TEACHER EDUCATION HANDBOOK

Elementary Education/K-8 Program (ELED)
Secondary Education/5-12 Program (SEED)
(Biology, Chemistry, Communication, English, Government, History, Mathematics, Physics)
All-Grades Education/K-12 Program (EK12)
(Art, Modern World Languages, Music, Physical Education, Health Education)
Special Education/K-12 Program (SPED)

Augustana University
Education Department
274-4629
Fall 2019

AUGUSTANA UNIVERSITY MISSION STATEMENT

Augustana is a University 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 University

CHRISTIAN
By being a University 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

CONCEPTUAL FRAMEWORK

The mission statement of Augustana University 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 University Mission serves as the driving force for the Education Department.

The Conceptual Framework describes how Augustana University'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.
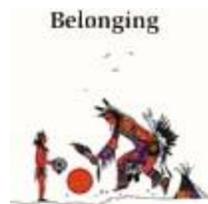
Belonging, the first value in the Circle of Courage, recognizes that students need to attach to caring adults in order to begin the process of learning and incorporate basic social values.
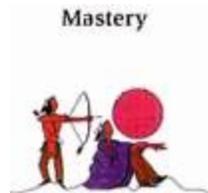
Mastery, the second value in the Circle of Courage Model, promotes the belief that teacher candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens.

<u>Independence</u>, the third value in the Circle of Courage model, contends that to develop positive autonomy and interdependence, individuals must be secure in the guidance of caring adults and believe they have some power over their world.

<u>Generosity</u> is the fourth value in the Circle of Courage and advocates that 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 Teachers Assessment and Support Consortium) principles, has been identified to guide course content and practicum experiences at the initial level.

Learner and Learning
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACCREDITATION

The Education Department is regularly reviewed by various accrediting agencies to ensure quality programs. Currently, the Teacher Education Program at Augustana University is accredited as follows:

--South Dakota Department of Education (SD DOE)
--Higher Learning Commission (HLC) (University level)

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 University 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 Teacher Education Committee/TEC serves as the governing body for the Education Department and is a standing committee in the University's governance structure. It is comprised of faculty from each 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. Education Department Meetings provide a forum for conducting departmental business as well as a forum for 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 program representatives, convenes as needed and provides the Education

Department and its 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. Students may opt to have both a primary and secondary advisor when they are pursing more than one major. 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.
2. Check with the Education Department 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 University catalog.

PROGRAM ENTRANCE AND EXIT REQUIREMENTS

All programs leading to initial teaching certification including ELED, SPED, SEED, and EK12 are considered pre-professional programs. Students may have a declared education major but must meet established program entrance and exit requirements to be considered a teacher candidate. Once admitted, teacher candidates must maintain their status to persist in the program to program completion and graduation from the institution.

Transfer students should meet with the Admissions Office, arrange for official transcripts to be sent to the institution and meet with the Education Department's Certification Officer to determine how previous coursework and field experiences will

apply to Augustana University's requirements. Transfer students must complete at least 50% of the major and the last 30 c.h. at Augustana University.

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
- 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 ADMISSION

The Application to the Teacher Education Program form is completed during the candidate's enrollment in EDUC 200L, taken concurrently with EDUC 275. 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 confirmation of the following:

- Completion of at least 45 semester credit hours including EDUC 110, EDUC 200L, EDUC 245, & EDUC 275 with grades of at least C- or above
- GPA of 2.70 in the subject major, education major, and overall cumulative
- All students including transfer students must successfully complete at least two semesters of coursework inclusive of a field experience at Augustana University to demonstrate acceptable academic performance and professionalism ratings
- Approval from the Academic Advisor, the Education Department, Department of Major, and the Teacher Education Committee (TEC)
- Freedom from disciplinary status
- Satisfactory Ratings on Professionalism—No significant concerns about professionalism have been expressed including but not limited to the staffing process, internal and external ratings on professionalism, academic honor code violations, etc.
- Successful EDUC 200L Program Admission ePortfolio Review including completion of the Self-Evaluation

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.

STUDENT TEACHING

The Intent to Student Teach Form is due to the Field Placement Coordinator by December 1st of the academic year PRIOR to the one in which a candidate plans to

student teach. Teacher candidates must complete the required Student Teaching Application materials early during the semester PRIOR to the semester of student teaching including the Application for Student Teaching, Resume, and Profile and forward these to the Field Placement Coordinator. The Teacher Education Committee/TEC considers applications to student teaching once each semester and with their approval, teacher candidates are granted preliminary approval for student teaching; full approval will be granted at the end of the semester directly preceding the semester of student teaching if all requirements have been met.

Preliminary Approval to Student Teach

Teacher candidates will be notified of their preliminary approval for student teaching by the Field Placement Coordinator. Preliminary approval for student teaching occurs after candidates have been admitted to the teacher education program and upon confirmation of the following:

- GPA of 2.70 in the subject major, education major, and overall cumulative
- Completion of all coursework required for major and certification with grades of C- or better for the teacher candidate's chosen program of study
- Approval from the Academic Advisor, Education Department, Department of Major, and the Teacher Education Committee (TEC)
- Freedom from disciplinary status
- A pattern of internal and external satisfactory Professionalism Ratings from field experiences and faculty

Candidates are required to take and submit qualifying scores for the PRAXIS II Subject/Content Exam(s) for all program areas being completed and the PRAXIS II Principles of Learning and Teaching/PLT Exam that best matches their preparation area PRIOR to beginning the student teaching experience. Candidates should take the PRAXIS exams a year prior to the semester of anticipated student teaching to allow time for retaking any/all PRAXIS exams for which qualifying scores were not achieved.

Full Approval to Student Teach

Teacher candidates who have been preliminarily approved for student teaching will be granted full approval for student teaching at the conclusion of the semester directly preceding the semester of student teaching. Once teacher candidates have taken and submitted qualifying PRAXIS exam scores to the Education Department, have maintained a 2.70 GPA in the subject major, education major, and overall cumulative throughout their entire course of study, and have met other requirements they will be granted full approval to student teach. In addition, the following must be met:

- A pattern of internal and external satisfactory Professionalism Ratings from field experiences and faculty
- Successful EDUC 300L Program Admission ePortfolio Review including completion of the Self-Evaluation

Candidates whose cumulative GPA in the subject major, education major, and overall cumulative drops below 2.70, who do not achieve qualifying PRAXIS scores, do not have a successful EDUC 300L ePortfolio review, and/or do not demonstrate a pattern of satisfactory professionalism will not be allowed to move forward into their student

teaching until all requirements for full approval to ST have been met. This may delay a candidate's timeline for student teaching and program completion. Candidates not fully approved for student teaching may schedule a meeting with Education Department administration to discuss their program options.

As PRAXIS test scores are received by the Assessment Coordinator, candidates will be notified if they have met program expectations or if they need to retake any tests before being fully approved for student teaching.

In addition, and at their expense, teacher candidates must complete the background check and fingerprinting, as required by cooperating schools, PRIOR to being allowed to begin their student teaching experience.

PROGRAM COMPLETION

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

- GPA of 2.70 in the subject major, education major, and overall cumulative
- Passing PRAXIS scores on all required exams
- 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(s)
- Satisfactory Ratings on Assessment of Candidate Professionalism
- Successful EDUC 400L Student Teaching ePortfolio Review including the Student Teacher Assessment Project, required student teaching assignments as well as completion of the Self-Evaluation

CERTIFICATION

Upon program completion and graduation from the University, teacher candidates may apply for certification.

While teacher candidates can initiate this process prior to program completion or graduation, **your application will not be processed or verified until your transcript has been finalized with a graduation date.** In addition, some states have very strict timeline guidelines for the certification process thus be sure you are checking this before you initiate the process. Finalized transcripts showing a graduation date will not be processed until after finals week during the term of program completion.

It is the applicant's responsibility to arrange for a finalized, official transcript required for the application process. Once all information including finalized transcripts and payment information are completed, the Certification Officer will verify your information and recommend your application to SD DOE.

Once your application has been processed and your certificate has been issued, you will receive notification via e-mail from SD DOE. You will **not** receive a paper or hard copy of our certificate, rather it will be included as a PDF in the e-mail you receive from SD DOE. Typically, the process takes 3 weeks, however, during high or low volume times, this can vary.

SD requires anyone applying for an initial or renewal certificate as a teacher, administrator or other education professional to participate in a minimum of one clock hour of suicide awareness and prevention training--this requirement begins July 1, 2017. Information about suicide awareness and prevention training (Senate Bill 129 passed by the 2016 Legislature) is available online.

Check online within your account or contact the SD DOE via e-mail certification@state.sd.us with questions about your application status.

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.

If you are interested in seeking teacher certification for other states, contact Augustana University's Certification Officer for guidance.

*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 University'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 University'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, University supervisor, course instructor, or University 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.

Candidates are required to **take and pass** the PRAXIS II Subject/Content Exam(s) for all program areas being completed and the PRAXIS II Principles of Learning and Teaching/PLT Exam that best matches their preparation area **PRIOR** to beginning the student teaching experience (All-Grades/K-12 majors typically take the 7-12 PLT). Candidates **will not be allowed** to begin the student teaching experience until

passing scores have been received by the Education Department. The Administrative Rules of South Dakota (ARSD) have mandated licensure exams for the state of SD.   You must register online unless you are applying for testing accommodations. Visit the ETS website for Registration Information. Be sure that you put Augustana University (SD) down as one of your score recipients: AUGUSTANA UNIVERSITY (code=6015) so the Education Department has access to your score reports. If you test in South Dakota, your score report will be sent automatically to the South Dakota Department of Education. If you test outside of South Dakota, select the South Dakota Department of Education (code=8112) as a score recipient when you register. Take care to download a copy of your scores as once your scores are no longer available to you via your ETS account, you will have to pay a fee to receive a hard copy of your scores. SD DOE Praxis Information is available from the ETS website as well. You can also check the ETS Website for test preparation materials.

PRAXIS CONTENT AND PEDAGOGICAL TEST INFORMATION
- K-8 ELED Content Knowledge: Test #5001 (can register to take all 4 subtests at once or separately)
  - Reading/LA Subtest #5002 Cut Score=150
  - Math Subtest #5003 Cut Score=146
  - SS Subtest #5004 Cut Score=147
  - Science Subtest #5005 Cut Score=150
- K-12 Art: Content Knowledge: Test #5134, Cut Score=151
- K-12 Music: Content Knowledge: Test #5113, Cut Score=150
- K-12 SPED: Core Knowledge & Application: Test #5354, Cut Score=145
- K-12 French: World Language: Test #5174, Cut Score=152
- K-12 German: World Language: Test #5183, Cut Score=154
- K-12 Spanish: World Language: Test #5195, Cut Score=160
- K-12 Physical Education: Content Knowledge: Test #5091, Cut Score=140
- K-12 Comprehensive School Health: Test #5551, Cut Score=145
- 7-12 Eng/Lang/Lit/Comp: Content Knowledge: Test #5038, Cut Score=167
- 7-12 Speech Communication: Test #5221, Cut Score=143
- 7-12 Mathematics: Content Knowledge: Test #5161, Cut Score=160
- 7-12 Biology: Content Knowledge: Test #5235, Cut Score=147
- 7-12 Chemistry: Content Knowledge: Test #5245, Cut Score=135
- 7-12 Physics: Content Knowledge: Test #5265, Cut Score=130
- 7-12 Government/Political Science: Test #5931, Cut Score=149
- 7-12 World and U.S. History: Content Knowledge: Test #5941, Cut Score=135
- 7-12 Math/Science Composite--take the content tests that match the composite
- Principles of Learning and Teaching Grades K-6: Test #5622, Cut Score=160 (ELED majors)
- Principles of Learning and Teaching Grades 7-12: Test #5624, Cut Score=157 (SEED and EK12 majors)

MIDDLE SCHOOL ENDORSEMENT: To add the Middle Level Learner **and** Subject-Specific 5-8 endorsement to your K-8 or 5-12 SD DOE teaching credential you must complete the MS Endorsement Requirements (EDUC 330, 345, 471) and the applicable PRAXIS content test (NOTE: SEED prepared in HIST, GOVT, BIO, CHEM, or PHYS **WILL** need to take an additional content test for the MS Endorsement in SS or SCI).

English Language Arts ELA	Mathematics MATH	Social Studies SS	Science SCI
CHOOSE ONE OF THE FOLLOWING			
#5002 ELED ELA subtest #5038 ELA CK #5047 MS ELA	#5003 ELED Math subtest #5161 Math CK #5169 MS Math	#5004 ELED SS subtest #5089 MS SS #5081 SS CK	#5005 ELED SCI subtest #5440 MS Science #5435 Gen Sci CK

PROFESSIONALISM

The Teacher Education Program at Augustana University formally assesses candidate professionalism 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. Assessment of candidate professionalism is done by candidates, by Education Department faculty (internal) and by mentor teachers, practicum supervisors and cooperating teachers (external). Professionalism 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 professionalism is supplemented by the informal kinds of observations made by faculty in the University 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.

PROFESSIONALISM EVALUATION

RATING SCALE

4=Distinguished/Exemplary— this AU student is extremely capable; always
- Clear and convincing evidence of meeting standard
- Exceeds expectations & requires no supervision
- Displays professional behavior and shows leadership
- Frequently performs additional responsibilities without prompting

3=Proficient/Excellent— this AU student is capable; usually
- Clear evidence of meeting standard
- Meets expectations & requires minimal supervision
- Displays professional behavior
- Candidate sometimes performs additional responsibilities without prompting

2=Basic/Expected—this AU student is marginally capable; occasionally
- Some evidence of meeting standard
- Marginally meets expectations & requires periodic supervision
- Displays professional behavior when prompted
- Performs additional responsibilities as assigned

1=Unsatisfactory/Unacceptable— this AU student is incapable; rarely/never
- Limited or no evidence of meeting standard
- Does not meet expectations & requires constant supervision
- Displays unprofessional behavior
- Fails to perform additional responsibilities as assigned

PROFESSIONALISM INDICATORS	1=Insufficient Performance Description	2=Emerging Performance Description	3=Target Performance Description	4=Outstanding Performance Description
	The AU student is incapable; does not meet expectations; performance is inconsistent.	The AU student is capable; marginally meets expectations; performance is adequate.	The AU student is capable & independent; meets expectations; performance is consistent.	The AU student is capable, independent & autonomous; exceeds expectations; performance is inventive & innovative.
	RATING	COMMENTS		
Attendance: Has perfect, punctual attendance				
Reliability: Is reliable and can be counted on to fulfill tasks and requests in a timely manner				
Professional Demeanor: Has a professional demeanor, maintains appropriate boundaries, and dresses in a professional manner				
Judgment: Is honest, uses professional judgment, and respects the confidentiality of students and school personnel				
Student Focused: Considers and addresses the varied and diverse needs of all students				
Contributions: Is a positive team player contributing ideas and time to the classroom				
Communication and Collaboration: Regularly and proactively communicates and collaborates with the mentor teacher				
Openness: Actively seeks out feedback and suggestions and makes use of this information				
Active Participation: Takes an active role in the life of the classroom without prompting				
Contemporary and Current: Seeks out best practices and new ideas, including technology, from mentor teacher				

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 University Education Association (AUEA)
- 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:

FIELD EXPERIENCES

ALL PROGRAMS				
FIELD EXPERIENCE	**BRIEF EXPLANATION**	**ASSESSMENT**	**APROX # OF HOURS**	**WHO SECURES PLACEMENT**
EDUC 110	Tutoring/Mentoring a P-12 student	Reflection Log	10	Course Instructor
	This introductory foundations course in education will examine the quest for equality of educational opportunity in today's society. Students explore the foregoing in relationship to the historical and philosophical roots of education in today's democratic society. This course, intended for pre-service teachers, will explore the knowledge, skills and dispositions that effective teachers have while providing a comprehensive, foundational background of the education field and teaching as a profession. Course includes a field experience of approximately 10 hours.			
EDUC 275	Observation & Participation, Planning and Delivery of at least one lesson	Reflection Log, Mentor Teacher Evaluation, 5 Field Based Assignments	35	Field Placement Coordinator
	This course is centered on best practice teaching methods and is required of all majors seeking teacher certification. The basic content of the course includes instruction in National Board for Professional Teaching Standards, lesson planning and delivery, multiple assessment strategies and creating exemplary classroom environments. Course includes a field experience of approximately 35 hours.			
SPED 240	Observation & Participation in SPED and Inclusive classrooms	Journal, adapted LP, IEP Meeting	15	Field Placement Coordinator
	This course is required for all elementary, secondary and K-12 education majors who do not have a major or minor in Special Education. The course provides information on the characteristics of students with disabilities, special and general education service delivery models, and making adaptations that support inclusion of students with disabilities in education settings. Course includes a field experience of approximately 15 hours.			

FIELD EXPERIENCE	BRIEF EXPLANATION	ASSESSMENT	APROX # OF HOURS	WHO SECURES PLACEMENT
EDUC 355	Field experience at Family Immersion Center, Cultural Field Trips, ELL	Log & Discussion, Student Profile Project, World Map Project	8	Field Placement Coordinator
	This class will provide pre-service teachers an understanding of "...multicultural education as embedded in a sociopolitical context and as antiracist and basic education for all students that permeates all areas of schooling, and that is characterized by a commitment to social justice and critical approaches to learning" (Neito, 2000). This course investigates the values, culture and characteristics associated with persons of diversity. Dehumanizing biases including, but not limited to, sexism, racism, ageism, and religious bigotry will be discussed. Systems of attitude, behavior and oppression will be examined with particular reference to education in a pluralistic society. The course will develop multicultural competence in educators along with skills in interpersonal relations and group facilitation. Course includes a field experience of approximately 8 hours.			

K-8 ELEMENTARY EDUCATION PROGRAM

FIELD EXPERIENCE	BRIEF EXPLANATION	ASSESSMENT	APROX # OF HOURS	WHO SECURES PLACEMENT
EDUC 290	Observation, planning, and delivery of lessons for literacy	Log, Teacher & Self-Assessment, Debriefing Sessions	10	Course Instructor
	At the heart of best practice literacy instruction is a comprehensive understanding of literature for children. This course is an in-depth survey of children's literature grounded in transactional, sociocultural, and reader response theories of reading. Students will read and respond to fiction and nonfiction texts and consider their uses for instruction in K-8 classrooms. Topics include critiques of literary quality and cultural depictions, teaching with graphic novels, technology and literature, the role of nonfiction in classrooms, award-winning books, and the development of ways to use culturally diverse literature.			
EDUC 301	Observation, planning	Log, Observation	10	Field Placement Coordinator
	This course is designed to give students practical experience in teaching biology at the elementary and middle school level. Students are expected to demonstrate various teaching methods, learn to use scientific equipment common to classrooms, provide feedback to peers, and reflect on their own professional development as science teachers. The course integrates biology content knowledge and teaching skills, and integrates hands-on learning from a constructivist perspective. Course includes a field experience of approximately 10 hours.			
EDUC 313	Observation, planning, and delivery of lessons for mathematics	Log, Teacher & Self-Assessment, Debriefing Sessions	10	Course Instructor
	This course is based on the premise that math is essential for preparing children to participate in our 21st century economy, children can and will enjoy mathematics, that children learn best by actively exploring and investigating math, and that problem-solving, reasoning, and communication are important goals of mathematics teaching and learning. Course includes a field experience of approximately 10 hours.			
EDUC 320	Observation, planning, and delivery of lessons for literacy	Log, Teacher & Self-Assessment, Debriefing Sessions	15-20	Course Instructor
	This course integrates writing theory and practice for teachers. Topics include writing development, research on writing, curriculum development, local, state and national standards for writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in K-8 classrooms. Course includes a field experience of approximately 15-20 hours.			
EDUC 325	Observation, planning, and delivery of lessons for literacy	Log, Teacher & Self-Assessment, Debriefing Sessions	15-20	Course Instructor

This course integrates reading theory and practice for teachers. Topics include reading development, research on reading, curriculum development, local, state, and national standards for reading, formative and summative reading assessments, and classroom methods for teaching reading in K-8 classrooms. ==Course includes a field experience of approximately 15-20 hours.==

PE 265	Observation & Participation	Log	8	Field Placement Coordinator

This course is designed to prepare elementary education majors to teach health, physical education skills and activities and movement integration in regular education classrooms grades K-8. Emphasis is placed upon curriculum, methodology, and teaching aids in health and physical education at the elementary school level, while also providing a safe educational environment for all learners. ==Course includes a field experience of approximately 8 hours.==

5-12 SECONDARY & K-12 ALL-GRADES EDUCATION

FIELD EXPERIENCE	BRIEF EXPLANATION	ASSESSMENT	APROX # OF HOURS	WHO SECURES PLACEMENT
EDUC 310's	Observation & Participation in a high school content area classroom	Varies—see individual course syllabi	8-10	Course Instructor and/or Field Placement Coordinator
EDUC 310D ENGLISH	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching English Language Arts at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for English Language Arts, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 310E FOREIGN LANG.	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching foreign languages. Topics addressed include but are not limited to specialized content and pedagogical knowledge for foreign languages, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 310F MATHEMATICS	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching mathematics at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for mathematics, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 310G PHYSICAL EDU	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching physical education at middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for physical education and health, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 310H SCIENCE	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching science at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for science, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 310I	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching social studies at the middle and high school levels, grades 5-			

SOCIAL SCIENCE	12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for social studies, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 310J COMMUNICATION	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching communication (speech/debate) at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for communication/speech, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 310K ART	This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching art at middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for art, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. ==Course includes a field experience of approximately 8-10 hours.==			
EDUC 330	Participation with MS Interdisciplinary Team	Log	15	Field Placement Coordinator
	This course addresses the philosophy and pedagogy of middle school instruction and student learning in the 21st century. Students will compare and contrast the middle school model with junior high schools, analyze the developmental characteristics of young adolescents and the learning environments in which adolescents learn best, and develop appropriate curriculum, instruction, and assessments for young adolescent learners. ==Course includes a field experience of approximately 10 hours.==			
MUSI 331	Observation & Participation in elementary and MS music classrooms	Log	15-20	Field Placement Coordinator
	This course is designed for music majors and minors and includes study of methods of teaching music to children pre-school through middle school, learning and motivational theories, lesson planning and curriculum design, assessment and evaluation, music technology, integrated and multicultural music, and inclusion of the exceptional child into the music classroom. ==Course includes a field experience of approximately 15-20 hours.==			

K-12 SPECIAL EDUCATION PROGRAM				
FIELD EXPERIENCE	**BRIEF EXPLANATION**	**ASSESSMENT**	**APROX # OF HOURS**	**WHO SECURES PLACEMENT**
SPED 120	Observation/Field Trips	Reflections	5	Course Instructor
	This course provides a survey of current knowledge on individuals with disabilities. It is a course requirement for all Special Education minors and majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e., Sociology, Psychology, OT, and PT minors/majors). Content includes historical factors, legislation, characteristics, educational strategies, existing and emerging technologies, assessment, and support services for individuals with disabilities ranging from mild to severe. Students examine various areas of exceptionality, including both high incidence (LD, EBD, ASD, and CI) and low incidence disabilities. ==Course includes a field experience of approximately 5 hours.==			
SPED 236	Assisting students & adults with cognitive & developmental disabilities; E-mail correspondence, Classroom visit	Active Involvement Paper, Teacher or supervisor evaluation; Reflective Synthesis	10	Course Instructor

	During the learning disabilities (LD) portion of the course, students will study the cognitive, linguistic, social, and educational characteristics of children and adolescents with specific learning disabilities. The course will include a historical overview of the field of LD and a focus on dyslexia and attention deficit hyperactivity disorder. The course also will include an orientation to research-based teaching strategies and an electronic practicum. The cognitive impairments (CI) portion of the course will examine various disabilities, in which a cognitive impairment may be present, such as fragile X, fetal alcohol syndrome, cerebral palsy, and others. Students will learn how a cognitive impairment impacts physical, educational, and psychological development. The array of services needed across the lifespan to promote inclusion in school and society will be discussed. ==Course includes a field experience of approximately 10 hours.==			
SPED 257	Classroom experiences with students with ASD and EBD	Reports on experiences (2)	8	Course Instructor
	This course is a requirement for all Special Education minors and majors and is also recommended for those who plan on working with students with emotional/behavioral disorders (i.e., Psychology and Sociology majors). During the emotional/behavioral (EBD) portion of this course, students will discuss the social, behavioral, emotional and educational characteristics of children and adolescents with ODD, CD, ADHD, and other related subcategories of EBD. The autism (ASD) portion of the course will examine the history, etiology, screening, and evaluation process ASD. Students will understand the characteristics of ASD and how the sensory system can be impacted. Strategies to develop and enhance communication and socialization skills across the life span to ensure inclusion of individuals with ASD will be discussed. ==Course includes a field experience of approximately 8 hours.==			
SPED 280	Teacher aiding in a SPED setting	Journal, Child Report, IEP Artifact, other artifacts, teacher evaluation, 2 lesson plans	75	Field Placement Coordinator
	==This field experience requires 75 hours of observation and direct participation in a school or agency that serves children or adolescents with disabilities.== Students are required to reflect upon and document their experience through journals, case studies and artifacts. The practicum is supervised and requires pre-registration clearance. Grading System: S/U only			
SPED 312	Assessment labs: test administration to child volunteers (2); Interview teacher; Interview parent; Attend collaborative teacher meeting (IEP, SST, or PLC)	Testing Under Observation, Child Assessment Report	10	Course Instructor
	This course acquaints students with the instruments and procedures used when identifying and evaluating students with disabilities. Basic test and measurement concepts will be applied to the administering, scoring, and interpreting of commonly used assessment instruments. Communication, consultation, and collaboration among educators, related service providers, paraprofessionals, and parents will be discussed. ==Course includes a field experience of approximately 10 hours.==			
SPED 336	Hands-on practicum with resource room students (LD & CI)	Written reflective journal and evaluation of cooperating teacher	12	Course Instructor
	During the learning disabilities (LD) portion of the course, emphasis will be given to research-based intervention strategies for serving children and adolescents with specific learning disabilities in the areas of reading, written language, and mathematics. A review of current research and practices will be pursued in order to provide a perspective of the field for special educators and classroom teachers. The course will emphasize practice with research-based teaching strategies and will include a practicum. The cognitive impairments (CI) portion of the course will emphasize the instructional methods and techniques used when teaching students			

	with cognitive impairments in self-contained and inclusive settings. Major course topics will include arranging educational environments, utilizing chaining and prompting systems, managing challenging behaviors, developing a functional curriculum, and writing IEP's for students with cognitive impairments. <mark>Course includes a field experience of approximately 12 hours.</mark>			
SPED 357	Hands-on practicum with students with ASD and EBD	Lesson plan, Behavioral Observation Report for each placement	12	Course Instructor
	During the autism spectrum (ASD) portion of the course students will learn evidence-based practices such as discrete trial teaching, social stories, pivotal response training, and video modeling. Students will become familiar with Boardmaker, a computer-generated program, to create visual supports for students. Various assistive technology and voice output devices will be discussed. A field experience will be included. The emotional/behavioral (EBD) portion of the course focuses on principles of prevention and intervention designed for youth with EBD. A psycho-educational approach that is grounded in relationships, building resilience, trauma informed care, behavior management, crisis intervention, and creating encouraging environments serves as the foundation of the course. <mark>Course includes a field experience of approximately 10 hours.</mark>			

K-12 ENL EDUCATION				
FIELD EXPERIENCE	**BRIEF EXPLANATION**	**ASSESSMENT**	**APROX # OF HOURS**	**WHO SECURES PLACEMENT**
EDUC 360	Observation & Participation at the Center for New Americans	Log, Pre/Post Questionnaire	10	Course Instructor
	This course will provide a foundational background and knowledge base to the historical, legal, and theoretical frameworks of education for English Language Learners (ELLs). The course will focus on acculturation issues for ELLs and the basics on how language works. This course will also help prepare you to be knowledgeable about culture, content and learning and be disposed to meet the needs of diverse learners in your classroom. <mark>Course includes a field experience of approximately 10 hours.</mark>			
EDUC 380	Teach a SIOP Lesson in a sheltered K-12 ENL Classroom	LP and Feedback	8	Field Placement Coordinator
	This course will explore ways to teach and integrate the skills of reading, writing, listening and speaking in K-12 content-area classrooms for English Language Learners (ELLs). Students will consider a variety of best practice pedagogical and instructional approaches, strategies and assessment techniques. Course will include specific attention to the Sheltered Instruction Observation Protocol or SIOP. Class discussion will also focus on how to create and sustain a positive learning environment for ELLs. <mark>Course includes a field experience of approximately 8 hours.</mark>			

Liability

The University 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 University- 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 University 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 University 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 University'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 University insurance policy.

TEACHER EDUCATION CHALK AND WIRE ePORTFOLIO

Teacher education in South Dakota and at Augustana University is based upon three main areas of integrated knowledge bases: Liberal Arts Core, Professional Education Requirements, and Requirements for Teaching Programs. In addition, the Teacher Education Program at Augustana University 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.

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 University and for use in the unit's ongoing, systematic program evaluation

PROGRAM COMPETENCIES

A set of professional competencies, based upon the Interstate 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:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

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:

REVIEW CYCLE	WHEN	RELATED COURSE or EXPERIENCE	TOOLS
ePortfolio #1: PROGRAM ADMISSION	Semester of enrollment in EDUC 275	EDUC 200—Due the 1st Monday of Dec Fall Semester and the 1st Monday of May Spring Semester	Program Admission Portfolio Review Rubric
ePortfolio #2: PRESTUDENT TEACHING	Semester PRIOR to student teaching	EDUC 300— Due the 1st Monday of Dec Fall Semester and the 1st Monday of May Spring Semester	PreStudent Teaching Portfolio Review Rubric
ePortfolio #3: STUDENT TEACHING	During the semester of Student Teaching	EDUC 400-- Due Nov 1st in the Fall Semester and Apr 1st in the Spring Semester	Student Teaching Portfolio Review Rubric

The development and completion of the Teacher Education ePortfolio is a requirement for all candidates in the Teacher Education Program at Augustana University. 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 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 your exit from the program, graduation from the university, and subsequent eligibility for teacher certification. Candidates should upload their completed Student Teaching Assessment Project in their ST ePortfolio and submit it to their assigned faculty evaluator. Early in the placement, discuss this project with your cooperating teacher and your university 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. ST Assessment Projects are due by November 1st or April 1st during the semester of student teaching.

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 University 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 University policy. Any deviations will be brought to the attention of the registrar's office and will be corrected.

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 University 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 University 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. Students may be assigned to schools and agencies outside the 30-mile radius when an educationally appropriate placement cannot be made locally, they may be placed in an established school or agency outside the 30-mile radius.