachers recognize that involving students in this endeavor not only promotes growth in personal and social responsibility, but also enhances the development of democratic and social values. Group rapport is enhanced as students and teachers work cooperatively to establish classroom norms and rules. Teaching and modeling effective problem-solving techniques such as conflict resolution provide motivation for learning, positive social interaction among children, and positive self-worth for all. Thus, the effective teacher strives to create a learning community that fosters group decision-making, collaboration, individual responsibility, and self-directed learning. Teachers understand the need to be able to define problems, identify alternatives, choose a course of action and a plan for implementation, and consider the possible consequences of a given action. Effective teachers have developed systems for overseeing their classrooms so that the focus is on learning, not on controlling disruptive behavior. Discipline and management techniques vary, and no one system has been proven most effective. Thus, effective teachers consider the desired learning results, their knowledge of their students and the social context, and their own prior experience in selecting management strategies.

Belonging: The teacher candidate’s knowledge and understanding of group motivation serves to enhance the development of democratic and social values within the learning community. Teacher candidates and students work cooperatively to establish classroom norms and rules through collaborative decision-making.
Mastery: The teacher candidate’s knowledge and understanding of individual and group motivation informs the ongoing development of a classroom management plan which serves to guide classroom interactions and reactions and is flexible enough to accommodate individual student needs.

Independence: As teacher candidates move forward in becoming effective classroom managers, they are able to define problems, identify alternatives, and choose and implement appropriate courses of actions.

Generosity: The teacher candidate’s understanding of group motivation and behavior creates a learning environment that encourages and supports positive social interaction for each child.

#6 COMMUNICATION SKILLS: The teacher candidate uses knowledge of effective verbal, nonverbal, media, and technological communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Much of teaching is about sending and receiving messages. Carefully planned and skillfully delivered messages can issue invitations to students that school is a place to share ideas, investigate, create, and collaborate with others. School can be a place to be understood as well as a place to gain understanding. But without intentional considerations and planning, the messages actually received by the students can be conflicting, confusing, or discouraging. For this reason, teacher candidates need to monitor their personal verbal and nonverbal communication so it is characterized by clarity, organization, enthusiasm, and sensitivity. Teacher candidates’ oral and written communications need to be models of appropriate grammar, content, and syntax. Effective teacher candidates consistently use active listening skills as well. These include the use of paraphrasing, perception checking, and clarifying questions. Environments and resources, as well as people, send messages. The physical environment of a classroom can communicate to students many things. Bright, cheerful, colorful environments are likely to set expectations that this is a happy, interesting place to be. Classrooms where all of the students have work displayed are likely to communicate that all the children share this room and all are valued. When materials that are frequently used are stored so they are easily accessible, students learn that they can be independent in this classroom. The condition and organization of materials also communicates the importance the teacher attaches to the work done with those materials. Part of the effective teacher’s role, therefore, is to select, adapt, and create a physical environment and a broad range of instructional resources that engage the students in exciting learning and that send the messages intended. Effective teacher candidates also recognize the increasing importance of technology as a tool for student learning and as a major communication resource to be developed. Technological media, classroom environment, and the teacher’s verbal and nonverbal communications should all work together to send the students clear and consistent messages about classroom expectations, goals, and challenges.

Belonging: Teacher candidates will create a classroom environment that models verbal and nonverbal collaboration.

Mastery: Teacher candidates will carefully and clearly articulate expectations and instructions that facilitate student learning.
Independence: Teacher candidates will monitor their personal verbal and nonverbal communication so it is characterized by clarity, organization, enthusiasm, and sensitivity.

Generosity: Teacher candidates will create classrooms where all students’ work, ideas, and contributions are shared and valued in the classroom.

#7 INSTRUCTIONAL PLANNING SKILLS: The teacher candidate plans instruction based upon knowledge of subject matter, local, state, and national content standards, students, and the community.

An effective teacher plans learning experiences based on a set of diverse factors, each of which influences the outcome of student learning. First, the subject matter is considered. It is important that the teacher have a thorough knowledge of the composition of the subject being taught as well as an understanding of teaching methods that are unique to that subject. Second, curriculum goals are important. These goals give the teacher direction in making plans. Curriculum goals have a variety of sources: school districts and the local community provide many; the teacher candidate creates others. As teachers engage in both long-term and short-term planning, they must be flexible when considering local, state, and national content standards within these contexts: subject matter, local school district goals, current educational issues, legal issues, family and community considerations, public policies, and community resources. Third, the individual needs of learners are of utmost importance. Teachers need to be able to create short-range and long-term plans that are linked to student needs yet be ready to respond to unanticipated classroom events and adapt those plans to ensure student progress and motivation. Fourth, community needs and resources are a factor in planning lessons. Each community is unique in its citizens’ consensus about what is important for its children to know. As public educators, teachers need to be sensitive to these beliefs and reflect on them when making plans. Tying all these elements together is essential in mastering the interests, needs, and aptitudes of each of the students being taught. While in the classroom, teachers need to be reflective of their current practice and to be open to adjustments and revisions that become necessary for working with a diverse group of students. Effective teachers' instructional repertoires also include knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers’ guides, videotapes, computer software and musical recordings.

Belonging: Teacher candidates will plan instruction that is inclusive, cooperative and differentiated to meet the needs of all students.

Mastery: Teacher candidates document mastery of instructional planning skills through class projects, portfolio artifacts, experiences in the schools, and through assessment administered by supervising teachers in the schools.

Independence: Teacher candidates exhibit increased responsibility for instructional planning as they progress through the program.

Generosity: Teacher candidates share their planning skills as they contribute special projects in the community and area schools.
#8 ASSESSMENT OF STUDENT LEARNING: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Assessment in teaching is not a simple task; teachers must monitor the successes and failures of individual students and evaluate their classes as collectives of learners. Additionally, they make judgments about themselves as teachers in relation to those students and classes. Effective teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents. The purpose of assessment is to assist students, teacher candidates, schools, and parents in recognizing what students have learned and to identify areas in which students need improvement. Teacher candidates gather, synthesize, and evaluate many different types of information about their students to make effective decisions about instruction. Observations, tests on content, and standardized tests are examples of traditional evaluative measures that provide indicators that suggest learning has taken place. These traditional measures, however, may tell little about the depth of knowledge in relation to solving real-life problems. New approaches to assessment have tried to address this need by focusing on performance samples in which students demonstrate that they can perform a task such as giving a speech, playing an instrument, or writing a story. Some of these tasks are called alternative assessments because they take place in a contrived context. They are an improvised or created “alternative” to a real-life problem-solving situation. In contrast, other performance tasks are authentic assessment because students demonstrate learning in a real-life setting. Whatever type of assessment is used, each should reflect the following three qualities: The assessment should be as reliable as possible. This means that the assessment should provide dependable, consistent results. In addition, the assessment strategies used by the teacher candidate should be valid. In other words, the teacher candidate should make sure that the assessment strategy measures what it claims to measure. Teacher candidates must be knowledgeable in adapting assessment methods to address the individual and special needs of all P-12 students, particularly those with special needs. Finally the strategies should be fair, impartial, and unbiased.

Belonging: Through careful assessment and analysis of student performance the teacher candidate can better understand student needs and foster a climate of belonging.

Mastery: A strong understanding of appropriate and varied formal and informal assessments will inform the Teacher candidate’s decision-making process.

Independence: Effective assessment results serve to identify strengths and weaknesses, facilitate goal setting, and enable the P-12 students to be autonomous; use of student self-assessment can help develop independence.

Generosity: The teacher candidate’s use of assessment techniques will provide opportunities for peer interaction, feedback, and peer support.

#9 PROFESSIONAL COMMITMENT AND RESPONSIBILITY: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Effective teachers are models of educated persons, exemplifying the virtues they seek to inspire in students. They engage in lifelong learning which they seek to encourage in their students. Striving to strengthen their teaching, effective teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories. A true professional is one who has the ability to learn as much from the students as they learn from him or her. In an effort to match instruction to the needs of students, this teacher spends much time evaluating the implications of his or her teaching decisions in the classroom. This is the mark of a reflective practitioner. Such self-reflection leads to greater knowledge about the students, about the subject being taught, and about the craft of teaching. Self-reflection also takes place when considering relationships with parents and educational professionals. Indeed, a teaching professional needs continuing education. Certification is only the first step in a long process of continual development as a professional. Growing professionally means learning new ways to make lesson plans, understanding subject matter more thoroughly, and managing a classroom. But true professionals need more than technical teaching skills. They must also have the ability to constantly self-evaluate and act critically. New ideas together with classroom experience form a strong theoretical base from which the teacher works, allowing for more effective decision-making in the classroom. Thus, it is crucial that teachers seek opportunities for professional growth and place new ideas within the theoretical framework that already exists in their classroom. Teachers must keep current with the growing body of curricular materials -- including literature available through their professional organizations -- and constantly evaluate the usefulness of those materials based on their understanding of curriculum theory, of students, of subject matter, and of the school's and their own educational aims.

Belonging: The teacher candidate’s foundational knowledge of the profession allows him/her to be an active participant in the professional community of educators.

Mastery: The teacher candidate’s practice of reflection allows him/her to continue to grow in his/her knowledge of subject matter, pedagogical skills and personal competence as an effective teacher.

Independence: As a professional, the teacher candidate seeks out new strategies, developments, and theories through participation in professional development opportunities.

Generosity: When the teacher candidate takes on leadership roles within the profession, mentors his/her peers, and provides service to the community, s/he demonstrates a spirit of generosity. A teacher candidate who masters these skills becomes a good mentor; the teacher candidate within this context is the learner.

#10 PARTNERSHIPS: The teacher candidate fosters relationships with families (parents, guardians, and support people), school colleagues, and community agencies to support students' learning and well-being.

Teaching most commonly is regarded as the daily conduct of lessons and the provision of learning experiences. But the work of teaching reaches beyond the boundaries of individual classrooms to wider communities of learning. In order to take advantage of the broad range of professional knowledge and expertise that resides within the school,
effective teachers have a range of duties and tasks outside the direct instruction of students that contribute importantly to the quality of the school and to student learning. There are two broad areas of responsibility. One involves participation in collaborative efforts to improve the effectiveness of the school. The second entails engaging parents and others in the community in the education of young people. Teachers must have a thorough understanding of the need to have positive working relationships with their students and their students’ families (parents, guardians, and support people) as well as school colleagues, and community agencies. Effective teachers engage in a variety of experiences within and beyond the school that promote a spirit of collaboration, collegiality, and personal growth. They work in cooperative teams, endorse collegial efforts, and seek opportunities to work with families (parents, guardians, and support people), school colleagues, and community agencies. Effective teachers recognize the importance of sharing experiences and ideas. Community members and events can be powerful learning experiences for teachers. Effective teachers learn how to successfully collaborate with churches and other civic and community-based organizations. Exposure to these influences can assist teachers in understanding the frame of reference within which the community’s children operate. Teachers must be receptive to moving beyond the walls of the school to discover the students’ other learning environments. Effective teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students’ benefit, and are skilled at employing such resources as needed. Effective teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school. The responsibilities of educators in a democratic society include working with a community of concerned individuals who rally around one central goal: educating children.

Belonging: Teacher candidates begin their partnerships with area schools and the community as freshman and expand these partnerships over four years, which increases their sense of belonging to the profession of teaching by giving them varied experiences in P-12 schools.

Mastery: The unit exposes teacher candidates to a plethora of teaching professionals and related experts through conferences, presentations, symposium days, and modeling from accomplished teachers.

Independence: Teacher candidates bring their individual strengths, experiences, and talents to build partnerships in the profession.

Generosity: By conducting projects in the community and area schools, teacher candidates initiate partnerships and collaborative endeavors. It is expected that teacher candidates contribute to their placements in meaningful ways.

ACCREDITATION

The Education Department is regularly reviewed by various accrediting agencies to ensure quality programs. Currently, the Teacher Education Program at Augustana College is accredited as follows:
Periodic changes in the Teacher Education Program occur as state and national accreditation bodies and learned societies revise their knowledge bases and program standards. Faculty evaluate the programs and see more effective ways to prepare you for your professional career. Changes also occur as college programs strive to be current so that you have updated skills and are ready for the real world.

GOVERNANCE

The Education Department Chairperson provides the leadership for all programs. In addition, the Education Department Chairperson is responsible to chair and convene the department’s various governance committees. The Education Department is comprised of Base Programs and each Base Program is comprised of those faculty members who have the majority of their teaching assignments in a major program and are as follows: Elementary Education, Secondary Education and All Grades, Special Education, Education of the Deaf and Hard of Hearing, Communication Disorders, and Sign Language Interpreting. The Teacher Education Committee/TEC serves as the governing body for the Education Department and is a standing committee in the college’s governance structure. It is comprised of faculty from each Base Program leading to initial level certification, a faculty member from each department with a SD DOE Approved Program, the Certification Officer, the Field Placement Coordinator, and student representatives. The Education Department is comprised of full-time faculty teaching in each of the Base Programs as well as the Field Placement Coordinator and the Certification Officer. Education Department Meetings provide a forum for conducting departmental business as well as a forum for Base Programs to receive input from faculty regarding proposals for new programs and courses as well as changes in existing ones. The Education Department Advisory Board, comprised of P-12 representatives and Base Program representatives, provides the Education Department and its Base Programs with input and expertise and informs the actions of the unit.

ACADEMIC ADVISORS

When you enter Augustana as a first year student or a transfer student, you are assigned an advisor. During orientation week students and advisors have a time to meet each other. If for some reason you are not assigned an advisor or you wish to change your advisor, follow these steps:

1. Get a change of advisor form at the Registrar’s Office.
2. Check with the Department Secretary for the names of possible advisors.
3. Visit with the professor about becoming your advisor and secure the professor’s signature on the form.
4. Return the completed form to the Registrar’s Office.

The following guidelines will assist you with planning your program of study:
* Use the electronic Academic Planner to assist in designing a 4-year academic plan(s).
* Make an appointment with your advisor. Call, e-mail, or stop by the office to see if there is a sign-up sheet. It is your responsibility to contact your advisor.
* Come prepared with your registration materials and a draft of your schedule or idea and any questions you might have.
* Remember it is your schedule, your education and your responsibility to inform your advisor of changes in your plans. Many students change their minds about courses and majors. These changes may mean a new plan. Keep your advisor informed of any changes.
* Keep a record of the classes you are taking and how you are progressing toward your goals. Additionally, check the online audit provided by the Registrar to double check your progress.
* Please note that Advising Checklists are available online from the Education Department homepage
* Make sure you read and understand pertinent information found in the college catalog.

**PROGRAM ENTRANCE AND EXIT REQUIREMENTS**

Teacher education candidates are responsible for a variety of external fees associated with the Teacher Education Program, including, but not limited to the following:

- Criminal Background Check(s),
- Chalk and Wire ePortfolio access code,
- Fingerprinting,
- PRAXIS exam(s) registration and testing fees
- SLPI Fee (EDDH & INTR majors), and
- Other fees as required by accrediting agencies, SD DOE, and/or cooperating schools and agencies.

In some cases the fee(s) is attached to a particular course and in other cases the fee is separate from a particular course.

**PROGRAM ENTRY**

The Application to the Teacher Education Program form is completed during the candidate’s enrollment in EDUC 200. The form helps to identify those who intend to pursue entrance to the program and formally communicate program entrance requirements to prospective candidates. Admission to the Teacher Education Program occurs upon completion of the following:

- Completion of at least 45 semester credit hours
- Overall cumulative GPA of 2.60
- Cumulative GPA of 2.60 in content major
- Freedom from disciplinary status
- Academic Advisor’s recommendation
- Approval from the Education Department and/or the Department of Major
- Approval from the Teacher Education Committee (TEC)
- Satisfactory Ratings on Assessment of Candidate Dispositions
- Completion of EDUC/SPED 110, EDUC 245, & EDUC 275 with grades of at least C- or above
- Successful EDUC 200 Program Admission ePortfolio Review

The Teacher Education Committee/TEC considers applications to the program once each semester and with their approval, teacher candidates are granted admission to the program. Teacher candidates will be notified of their admission status by the Field Placement Coordinator. Admission to the Teacher Education Program is necessary before teacher candidates will be allowed to register for some upper level courses.

PRIOR TO ENTERING STUDENT TEACHING

The Intent to Student Teach Form is due to the Field Placement Coordinator ONE YEAR prior to the semester of student teaching. It is the candidate’s responsibility to submit the Intent to Student Teach form by December 1 or May 1 of the appropriate semester. Acceptance to student teaching occurs after candidates have been admitted to the teacher education program and upon completion of the following:

- Overall cumulative GPA of 2.60
- Cumulative GPA of 2.60 in content major
- Completion of all coursework required for major and certification with grades of C- or better for the teacher candidate’s chosen program of study (exceptions to this MUST be cleared in writing through Field Placement Coordinator)
- Approval from the Education Department and/or the Department of Major
- Approval from the Teacher Education Committee
- Satisfactory Ratings on Assessment of Candidate Dispositions
- Teacher candidates in the Education of the Deaf and Hard of Hearing program must completed the Sign Communication Proficiency Interview/SLPI at an Intermediate Level

The Teacher Education Committee/TEC considers applications to student teaching once each semester and with their approval, teacher candidates are granted acceptance to student teaching. Teacher candidates will be notified of their acceptance status by the Field Placement Coordinator.

Completion of the following is necessary before teacher candidates will be allowed to begin their student teaching experience:

- Candidates are required to take AND submit their scores for the PRAXIS II Content and Pedagogical (PLT) Exam(s) for all program areas being completed before being allowed to begin their student teaching experience
- Successful EDUC 300 PreStudent Teaching ePortfolio Review

In addition, teacher candidates must complete the following, as required by cooperating schools, at their expense, PRIOR to being allowed to begin their student teaching experience:

- Criminal Background Check
- Fingerprinting
- Other as required by cooperating schools

Teacher candidates must also create a Student Teaching Application the semester PRIOR to the semester of student teaching; the application should include the Application for Student Teaching, Resume, and Profile. It should be emailed to the Field Placement Coordinator.

PRIOR TO EXITING STUDENT TEACHING

Teacher candidates are eligible to exit the Teacher Education Program upon completion of the following:

- Overall cumulative GPA of 2.60
- Cumulative GPA of 2.60 in content major
- Completion of all coursework required for major and certification with grades of C- or better for the teacher candidate’s chosen program of study
- A successful student teaching experience
- Successful EDUC 400 Student Teaching ePortfolio Review including the Student Teacher Assessment Project and required student teaching assignments

UPON PROGRAM COMPLETION

Upon program completion and graduation from the college, teacher candidates may apply for teacher certification. Candidates cannot be recommended for certification until PRAXIS Exam scores and/or other licensure requirements specific to each state and program area have been met.

In addition, the candidate’s official transcript must reflect program completion and graduation from the college.

Teacher candidates should consult with the Teacher Education Program’s Certification Officer who will facilitate the application process. The steps for acquiring a teaching certificate or license include:

1. Get an application form from the state from which certification is desired. The Education Department at Augustana has forms for South Dakota, Iowa, Minnesota, and Nebraska.
2. Complete the form. Some will need to be notarized.
3. Attach a check/money order if required.
4. An official transcript with the registrar’s seal must accompany the completed application form.
5. Returning the form(s), check, and transcript to the Certification Officer, Education Department, Augustana College

Teacher candidates are advised that South Dakota Codified Law provides for the revocation or refusal of teacher certification upon felony conviction of a crime involving moral turpitude, including traffic in narcotics. See the Certification Officer for additional, detailed information.
*Teacher candidates are also required to meet requirements for the Teacher Education Portfolio throughout their program of study as detailed in this handbook.

Formal Candidate Complaints

If a candidate comes to the Education Department Chairperson with a concern or a complaint, candidates are encouraged to work directly with the faculty member with whom they have a concern or complaint. However, if a candidate desires to file a formal complaint, they are asked to complete the Education Department Candidate Formal Complaint Form and submit it to the Education Department Chairperson. Upon receipt of the completed form, the Education Department Chairperson reviews the form and schedules a meeting with the candidate and the involved faculty. If the candidate is not satisfied with the outcome of the departmental level handling of the complaint, they may elect to go through the college’s Academic Grievance Procedure.

Academic Grievance Procedure

Candidates are encouraged to conference with the individual professor with whom they have a concern, complaint or issue to resolve the situation. Candidates who wish to file a formal complaint may do so by completing the Teacher Education Candidate Formal Complaint Form.

Candidates may also elect to make use of the college’s academic grievance procedure. The academic grievance procedure shall be used in all cases involving grievances by students against faculty or other students concerning alleged academic injustices relating to grades, cheating, or unprofessional conduct.

Step 1. The student shall take a complaint to the instructor within two weeks of the occurrence. If the grievance concerns a final semester grade the complaint must be made within three weeks of the distribution of term grades. If the student feels unable to approach the instructor, the grievance may be taken to the chair of the department in which the instructor is a member (if the instructor is the department chair, the grievance should be taken to the division chair). If the grievance is redressed or the student is satisfied in this meeting with the instructor or the department/division chair, the matter is settled.

Step 2. If the student feels dissatisfied with the instructor's response to the grievance the student may take the grievance to the chair of the department in which the instructor involved is a member or to the division chair if the instructor is the chair of the department. This appeal must be brought within one week of the unsatisfactory response to the initial statement of grievance. The department (or the division) chair shall require the student to submit the grievance in written form and shall ask for a written response from the instructor involved. On the basis of this information and any other that the department (or division) chair shall judge pertinent, the chair shall render a decision. This decision shall be given to the student in writing and a written record of the decision and its basis must be kept by the chair and shared with the instructor. If the student and the instructor are satisfied, the matter is settled.

Step 3. If the student or the instructor feels dissatisfied with the decision regarding the grievance rendered by the department (or division) chair, either may appeal the decision
to the Academic Dean within one week of the unsatisfactory decision. This appeal must be in writing and must indicate why an appeal should be heard. The Academic Dean shall ask the department (or division) chair for the written record of the grievance procedure to that point. Through consultation with the Vice President for Student Services, the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.

Student Staffings

Candidates who are experiencing difficulty in courses or field experiences, display a lack of professionalism in courses or field experiences, and/or who have demonstrated a pattern of dispositional areas of concern in courses or field experiences may be referred for a staffing by their academic advisor, supervising or cooperating teacher, college supervisor, course instructor, or college faculty. The staffing is designed to define the problem, develop an action plan for improvement, discuss ramifications, and arrange for follow up. The completed form is to be filed in the student’s academic folder.

PRAXIS

The Educational Testing Service/ETS offers a set of rigorous and carefully validated assessments that provide accurate and reliable information. Augustana’s Teacher Education Program and the state of SD require candidates to take PRAXIS II exams (Subject Assessments and PLT/Principles of Learning and Teaching) as part of its program requirements and state teacher licensure requirements. Detailed information regarding state-by-state PRAXIS requirements can be found at: http://www.ets.org. Teacher candidates are required to take the PRAXIS II Content Exams for all programs being completed and to take the PRAXIS II Principles of Learning and Teaching/PLT Exam that best matches their preparation area—scores must be received PRIOR to student teaching; passing scores must be achieved to pursue certification.

ASSESSMENT OF CANDIDATE DISPOSITIONS

The Teacher Education Program at Augustana College formally assesses candidate dispositions in the candidate’s program of study prior to program admittance, prior to the time the candidate begins student teaching, and during the semester of student teaching. A Self-Assessment of candidate dispositions is done by Education Department candidates, by Education Department faculty (internal) and by mentor teachers, practicum supervisors and cooperating teachers (external). Dispositional data are used to inform each candidate’s matriculation through the program of study and are aggregated to inform programmatic decision making. The formal assessment of candidate dispositions is supplemented by the informal kinds of observations made by faculty in the college classroom and by academic advisors through the advising process and when recommending candidates for program entry and acceptance to student teaching. In addition, the unit’s staffing process serves as a formal mechanism for addressing areas of concern.
STUDENT ASSOCIATIONS

There are several ways that you can become involved in Education Department activities. For example, there are student groups that are always welcoming new members:

- Augustana College Education Association (ACEA)
- Deaf Awareness
- Student Council for Exceptional Children (SCEC)
- National Student Speech Language Hearing Association (NSSLHA)

FIELD EXPERIENCES

Field experiences facilitate candidates’ development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor and mentor P-12 students, assist teachers or other school personnel, and participate in education-related events. Throughout each program of study, candidates will engage in a variety of field experiences which are carefully designed and planned to be developmental and sequential. Candidates begin their field experiences while enrolled in EDUC 110 where they complete the Early Field Experience, a tutoring/mentoring field experience designed to introduce candidates to the school environment and interact with a P-12 student in a one-on-one setting. This initial field experience is designed to help candidates solidify their resolve to pursue entrance to the program and a teaching career. Subsequent field experiences become more intensive moving the candidate from observation to participation to eventually providing opportunities for candidates to interact with small groups of students or teach a lesson under the supervision of the cooperating teacher. The table that follows outlines the various field experiences:

<table>
<thead>
<tr>
<th>ALL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIELD EXPERIENCE</strong></td>
</tr>
<tr>
<td>EDUC 110</td>
</tr>
<tr>
<td>EDUC 275</td>
</tr>
<tr>
<td>EDUC 355</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENTARY EDUCATION PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPED 240</strong></td>
</tr>
<tr>
<td><strong>PE 265</strong></td>
</tr>
<tr>
<td><strong>EDUC 301</strong></td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>EDUC 290/320/325</td>
</tr>
<tr>
<td>EDUC 350</td>
</tr>
<tr>
<td>MATH 113</td>
</tr>
</tbody>
</table>

**SECONDARY AND/OR ALL-GRADES EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
<th>Assessment</th>
<th>Credits</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 240</td>
<td>Observation &amp; Participation in SPED and Inclusive classrooms</td>
<td>Observation Reports, Journal, Case Study, Cooperating Teacher Evaluation</td>
<td>12</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>EDUC 310’s</td>
<td>Observation and planning in the content area</td>
<td>Varies—see individual course syllabi</td>
<td>8</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>EDUC 345</td>
<td>Mentoring in middle school after school program</td>
<td>Reflection Log</td>
<td>8</td>
<td>Field Placement Coordinator</td>
</tr>
</tbody>
</table>

**SPECIAL EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
<th>Assessment</th>
<th>Credits</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 230</td>
<td>Assisting students with cognitive &amp; developmental disabilities</td>
<td>Active Involvement Paper, Teacher evaluation</td>
<td>15</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>SPED 260</td>
<td>E-mail correspondence, Classroom visit</td>
<td>Reflective Synthesis</td>
<td>5-10 via e-mail; 2-3 in classroom</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>SPED 280</td>
<td>Teacher aiding in a SPED setting</td>
<td>Journal, Child Report, IEP Artifact, other artifacts, teacher evaluation</td>
<td>75</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>SPED 301</td>
<td>Highly focused practicum on classroom organization, IEP preparation, instructional planning, student management and observations of case study student</td>
<td>Written reflections on classroom organization, scheduling, lesson planning, and IEP preparation</td>
<td>5</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>SPED 310</td>
<td>Assessment labs: ASD clinical observation; test administration to child volunteer.</td>
<td>ASD Report, Testing Under Observation, Child Assessment Report</td>
<td>8</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>SPED 360</td>
<td>Hands-on practicum with resource room students</td>
<td>Written reflective journal and evaluation of cooperating teacher</td>
<td>12-15</td>
<td>Field Placement Coordinator</td>
</tr>
</tbody>
</table>

**DEAF EDUCATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
<th>Assessment</th>
<th>Credits</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHH 221</td>
<td>Hearing Assessment in Roberts Learning Center</td>
<td>Observation, log, instructor debriefing</td>
<td>10-12</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>EDHH 224</td>
<td>Observation &amp; Participation</td>
<td>Observation, log, instructor debriefing</td>
<td>10-12</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>EDHH 226, 227, 331, 332</td>
<td>Participation in events in deaf community</td>
<td>Reflection paper; Videotape of experience</td>
<td>2-4</td>
<td>Field Placement Coordinator</td>
</tr>
<tr>
<td>EDHH 287</td>
<td>Observation &amp; Participation</td>
<td>E-mail correspondence with course instructor and practicum partner, Reflection Log</td>
<td>100-120</td>
<td>Field Placement Coordinator &amp; Course Instructor</td>
</tr>
</tbody>
</table>
EDHH 306, 318  |  Teaching event at Augustana—Literacy Fun  |  Lesson Plans, Observation  |  6-10  |  Field Placement Coordinator
--|---|---|---|---
EDHH 323  |  Teaching event at Augustana—Literacy Fun, Candidates also travel to the Twin Cities to observe various programs for deaf and hard of hearing students  |  Lesson Plans, Observation  |  6-10, 2 days additional for travel to Twin Cities  |  Field Placement Coordinator

### MIDDLE SCHOOL ENDORSEMENT

| EDUC 330  | Participation with MS Interdisciplinary Team  |  Log  |  15  |  Field Placement Coordinator
| EDUC 345  | Mentoring in middle school after school program  |  Reflection Log  |  8  |  Field Placement Coordinator

### KINDERGARTEN ENDORSEMENT

| EDUC 231  | Observation and participation in a kindergarten classroom  |  Reflection Log and Debriefing Sessions  |  30  |  Field Placement Coordinator

### LIABILITY

The College requires all full-time students to have health insurance coverage. A health insurance plan is available for purchase to all students who prefer either their own policy or complementary coverage to their family's or parents' coverage. All students are required to "subscribe" to the college-sponsored insurance plan, or provide documentation of other insurance coverage, or indicate by written disclaimer that all medically related charges are the responsibility of the student. Students will be enrolled in the college insurance plan if proof of other insurance or signed waiver is not provided. Complete details concerning benefits, coverage, and claim procedures may be obtained from the Wellness Center.

Auto liability covers only Augustana owned, rented, or leased vehicles. Staff or students using their own vehicles on college business are NOT covered and must rely on their own insurance policies. However, when staff or students wish to use their own vehicle they will be covered under the college's policy for that specific event provided they have made the arrangement with our insurance company prior to the event, but even then their own insurance is primary.

Students engaged in practicum or student teaching experiences may be covered through liability insurance available through SDEA/NEA if they are a member. Any excess charges incurred will be paid by the college insurance policy.

### TEACHER EDUCATION CHALK AND WIRE ePORTFOLIO

Teacher education in South Dakota and at Augustana College is based upon three main areas of integrated knowledge bases: General Education Studies, Professional Education Requirements, and Requirements for Teaching Programs. In addition, the Teacher Education Program at Augustana College is competency based and requires candidates to engage in the on-going development of a portfolio where candidates are asked to record, integrate, and reflect on their preservice program experiences.
The portfolio is a collection of materials, or artifacts that evidences an individual’s growth and development toward becoming a professional educator. This collection of authentic, learner specific documents is also acknowledgment that the development of a professional educator is an individualized process. These artifacts reflect the candidates’ progress over a period of time and provide useful information in assessing the success of the program in meeting its goals and maintaining the required competencies.

This performance-based assessment tool will provide authentic evidence of candidate performance and should be considered a working portfolio. Through a combination and variety of required and self-selected artifacts, candidates will document their acquisition of the knowledge, skills, and dispositions necessary for teaching. In addition, this portfolio will provide candidates with a personal tool for reflecting upon their teaching skills, knowledge, and dispositions.

The portfolio is an assessment instrument to determine if candidates are meeting state and program requirements and competencies. Unit faculty review and evaluate each portfolio through the use of rubrics. Candidates may be asked to further develop and/or revise their portfolio at any of the review points before progressing through the program.

The portfolio process is continually reviewed by the Education Department; therefore, revisions should be expected as an ongoing aspect of the unit’s assessment system.

The Teacher Education Portfolio is initiated, maintained, and assessed via the Chalk and Wire ePortfolio platform. Students will be assessed a non-refundable ePortfolio fee as part of their enrollment in EDUC 200 the Program Admission e-portfolio lab, which is taken concurrently with EDUC 275 Teaching, Learning, and Connecting in Today’s Classroom.

PORTFOLIO PURPOSES

To demonstrate and document personal development and to identify both strengths and areas for improvement

To document active and performance-based learning by candidates in their individual professional growth and development

To provide students with a resource of relevant materials for use in the profession and as a tool in seeking employment

To provide a data source for assessing the Teacher Education Program at Augustana College and for use in the unit’s ongoing, systematic program evaluation

PROGRAM COMPETENCIES

A set of professional competencies, based upon the Interstate New Teachers Assessment and Support Consortium/INTASC principles, have been identified to guide course content and field experiences as well as articulate what students will know and be able to do upon program completion. The competencies assist candidates in developing a commitment to and proficiency in their chosen profession. The curriculum of the Teacher Education Program is structured to blend the Circle of Courage values into a
model for professional behavior. Throughout their program of study, candidates will complete course requirements designed to facilitate mastery and understanding of the following program competencies:

#1 KNOWLEDGE OF SUBJECT MATTER  
#2 KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING  
#3 ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS  
#4 MULTIPLE INSTRUCTIONAL STRATEGIES  
#5 CLASSROOM MANAGEMENT AND MOTIVATION SKILLS  
#6 COMMUNICATION SKILLS  
#7 INSTRUCTIONAL PLANNING SKILLS  
#8 ASSESSMENT OF STUDENT LEARNING  
#9 PROFESSIONAL COMMITMENT AND RESPONSIBILITY  
#10 PARTNERSHIPS

REVIEWING THE TEACHER EDUCATION PORTFOLIO

The portfolio will be formally reviewed three times throughout your program to provide feedback and support throughout the development of your portfolio. A rubric will be used at each formal review to provide feedback and identify areas that may need revision. If a candidate does not meet review expectations, s/he will be asked to revise and resubmit his/her working portfolio for a second review. The formal review times are outlined in the table that follows:

<table>
<thead>
<tr>
<th>REVIEW CYCLE</th>
<th>WHEN</th>
<th>RELATED COURSE or EXPERIENCE</th>
<th>TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ePortfolio #1:</td>
<td>Semester of enrollment in</td>
<td>EDUC 200—Due Dec. 1 Fall Semester; May 1 Spring Semester</td>
<td>Program Admission Portfolio Review Rubric</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>EDUC 275</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMISSION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ePortfolio #2:</td>
<td>Semester PRIOR to student</td>
<td>EDUC 300—Due on the last day of classes the semester prior to</td>
<td>PreStudent Teaching Portfolio Review Rubric</td>
</tr>
<tr>
<td>PRESTUDENT</td>
<td>teaching</td>
<td>student teaching</td>
<td></td>
</tr>
<tr>
<td>TEACHING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ePortfolio #3:</td>
<td>During the semester of</td>
<td>EDUC 400—Student Teaching Semester—Due by Dec. 1 Fall Semester;</td>
<td>Student Teaching Portfolio Review Rubric</td>
</tr>
<tr>
<td>STUDENT</td>
<td>Student Teaching</td>
<td>May 1 Spring Semester</td>
<td></td>
</tr>
<tr>
<td>TEACHING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The development and completion of the Teacher Education ePortfolio is a requirement for all candidates in the Teacher Education Program at Augustana College. Portfolios will be reviewed at various times throughout your program to provide feedback and support.

EDUC 200: Program Admission ePortfolio Lab: Candidates will begin the development of their portfolio when enrolled in the EDUC 200. This e-portfolio lab is taken concurrently with EDUC 275. The review of this ePortfolio will occur late in the semester of enrollment in EDUC 200. Candidates who do not meet expectations for the Program Admission ePortfolio Review will have their portfolio returned for revision(s) and will need to resubmit their portfolio for a second review. Students will NOT be able to enroll in upper level courses or be admitted to the Teacher Education Program until their portfolio has been resubmitted and found to meet expectations.

EDUC 300: Pre Student Teaching ePortfolio Lab: The PreStudent Teaching ePortfolio Review occurs the semester PRIOR to student teaching. Candidates must have a successful PreStudent Teaching ePortfolio Review in order to begin their student
teaching as scheduled. Candidates who do not meet expectations for the PreStudent Teaching ePortfolio Review will have their portfolio returned for revision(s) and will need to resubmit their portfolio for a second review—students who do not pass the PreStudent Teaching ePortfolio Review will NOT be allowed to begin their student teaching experience until their portfolio has been resubmitted and found to meet expectations.

EDUC 400: Student Teaching ePortfolio Lab: During the semester of student teaching, candidates will be expected to register for EDUC 400L the final e-lab. Student teachers will complete the Student Teaching Assessment Project as well as other assignments required for student teaching such as the video reflection. Candidates who do not meet expectations for the project or the e-portfolio review will need to revise and resubmit their project or eportfolio for a second review—candidates who do not successfully complete this requirement will receive a grade of INCOMPLETE for Student Teaching. Candidates will NOT receive a satisfactory grade for student teaching until their project has been resubmitted and found to meet expectations.

STUDENT TEACHING ASSESSMENT PROJECT

- The Student Teaching Assessment Project is specifically designed to dispose teacher candidates to:
  - be reflective practitioners,
  - thoughtfully and systematically consider the impact their instruction has upon P-12 student(s), and
  - use assessment results to inform instruction.
- Prior to the semester of student teaching student teacher candidates will receive information regarding this project.
- This project is a required artifact for the EDUC 400L ST ePortfolio and will typically be reviewed by your college supervisor.
- Successful completion of this project is a required component of the student teaching experience.
- If you are asked to revise and resubmit the project, it is your responsibility to follow through on the revision and resubmission process in a timely manner.
- Failure to do so may jeopardize exit from the program, graduation from the college, and subsequent eligibility for teacher certification.
- Candidates should upload their completed Student Teaching Assessment Project in their EDUC 400L ST ePortfolio and submit it to their college supervisor.
- If you are not sure who to submit your completed project to, contact the Unit Assessment Coordinator via e-mail: sharon.andrews@augie.edu
- Early in the placement, discuss this project with your cooperating teacher and your college supervisor to determine the focus of your unit and when you will teach the unit.
- Be sure to conduct the before-instruction assessment well in ADVANCE of teaching your unit so that you have time to make any modifications and/or adjustments to your unit.
- Student teachers are advised to carefully review the Student Teaching Assessment Project Rubric which provides detailed expectations.
CONTEXTUAL INFORMATION

Unit Title:  
Grade Level:  Duration of Unit:  

Overall Unit Goal:  

Student Learning Outcomes:  

Target Performance Goal ______%  

Student Demographics

___ # of students who are culturally diverse  
___ # of students with special needs  
___ # of students who are gifted/talented  
___ # of students who are Title I  
___ # of students who are male  
___ # of students who are female  
___ Other:____________________________________________________

- Describe the technological resources available to you in this classroom and how you will integrate the available technology into your unit OR provide a compelling rationale for why you are NOT making use of the available technology.  
- Describe the attitudes toward individual differences in this classroom.  
- Describe the instructional methodology typically employed in this classroom.  
- Describe the typical approach(s) to assessment in this classroom.  
- Describe how the Circle of Courage and its four core values are reflected in this classroom.

ASSESSMENT PLAN

BEFORE INSTRUCTION ASSESSMENT

- Describe your before-instruction assessment method, include a copy of it, and explain why you selected it.  
- Display the results of the before-instruction assessment via a data table indicating individual student results in percentages—use pseudonyms to protect the identity of your students.  
- What did you learn from the before-instruction assessment?  
- Describe what changes/modifications will be made to your unit based upon a review of the before-instruction assessment results; if no changes are warranted, provide a compelling rationale to justify this decision.

DURING INSTRUCTION ASSESSMENT

- Describe the during-instruction assessment approaches used throughout the unit.  
- What did you learn from the during-instruction assessments?  
- Describe what changes/modifications were made during the unit based upon during-instruction assessment results.

AFTER INSTRUCTION ASSESSMENT

- Describe your after-instruction assessment method, include a copy of it, and explain why you selected it.
Display the results of the after-instruction assessment via a data table (see sample) indicating individual student results in percentages—use pseudonyms to protect the identity of your students.

For each student in the data table, provide a brief reflective analysis of their performance from before to after instruction assessment.

What did you learn from the after-instruction assessment?

Describe what changes/modifications will be made to this unit the next time it would be taught; if no changes are warranted, provide a compelling rationale to justify this decision.

**SAMPLE DATA TABLE**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BEFORE INSTRUCTION</th>
<th>AFTER INSTRUCTION</th>
<th>ASSESSMENT ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>45%</td>
<td>68%</td>
<td>Student made significant gains but was still below 70%; will work one-on-one with student during study hall and re-test when student is ready; will also consult with student to determine best content delivery method and possible alternative testing format</td>
</tr>
<tr>
<td>Mike Jones</td>
<td>80%</td>
<td>65%</td>
<td>Student did not meet target performance goal on post-assessment even though he appeared to be engaged throughout the unit; a conference with the student revealed some issues going on at home which may have contributed to his lower post assessment performance; will provide a review session for student and retest to see if performance improves</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>86%</td>
<td>80%</td>
<td>Student was absent frequently throughout unit and made no effort to complete missed work, however, student met target performance goal of 70% or above</td>
</tr>
<tr>
<td>John Smith</td>
<td>75%</td>
<td>85%</td>
<td>Student met target performance goal</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>100%</td>
<td>N/A</td>
<td>Student performance on pretest was 100%; in consultation with student, alternative unit activities and culminating project were designed to differentiate the curriculum.</td>
</tr>
</tbody>
</table>

**SUGGESTIONS FOR ASSESSMENTS**

**BEFORE INSTRUCTION** - help you to plan for your students’ learning experiences.

- Traditional Test with objective items (MC, T/F, Matching, etc.)
- KWL
- Discussion
- Performance sample (writing, sight reading, etc.)

**DURING INSTRUCTION** - support students during the learning process.

- Anecdotal Records
- Large Group Discussions
- Collaborative Groups (Jigsaw, etc.)
- Homework
- Quizzes
- Think-Pair-Share
- Journal Entries
- Quick Writes
- Admit & Exit Slips
- Graphic Organizers
- Note-taking systems such as Double Column Note-taking Guides
- Reading Guides
- Lab Reports
- Peer and/or Self Evaluation

**AFTER INSTRUCTION** - are conducted after a unit or certain time period to determine how much learning has taken place.

- Traditional Test with objective items (MC, T/F, Matching, etc.)
- KWL
- Discussion
- Performance sample (writing, sight reading, etc.)
- Presentation
<table>
<thead>
<tr>
<th>CRITERION</th>
<th>4=Distinguished/Exemplary</th>
<th>3=Proficient/Excellent</th>
<th>2=Basic/Expected</th>
<th>1=Unsatisfactory/Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Information</td>
<td>Candidate provides a unit overview and description demonstrating an understanding of student differences and classroom contextual factors that may affect learning as well as district and community factors that may impact student learning.</td>
<td>Candidate provides a unit overview and description demonstrating an understanding of student differences and classroom contextual factors that may affect learning.</td>
<td>Candidate provides a unit overview and description of the classroom’s contextual factors.</td>
<td>Candidate does not provide a unit overview and description demonstrating an understanding of student differences and classroom contextual factors that may affect learning.</td>
</tr>
<tr>
<td>Before-Instruction Assessment</td>
<td>Before-instruction assessment approach explained, justified, and included; before-instruction instrument included; student work samples included.</td>
<td>Before-instruction assessment approach explained, justified, and included; before-instruction instrument included.</td>
<td>Before-instruction assessment approach explained and justified.</td>
<td>Before-instruction assessment approach is not explained, justified, and/or included.</td>
</tr>
<tr>
<td>Use of Before-Instruction Assessment Data</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on before-instruction assessment results and individual student needs.</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on before-instruction assessment results.</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan but does not base them upon before-instruction assessment results.</td>
<td>Candidate does not provide evidence of making appropriate modifications to the instructional plan based on before-instruction assessment results and individual student needs.</td>
</tr>
<tr>
<td>During-Instruction Assessment</td>
<td>During-instruction is ongoing and includes multiple modes; During-instruction assessment instruments included; student work samples included.</td>
<td>During-instruction is ongoing and includes multiple modes; During-instruction assessment instruments included.</td>
<td>During-instruction assessment is ongoing and includes multiple modes.</td>
<td>During-instruction assessment is not ongoing and/or does not include multiple modes.</td>
</tr>
<tr>
<td>Use of During-Instruction Assessment Data</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on during-instruction assessment results and individual student needs.</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on during-instruction assessment results.</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan but does not base them upon during-instruction assessment results.</td>
<td>Candidate does not provide evidence of making appropriate modifications to the instructional plan based on during-instruction assessment results and individual student needs.</td>
</tr>
<tr>
<td>After-Instruction Assessment</td>
<td>After-instruction assessment approach explained and justified; after-instruction assessment instrument included; student work samples included.</td>
<td>After-instruction assessment approach explained and justified; after-instruction assessment instrument included.</td>
<td>After-instruction assessment approach explained and justified.</td>
<td>After-instruction assessment approach is not explained or justified.</td>
</tr>
<tr>
<td>Use of After-Instruction Assessment Data</td>
<td>Candidate provides ideas for redesigning learning goals, assessment, and instruction and explains why these modifications would improve student learning based upon after-instruction assessment results in addition to discussing other ideas for improving student learning.</td>
<td>Candidate provides ideas for redesigning learning goals, assessment, and instruction and explains why these modifications would improve student learning based upon after-instruction assessment results.</td>
<td>Candidate provides ideas for redesigning learning goals, assessment, instruction and does not explain why these modifications would improve student learning based upon after-instruction assessment results.</td>
<td>Candidate does not provide ideas for redesigning learning goals, assessment, and/or instruction and does not explain why these modifications would improve student learning based upon after-instruction assessment results.</td>
</tr>
<tr>
<td>Results Table</td>
<td>Data clearly presented, pseudonyms used and results recorded in percentages; target performance goal indicated; graphic representation of results included.</td>
<td>Data clearly presented, pseudonyms used and results recorded in percentages; target performance goal indicated.</td>
<td>Data clearly presented, pseudonyms used but results are not recorded in percentages; target performance goal indicated.</td>
<td>Data is not clearly presented, pseudonyms not used, results not recorded in percentages, and/or target performance goal not indicated.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analysis of individual student performance explores hypotheses for why each individual student did or did not meet learning goal and offers a plan for reteaching or remediation for those students not meeting the learning goal.</td>
<td>Analysis of individual student performance explores hypotheses for why each individual student did or did not meet learning goal.</td>
<td>Analysis of individual student performance explores hypotheses for why most individual students did or did not meet learning goal.</td>
<td>Analysis of individual student performance does not explore hypotheses for why individual students did or did not meet learning goal.</td>
</tr>
</tbody>
</table>
STUDENT TEACHING INFORMATION

Student teaching is the final, culminating step in your preservice preparation toward becoming a teaching professional. Your effort and commitment are vital to your success in this experience. Please read the student teaching information carefully to be sure you understand your role and your responsibilities and those of your cooperating teacher and college supervisor. Plan to work hard, take the initiative to learn new things, try new techniques, and enjoy your time in the classroom.

Student teaching is considered a full-time experience. The minimum length of time any candidate will spend student teaching is 12 weeks; you should register for 1 credit hour of student teaching for each week of student teaching. In addition, the minimum number of credit hours any candidate will register for student teaching is 12 credit hours. Candidates, however, may complete more than 12 weeks of student teaching and register for more than 12 credit hours if they are pursuing teaching endorsements or double majors. While most candidates will be able to complete their student teaching within the parameters of the regular semester, candidates pursuing double majors or those with multiple endorsements, will find that their student teaching will carry over into or start in the interim term. The Field Placement Coordinator will determine the number of credit hours each candidate should register for and will confirm this upon receipt of the student teacher roster to ensure that the credit hours registered for are in accordance with departmental and college policy. Any deviations will be brought to the attention of the registrar’s office and will be corrected.

STUDENT TEACHING OUTSIDE OF THE 30-MILE RADIUS OF SIOUX FALLS

Students interested in student teaching outside of the 30-mile radius of Sioux Falls, including international settings, should contact the Field Placement Coordinator early in their program to make their wishes known. These requests will be considered by the Education Department to determine if a student teaching experience outside of the 30-mile radius of Sioux Falls is appropriate. It is the intent of the Education Department at Augustana College to provide appropriate student teaching placements that ensure quality experiences and support the program competencies and conceptual framework of the Education Department.

The request to student teach outside the 30-mile radius of Sioux Falls should be made IN PERSON to the Field Placement Coordinator at least one year prior to the semester of student teaching. For example, if you wish to student teach outside the 30-mile radius of Sioux Falls during the spring 2012 academic semester, you should make the request during the spring 2011 academic semester and so on. Students should schedule a meeting with the Field Placement Coordinator and come to that meeting prepared with as much information as possible to begin the conversation. At a minimum, you should come with the following:

- Contact information for the school district in which the student is seeking a placement. This should include the school principal’s name, phone number, mailing address and/or email address.
A statement indicating their understanding of the financial obligation to pay for **supervision fees** incurred in this placement including but not limited to the college supervisor fee and mileage or transportation costs.

Because the logistical arrangements for an outside of the 30-mile radius student teaching experience are more complex than an inside the 30-mile radius of Sioux Falls, more time is needed to arrange for these placements.

The Education Department will discuss each individual request and determine if the request will be granted. In some cases of international student teaching, students may need to complete a student teaching experience in the United States.

Students granted requests to student teach outside of the 30-mile radius of Sioux Falls are still required to meet the components of the student teaching experience required of all students at the discretion of the Field Placement Coordinator.

**WHEN A REQUEST IS NOT REQUIRED**

Students may be assigned to schools and agencies outside the 30-mile radius under the following circumstances without petitioning:

- When an educationally appropriate placement cannot be made locally, they may be placed in an established school or agency outside the 30-mile radius.

Students are allowed to appeal the decision through the College’s Academic Grievance Procedure as outlined in the Teacher Education Handbook.