

GRINNELL COLLEGE



Education Program Handbook



Department of Education

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I. General Information

Can I obtain teacher certification at Grinnell College?

Grinnell College has a state approved Practitioner Preparation (Teacher Education) Program. Through this program, students may be licensed (this is the official word Iowa uses instead of certified) to teach in Iowa as secondary (grades 5-12) teachers. Students wishing to teach in a state other than Iowa can use their Iowa license to apply for licensure in their state of choice. Since Iowa has relatively high standards, most states will grant a license on the basis of the Iowa license. A few states might ask for additional information about courses, require a test, or issue a temporary license and allow a number of years to take the required course work.

What is the mission of the Teacher Education Program at Grinnell?

Teacher Education Program Mission Statement: Grinnell College aims to educate women and men who can “think clearly”, “speak and write persuasively” and “are prepared in life and work to use their knowledge and their abilities to serve the common good” (<http://www.grinnell.edu/offices/president/missionstatement>). The Education Department at the college achieves this mission by preparing teacher-researchers who can fulfill decision-making and leadership roles in schools and communities. Because we carefully guide students through a program of increasingly demanding research and teaching experiences, our graduates are prepared to act on their informed choices to transform classroom practices to make schooling more equitable, engaging, and accessible to all students. Our courses are guided by the belief that educational leaders must be equipped to provide all students, particularly those whose knowledge and experiences have been denigrated and marginalized, with opportunities to practice the critical thinking skills that will enable them to act as effective and ethical citizens.

Conceptual Framework

The Teacher Education Program at Grinnell strives to prepare teacher leaders who act effectively and ethically in their classrooms, schools and communities and who continue to develop professionally through self-reflection and research on their own practice. The Department's mission is based in the belief that an effective Teacher Education Program should engage students in a carefully planned sequence of teaching and research opportunities that lead to continually more sophisticated pedagogical understanding and teaching performance. Thus, we envision a successful program as framed by four key concepts: excellent teaching, effective leadership, research, and ethical reflection.

Excellent Teaching and Effective Leadership

Students in our Teacher Education Program are expected to construct their pedagogy from a broad understanding of the liberal arts and sciences as well as a thorough knowledge of their chosen disciplines. Our Teacher Education Program regularly engages students in reflection on their teaching practices by asking them to evaluate others and their performances through national and state standards of effective practice. In the field experiences and teaching practica that precede student teaching, we expect our students to interrogate the theories of teaching they're exposed to in their courses through their observations of how varied approaches work in classrooms. We believe that by disciplining themselves to reflect on the process of teaching, students develop the critical stance necessary to act productively as teachers and to respond ethically to the unique and particular needs of each classroom community. By submitting their practice to scrutiny and self-critique, by continually monitoring and rethinking their teaching, our students not only transform themselves, but also model for their own students a critical and disciplined reflective process. These reflective practices also empower our students to envision themselves as active agents of change, teacher-leaders who develop theories, interrogate their intentions, and test their assumptions in their own classrooms and promote positive change in their schools and beyond.

Research

Our intent is to prepare teachers who have a firm grounding in educational research and theory and who use that knowledge to inform their practice. Students are guided in and held accountable for demonstrating the ways in which research and theory can inform practice, the ways in which those sources are limited as guides to practice, and the ways in which practice can, in turn, inform research and theory. Beginning with early field experiences, students hone observation and analysis skills. In their short teaching practica before student teaching, they reflect on their own practice and analyze student performances to evaluate their teaching effectiveness. Their preparation as researchers culminates with an action research project completed during student teaching. We believe

these experiences prepare students to be teachers who effectively research their own practices.

Ethical Reflection

Practicing the skills of critical and ethical reflection drives our goals for the personal development of each student. The student's experience should be grounded in an investigation of the social and cultural forces that affect and are affected by education. Ethical reflection also recognizes the importance of individual and collective identities in teaching and learning. The Department of Education is committed to multicultural/nonsexist education and to preparing teachers whose practices will embody this commitment. Teachers at all levels play a critical role in shaping social and power relations within, and, ultimately, beyond their classrooms. We want our students to take this role seriously and to work to promote equity in their classrooms when they become teachers. The Teacher Education Program not only promotes our students' understanding of issues of race, class, and gender through a course designed specifically for that purpose, but it also infuses these issues, including the role each plays in enabling and constraining educational experiences, throughout our curriculum. It is important for our students to understand the partial perspectives they each bring to the teaching act and to examine the source of those perspectives. Well-prepared teachers critically examine their own assumptions and work to create democratic classrooms.

How does the program work?

Ninth Semester Program

Grinnell College has developed a unique program called the Ninth Semester Program. It enables you to complete a rigorous academic major and take full advantage of our institution's outstanding liberal arts offerings and off-campus study opportunities as well as obtain a teaching license. As part of the regular baccalaureate program, you must complete the prerequisites for the ninth semester. The ninth semester (designated the professional semester) is dedicated to student teaching and a capstone action research project. You must register for the ninth semester in the second semester of your senior year and attend in the fall following your graduation. Exceptions to this rule may be made only on recommendation of the Teacher Education Committee. During the ninth semester, you may not participate on varsity athletic teams unless you obtain permission from the Teacher Education Committee.

As a qualified participant in the Teacher Education Program, you will not pay tuition during the time you are enrolled in the ninth semester program. Instead, you sign a contract with Grinnell College conferring to you a loan for one semester's tuition (based on the rate when the 9th semester was completed). This loan need not be repaid if you present evidence of three years of full-time teaching in an accredited school within five years after you have earned your license. If such evidence is not presented, you are

obligated to repay the loan. Other costs incurred during the ninth semester include room and board (off-campus), and a \$300 fee for the cooperating teacher, books for seminar and transportation. Some scholarship money may be available to offset these expenses.

Completing the Program in Eight Semesters

It is expected that most students will obtain licensure through the ninth semester program. If you wish to complete the program in eight semesters, you must obtain departmental permission. Permission will be granted by the Teacher Education Committee if you can demonstrate your ability to complete a major and obtain a strong liberal arts background in seven semesters. You must also demonstrate that extra-curricular commitments will not interfere with fourteen weeks of full-time student teaching. You will complete the professional semester in the fall of your senior year. You may not take course work other than that of the professional semester during that semester, and you must complete all education course requirements prior to that semester.

In what areas can I obtain licensure?

Secondary licensure (grades 5-12) must be accompanied by endorsement in at least one of the following subject areas: English, foreign languages (French, German, Latin, Russian, Spanish), mathematics, the natural sciences (biology, chemistry, general science, physical science, physics), or social studies (American government, American history, anthropology, economics, psychology, sociology, world history). **A GRINNELL MAJOR IS NOT THE SAME AS AN ENDORSEMENT. SEE ENDORSEMENT REQUIREMENTS ON PAGE 7.** If you have met the requirements to obtain an endorsement in one of these approved areas, you may earn an endorsement in a second area. (See examples below.) Licensure in a second area requires 24 or fewer credits.

In addition, the department is in the process of developing an endorsement for English as a Second Language/Bilingual Education. This endorsement requires 18-20 credit hours beyond the requirements for a first or primary teaching area.

II. Requirements

What courses are required for the Teacher Education Program?

Required courses are listed below. The program application includes a checklist of required courses that you can use for planning purposes. The complete list of requirements for acceptance into the program and for acceptance into student teaching is explained in Section III of this handbook.

General Education Requirements for Secondary Licensure

All practitioner candidates must successfully complete:

- 1) One (1) course in American history or American government, 3 or 4 credits.*
- 2) One (1) course in mathematics, 3 or 4 credits.*
- 3) Course work in both biological and physical sciences. This requirement may be met by one of the following:
 - a) One (1) course in biology and one (1) course in chemistry, physics, or geology; OR
 - b) One (1) course in environmental science (must be pre-approved by Education Department) and one (1) course in physical science; OR
 - c) ANT:104, plus one (1) course in physical science; OR
 - d) PSY:113, plus one (1) course in physical science; OR
 - e) SOC:260 (requires SOC:111), plus one (1) course in physical science
- 4) One (1) course in the humanities division.
- 5) Freshman Tutorial, its equivalent or a designated writing course.

Teacher Education Program Core Courses Required for Licensure

All candidates must complete the following Education courses with a grade of C or better:

- 1) EDU 101: Principles of Education in a Pluralistic Society

* AP college credit may be used for this requirement.

- 2) EDU 21x: Educational Issues (topics vary with semester)
- 3) EDU 221: Educational Psychology
- 4) EDU 250: Differentiating Instruction for All Learners
- 5) EDU 3xx: Research and Teaching in the Discipline (methods)
- 6) EDU 469: Student Teaching Practicum and Seminar

EDU 221, EDU 250, and the methods courses include field experiences in area schools. See individual course descriptions in Section IV of this handbook for details. Students are required to work with public school students for a minimum of 80 hours in the courses listed above.

How can I find out the requirements for specific subject area endorsements?

For all secondary licensure, at least one subject area endorsement is required. There are specific requirements for each endorsement that may differ from the requirements for a major. Some areas may require a course that is offered only every other year or as a special independent course, so careful planning is imperative. Consult with an education department faculty member for assistance in planning.

III. Procedures for Entrance

How can I enter the Teacher Education Program?

You must make formal application to the Teacher Education Program. Application should be made when you declare a major. This must be no later than pre-registration for your fifth semester AND prior to enrolling in EDU 221: Educational Psychology. You are encouraged to talk with department faculty prior to making official application because individual programs may require earlier planning to complete all requirements. A copy of the program application is included in Appendix B, but those pages are informational only. The application can be obtained from the Education Department, the Support Staff in Steiner 209, or from the department's web site (<http://www.>) Applicants must also take the College BASE (Basic Academic Subject Examination) and obtain a minimum score of 290 on the English, writing and mathematics sections. This basic skills test will be given at Grinnell at the start of the spring semester. Completed applications are reviewed by the Teacher Education Committee, which meets once each semester. You will be notified of the committee's decision and the requirements that must be met before final approval for admittance to the professional semester.

A. Requirements for Entrance to the Teacher Education Program

The requirements to be accepted to the Teacher Education Program are as follows (see Appendix B for a sample application):

1. Completion of 10 hours of field experience, usually completed in EDU 101 or through arrangement with an education professor.
2. Reading and writing proficiency demonstrated by a score of 290 or better on the English section of the College BASE (Basic Academic Subject Examination) and satisfactory completion (grade of C or better) of the first year tutorial or a designated writing course.
3. Mathematics proficiency demonstrated by a score of 290 or better on the College BASE.
4. Basic computer literacy demonstrated by completion of the tutorial.
5. Ability to handle college level work demonstrated by maintaining appropriate academic standards (in good academic standing) and faculty recommendation.
6. Good citizenship in the college community demonstrated by maintaining appropriate personal standards (in good standing for personal conduct and academic honesty) and faculty recommendation.
7. Interest in and potential to work with children or adolescents demonstrated by student's personal statement and faculty recommendation.
8. Ability to complete required coursework demonstrated by adhering to the four-year plan of study.

What do I need to know about the College BASE?

The College BASE (Basic Academic Subject Examination) is a test of basic skills in the general areas of English and mathematics. Students need a minimum score of 290 out of 500 in each area to be accepted into the Teacher Education Program. The College BASE will be given on the Grinnell campus every year, at the start of the second semester. There is a fee for the exam. Preparation materials for the exam are available through the Steiner office. Students should try to take the exam in their sophomore year. Students who are entitled to accommodations in their Grinnell classes will be entitled to similar accommodations on the College BASE. Students may retake the exam. The reason for retaking the exam should be discussed with an Education faculty member, and if necessary, an individualized plan to address areas of concern will be developed.

Will I have an adviser in the Education Department?

Once you have been accepted into the Teacher Education Program, you will be assigned to an education adviser on the basis of your subject area interest. Faculty advise students in the faculty members' areas of expertise (English, biology, etc.). Ultimately you are responsible to make sure that you take the courses you need, but having an adviser who is familiar with particular requirements is helpful. If you prefer, you may request a particular professor for your adviser. As long as you remain in the program, you will need to see both your major adviser and your Education adviser at registration and get the signature of both advisers on your registration card.

Will I automatically be placed in student teaching if I complete the required courses?

You must apply to student teach. Application forms will be sent to all program students who complete the necessary courses. If you do not receive one or need one before it is sent, applications can be obtained from the Education Department or in Steiner 209. The application is due on February 1 of the semester prior to your student teaching. The Teacher Education Committee will review your application and send you a letter confirming your acceptance in late April. The requirements for student teaching are listed below so you can see what personal qualities and skills you need to develop and demonstrate during your undergraduate Teacher Education Program.

The Teacher Education Committee is responsible for the approval of your application for student teaching. This committee is made up of faculty from each of the college's divisions, the chair of the education department and education program students. The Committee reviews your goals, your entire application, your progress on the state's performance assessment standards, and any other important contextual issues. Each application is assessed on an individual basis. Your education adviser will discuss with you any areas where the department has concerns about your ability to meet the requirements. You should also take responsibility for your own preparation. Look over the criteria carefully and talk with your education adviser about any areas in which you need improvement. It is the intent of the Education Department to help students develop their strengths and identify and improve in areas of need.

The requirements to be accepted for Student Teaching are as follows:

1. Ability to work constructively with students. This is demonstrated by successful completion of field experiences, cooperating teachers' evaluation and by the recommendation of a supervisor of any relevant volunteer work or employment.
2. Sufficient mastery of the discipline(s) for which licensure is sought. This is indicated by grade point average of B- or above in the major area and a recommendation from the major department.

3. Strong liberal arts education background. Specifically students must have a cumulative grade point average of 2.5 or above and have taken at least one course in mathematics, biological science, physical science, American history and humanities. A faculty recommendation is also relevant evidence for this criterion.

4. A basic knowledge of education theory, history, and practice including an understanding of the interdependence of education and society and the importance of individual identity in teaching and learning. Students must demonstrate a commitment to equity and knowledge of theories of development and learning. This knowledge must be demonstrated by passing Performance Assessment Standards ER1, ER2, ER3, ER4, ER5, ER6, ER7, ER10/R1, L10, T1, T10, T11 (see Appendix A in the program handbook for the text of each standard).

(For requirements 3 and 4, submit a new course-listing sheet or verify that the one you filed as a second year is correct.)

5. Skills in preparing and teaching lessons in accordance with principles learned in core and methods courses. Grades in required methods courses must be C or better and field experiences (time sheets and evaluations) must provide additional evidence that this requirement has been met.

6. Good communication skills and the ability to establish constructive relationships. Information provided by field experience evaluations and observations by education faculty are evidence for this criterion. In addition, students must have passed Performance Assessment Standards ER6 and T11 (see Appendix A for the text of each standard).

What kind of feedback will I get about my progress during the program?

In addition to your core course grades, you will have evaluations from the practicing teachers you work with during your field experiences and substantial feedback from the instructors of your methods courses. Each semester during pre-registration, you and your adviser will discuss your progress in the performance assessment system, your College BASE scores, field experience evaluations, GPA requirements, and any other concerns that you or your education faculty have. You will receive timely feedback and your adviser will help you make specific plans to address any areas of concern.

What is performance assessment and what do I have to do for it?

Performance assessment is a form of evaluation based on the premise that indicators such as grades or tests and inputs such as course syllabi or texts are at best only indirect measures of what students know and can do. In addition, such measures lack specificity. For example, a student might earn a “B” or even an “A” in a course and still not know some pertinent information or not be sufficiently adept at a particular skill. Performance assessment is an attempt to evaluate specific knowledge and skills using direct indicators. In the case of knowledge, a specific test or paper might well provide direct evidence about what a student knows or understands about a particular topic. However, if we want to know how well someone teaches, then a more direct measure would be a videotape or at least an evaluation of a teaching episode rather than a particular work product or a grade in a course.

Our teaching standards are organized according to the four key concepts of our conceptual framework: teaching, leadership, research, and ethical reflection. For the most part, the standards under each of our key concepts move from demonstrating that you have particular knowledge and dispositions to showing that you can perform a particular skill based on your beliefs and knowledge gained.

We have organized the standards in a set of electronic folders in the projects section of the storage server. We believe this electronic storage will be a convenient and useful scheme for you to prepare for conferences with Education faculty about your progress toward meeting the standards. We create an electronic folder for students when they are accepted to the Teacher Education Program. The student is responsible for filing notes, papers, and other work products in the folders provided for each standard. Students can choose exactly what they will file and where they will file it. A complete set of explanations about various aspects of the performance assessment system and additional suggestions are included in the “Getting Started” document in the performance assessment file under education.

Upon completing EDU 250 (Differentiating Instruction for All Learners), students should make an appointment with two department faculty members for a performance assessment conference. At this conference, students will explain to the faculty team which standards they believe they have met and what evidence they have filed to demonstrate their proficiency. Another conference will be scheduled just prior to student teaching, and the same procedure will be followed. The final assessment will be at the end of student teaching. Additional information about performance assessment, about which course assignments are directed at which standards, and about performance assessment conferences are available in the “Getting Started” folder under each student’s name.

What are performance assessment conferences?

Purpose. The purpose of the conference is to determine a student's strengths thus far in the program and to set goals for the student's future work. The vehicle for this discussion is an examination of the evidence chosen by the student. After each conference the faculty team will decide which standards the student has met and will help the student set goals for future work. While we intend to have the same high standards we set in our courses, we view the conferences as an opportunity for the kind of individual attention and support that is one of the hallmarks of a Grinnell education rather than some sort of additional test to become a teacher. The system is designed so that students have multiple opportunities to meet each standard, and program students are required to do so before being recommended for licensure.

Faculty team composition. Each student will have a conference with two faculty, at least one and often two of whom have had the student in class. We attempt to maintain the same team for the first two conferences, but there may be exceptions due to faculty availability.

Conference presentation. At the conference of approximately an hour, students should come prepared to present a rationale for how the evidence they present shows they have met each standard.

Decision-making procedure. After the conference the faculty team will confer and then notify the student which standards they passed and which standards they must develop further. Standards on which the student is evaluated as still developing must be revisited in the next performance assessment conference.

Scheduling. Students should schedule a first conference after completing EDU 250 and a second conference early in their ninth semester. The final conference will be at the end of student teaching.

IV. Additional Information

Can you tell me more about what I'll be doing in the Teacher Education Program?

The Teacher Education Program consists of five core courses required for students in all areas of licensure. These five courses and their objectives and related experiences are described below. Courses requiring field experiences in the schools require you to keep a time sheet and will be evaluated by the host teacher (see forms in Appendix A) as well as the course instructor.

EDU 101: Educational Principles in a Pluralistic Society This course focuses on philosophical perspectives and multicultural issues in American public education. It examines beliefs about the meaning and purpose of education and considers how these beliefs shape what happens in schools for diverse students. Readings in the theory and research of multicultural education illuminate problems, discuss current reforms, and offer solutions regarding key concepts in multicultural/nonsexist educational practice. Students will be expected to complete a 10-hour field/observation experience in the schools.

EDU 21x: Educational Issues Students must take one course from this set of courses which explore topical issues in education from historical, legal, and political perspectives with an emphasis on analysis and evaluation of historical and current approaches of defining and achieving educational goals in the United States. The specific topic will vary but examples include aims of education, finance and governance of schools, alternative models of schooling, issues with English language learners, and justice concerns in schools. Though only one such course is required to complete the program, students may take more than one if their schedules allow it. Each 21x course includes an eight-hour field/observation experience in the schools.

EDU 221: Educational Psychology This course involves the study of theories of learning and development from birth through adolescence. Topics also include motivation, individual differences, and educational assessment. In the two hour a week observation component (a total of 24 hours), students connect the theories they explore in the course with the practice they witness in the classroom.

EDU 250 : Differentiating Instruction for All Learners This course will explore social constructions of disability, the social organization of exceptionality in the public schools,

and the instructional methods used with students who are labeled as exceptional. The course requires 24 hours observing/teaching an exceptional student in a public school setting and meets two primary objectives: 1) to provide students with opportunities to learn and discuss the personal, institutional, and policy issues faced by schools, classroom teachers, special educators, and special education students and their parents; and 2) to provide guidance as students observe and work with pupils labeled exceptional within the Grinnell Newburg School District.

EDU 34X: Research and Teaching in the Discipline These courses are discipline specific, and each examines the theory and research on student learning and effective instruction as it pertains to the designated discipline. Students have a 14 hour field experience including observation and teaching at the 5-12 grade level.

What are important considerations in planning my course work?

In planning your course schedule at Grinnell you will want to consider several aspects of the Education Department curriculum: course prerequisites, whether field work is required, and other plans and commitments you have. The Teacher Education Program at Grinnell is designed to be flexible, but careful planning is necessary to include required courses for licensure and your major and off-campus study. When you are designing your four-year plan, meet with an education faculty member to insure that you are able to take advantage of the program.

How can I get additional information?

Mailing Lists: The Education Department frequently uses a mailing list to announce special events, departmental activities. If you would like to have your name placed on the mailing list, contact the Academic Support Personnel in Steiner 209. When you are admitted to the program, you will automatically be added to this list.

Department Faculty: Feel free to make an appointment with Education Department faculty to discuss any specific questions you have. Faculty will be glad to discuss things you should consider in deciding whether to enter the program as well as which endorsements you could qualify for and what employment opportunities are likely to be available. The department chair can tell you which faculty person would be best able to answer your questions.

Student Educational Policy Committee: The Education Department has a Student Educational Policy Committee (SEPC) whose members may attend departmental meetings and who play a part in formal faculty evaluations and reviews. These student committee members are also encouraged to make suggestions for improving the program and to help provide students in the program with opportunities to learn more about the teaching profession. Names of the committee members are published in the fall newsletter or are available from the department chair or the student coordinator of SEPC.

Contact a committee member if you have questions or suggestions, or if you just want to talk with a student who is in the Teacher Education Program.

Web Page: (<http://www.grinnell.edu/academic/education/>) The Education Department web page contains all the information in this handbook and all the information you will need to apply for the program, including forms for faculty and non-faculty recommendations, and the education course plan. These and other forms can be downloaded and then printed from the web site.

Where will I student teach?

Most students will do their student teaching in Grinnell or nearby communities. Schools where we make placements represent a good cross-section of types of experiences and some of our schools serve ethnically diverse populations. Placements are made in consultation with the student, and we try to consider the students' needs, strengths, and future plans when we make a placement.

Will I automatically receive my credential when I complete student teaching?

The Education Department must make a recommendation to the Iowa Department of Education concerning licensure. The recommendation will be based on your performance during student teaching and requires that you pass all the performance assessment standards and give a final, public presentation of your action research project that is conducted during student teaching. Once recommended, you must complete an application for the State of Iowa, have a background check and pay a fee. You will receive an Iowa Provisional License valid for two (2) years. Appropriate endorsements, which are governed by your individual program, are recorded on the license.

What if I'm not sure whether I want to be a teacher?

Here are a few suggestions we can offer to help you make this decision.

- Talk with department faculty. They can give you more information, help you sort out important considerations and provide perspective.
- Take Education courses. Educational Psychology is a good course in which to test your interest and explore the profession. During that course you will spend time in a classroom each week.
- Work with youth of any age in almost any capacity can help you decide whether you would like a career working with young people.
- Shadow a teacher. By spending a day or part of a day with a teacher in a public school, you will get a fairly realistic picture of what a job as an educator might be like.
- Talk to teachers or students of education. They may offer insights that professors may not.

Who are the faculty in the Education Department?

Paul Hutchison: Paul Hutchison, Assistant Professor of Education, has a B.A. in physics from Cornell College, an M.S. in physics from the University of Wisconsin – Milwaukee, and is completed his doctoral work in science education at the University of Maryland. At one point Paul expected to become a research physicist, but while pursuing that goal discovered a passion for teaching, and later a passion for teaching teachers. Before arriving at Grinnell he taught extensively at the college level with an increasing focus on courses for K-12 teachers, both science content and instructional methods courses. At Grinnell, Paul is responsible for mentoring and teaching students seeking science and/or math teaching certifications. He also teaches sections of EDU 101. Paul's research focuses on how students' expectations about schooling influence what they do in science classrooms and ultimately what they come to understand.

Jean Ketter, Professor of Education, has a B.A. from the University of Northern Colorado, an M.A. in English, and a Ph.D. in English Education, both from The University of Kansas. Before earning her Ph.D., she taught high school English and journalism for eleven years. She teaches EDU 101, Educational Principles in a Pluralistic Society, EDU 211: The Politics of Education Assessment, EDU 250: Differentiating Instruction for All Learners, and EDU 341: Theory and Practice in the Teaching of Language Arts and Reading. In addition, she supervises student teachers and directs the student teaching seminar. She has two interconnected research interests: the teaching and assessment of writing, and the use of critical multicultural approaches in the teaching of young adult literature. In both areas of research, she focuses on social justice concerns and explores the effects educational practices have on student access to and engagement in learning

Kara L. Lycke, assistant professor, received a B.S. from Illinois State University and a Ph.D. from Michigan State University. She teaches Principles of Education in a Pluralistic Society, Educational Psychology, Special Methods for secondary social studies teaching and supervises high school student teachers. Professor Lycke's research interests are in the areas of the socio-cognitive processes of literacy and language practices including identity development, gender issues, critical literacy/pedagogy, meta-cognition and creativity.

Martha Voyles, associate professor, (Senior Faculty Status) earned a B.A. from Whitman College and M.S. and Ph.D. degrees from Purdue University. She teaches science and mathematics methods courses for elementary teachers and secondary teachers. Professor Voyles' research focuses on gender differences in mathematics, science and technology education and strategies students use to solve math problems.

V. Appendices

PERFORMANCE ASSESSMENT STANDARDS
Grinnell College Teacher Education Program
December 2007

Teaching

- T1** Engages in classroom research and analyzes the principles of learning and development at work in classes in order to make judgments about what experiences best foster student learning.
- T2** Implements plans that make use of the diversity of students in the classroom in order to create equitable and powerful learning experiences for all students. (Same as L2)
- T3** Implements plans that include necessary adaptations or modifications to meet the special needs of individual students. (Same as L3)
- T4** Plans instruction that demonstrates mastery of the subject matter and a sophisticated understanding of the structure of the discipline.
- T5** Plans instruction based on knowledge of students and their community.
- T6** Organizes instruction with clear objectives and that is consistent with state/district curriculum models and relevant standards of national teacher organizations.
- T7** Plans lessons that include direct instruction, modeling, constructivist activities, cooperative group work, and questioning and discussion according to principles of research based/best practice for teaching in that discipline.
- T8** Implements instructional strategies according to the standards of research-based practice and best practice. (Same as L5)
- T9** Demonstrates effective use of key principles of classroom management to develop effective and productive classrooms.
- T10** Develops skills in multi-media computer systems, terminology, operation, and troubleshooting including the use of word processing, databases and spreadsheets, presentation, publishing, and graphic representation programs, and accessing and evaluating electronic resources.
- T11** Models effective instruction in and promotes effective communication through multi-media modalities.
- T12** Plans multiple kinds of assessment and designs assessments that mirror authentic experiences as nearly as possible.
- T13** Makes appropriate use of student input, student self-assessment, and peer assessment.

Performance Assessment Standards continued**Ethical Reflection**

- ER1** Summarizes and critiques key learning and development theories.
- ER2** Articulates an awareness of the diversity of identities in the United States and understands implications of that diversity for schooling.
- ER3** Evaluates classroom and institutional practices for their usefulness in acknowledging and valuing diversity.
- ER4** Describes how schools reflect the historical and cultural forces at work within their communities and how these forces may affect student learning.
- ER5** Uses theories of motivation to explain student behavior.
- ER6** Establishes respectful, collaborative, productive, and ethical relationships in teaching and research.
- ER7** *Describes and explains the principles of effective and fair assessments.*
- ER8** Designs assessments that are based on the objectives and plans that would insure that students are fully informed about how they will be assessed and the criteria by which they will be assessed.
- ER9** Plans lessons that provide students with sufficient opportunity to practice and receive formative feedback before summative assessment.
- ER10** Develops skills in reflection and research and is able to interpret results to confirm, refine, contextualize, or challenge existing principles, research, and theory. (Same as R1)
- ER11** Identifies and applies relevant educational law and can justify an ethical stance with respect to situations involving students' and parents' rights.
- ER12** Creates a classroom environment where students and teachers are respected and respectful.

Research

- R1** Develops skills in reflection and research and is able to interpret results to confirm, refine, contextualize, or challenge existing principles, research, and theory. (Same as ER 10)

Performance Assessment Standards continued

- R2** Uses the skills of reflection and classroom research to improve own practice.
- R3** Addresses stakeholders with a persuasive argument for the efficacy of his/her practice, providing clear evidence tying teaching decisions to sound educational principles, theories, and research.
(Same as L7)
- R4** Actively seeks out feedback and guidance from peers, students, and other stakeholders in order to improve his/her practice.

Leadership

- L1** Designs learning opportunities that are consistent with sound principles of learning and development and that support intellectual, career, social, and personal development.
- L2** Implements plans that make use of the diversity of students in the classroom in order to create equitable and powerful learning experiences for all students. (Same as T2)
- L3** Implements plans that include necessary adaptations or modifications to meet the special needs of individual students. (Same as T3)
- L4** Plans instruction that is informed by student assessment data.
- L5** Implements instructional strategies according to standards of research-based practice/best practice.
(Same as T8)
- L6** Demonstrates effective listening skills and promotes effective listening skills by students to foster active inquiry, collaboration, and supportive interaction in the classroom.
- L7** Addresses stakeholders with a persuasive argument for the efficacy of his/her practice, providing clear evidence tying teaching decisions to sound educational principles, theories, and research. (Same as R3)
- L8** Acts as an advocate for students.
- L9** Researches and uses community resources to promote student learning.
- L10** Makes effective use of written communication.

Schedule of Standards to be Passed at Each Conference May 2008

First conference (following EDU 250): T1, T10, T11, ER1, ER2, ER3, ER4 (unless no 21x yet), ER5, ER6, ER7, R1/ER10, L10

Second conference (following methods): T4, T6, T7, T12, (ER4, if not done at first conference), ER8, ER9, ER11, L1, L6

Third conference (after student teaching): T2/L2, T3/L3, T5, T9, T13, ER12, R2, R3/L7, R4, L4, L5/T8, L8, L9

PERSONAL STATEMENT OF INTEREST

Please explain briefly (about 1 page) why you want to enter the Teacher Education Program at Grinnell. Describe any personal experiences you have had working with youth or teaching or other experiences that have made you want to enter the education program and that indicate that you have the potential to become a good teacher. Use this form or a separate sheet.

RECOMMENDATION FROM EDU101 INSTRUCTOR OR TUTORIAL ADVISER

The Teacher Education Program at Grinnell would like your observations about the personal characteristics of (student name) _____ that indicate his/her potential for working with children or adolescents as a teacher.

Rate the student on a scale of 1 to 3 with 1-excellent, 2-satisfactory and 3-needs improvement

	1	2	3
1. Responsibility			
2. Dedication to doing a task well			
3. Acceptance of constructive criticism			
4. Communication skills with peers and faculty			
5. Understanding of human differences			

Comments:

Faculty Signature

Date

Please return this recommendation to the Education Department (Steiner 209).

Name _____
 Last First

Date _____

EDUCATION COURSE PLAN

All of the requirements listed below must be completed prior to the professional semester. Indicate the course number, title, and the semester in which you have taken or plan to take each of the following (Consult the catalog and a current schedule of classes to make sure you have a workable plan.):

General Education Requirements

Course #	Title	Semester
_____	_____	_____ American History/American Government
_____	_____	_____ Mathematics
_____	_____	_____ Course work in a biological science
_____	_____	_____ Course work in a physical science
_____	_____	_____ Course work in the humanities division.

General Education Courses:

Semester

_____ Education 101: Principles of Education in a Pluralistic Society

_____ Education 21x: Educational Issues

_____ Education 221: Educational Psychology

_____ Education 250: Differentiating Instruction for All Learners

Education Courses for Licensure:

_____ Education 341: English, 342: Foreign Language, 343: Social Studies, 344: Mathematics, 345: Science. (If you are seeking endorsement in two areas, you must take the course for each licensure area) *and*

_____ Education 469: Laboratory Practice and Practicum in Secondary Teaching (may not register for any other course while taking this course)

Endorsement Courses:

Students seeking licensure must list on a separate sheet a plan for the completion of courses to meet the requirements specified for the area(s) in which they are seeking licensure. These requirements often vary from those required for a major. Copies of the requirements are available from the Education Department.

**RECOMMENDATION FOR
ADMISSION TO STUDENT TEACHING**

(MAJOR DEPARTMENT)

_____ has applied for admittance to the
Practitioner Preparation Program (Teacher Education) and seeks licensure to teach

_____.

Please give your candid opinion about this student's: 1) knowledge and understanding of material in major area, 2) sense of responsibility, 3) ability to accept constructive criticism, 4) relationships with faculty and peers, and 5) anything else you believe is pertinent.

Signature

Please return this form to the Teacher Education Program in Steiner 209.

**RECOMMENDATION FOR
ADMISSION TO STUDENT TEACHING**

(FACULTY MEMBER)

_____ has applied for admittance to the
Practitioner Preparation (Teacher Education) Program and seeks licensure to teach

_____.

Please give your candid opinion about this student's: 1) intellectual ability, 2) sense of responsibility, 3) ability to accept constructive criticism, 4) relationships with faculty and peers, 5) anything else you believe is pertinent.

Signature

Please return this form to the Teacher Education Program in Steiner 209.

**RECOMMENDATION FOR
ADMISSION TO STUDENT TEACHING
(NON-FACULTY)**

_____ has applied for admittance to the
Practitioner Preparation (Teacher Education) Program and seeks licensure to teach
_____.

Please describe the context in which you know this student and give your candid opinion about the student's characteristics that would be relevant to a career in teaching such as ability to relate to young people, maturity, responsibility and communication skills.

Signature

GRINNELL COLLEGE FIELD EXPERIENCE EVALUATION

Student's Name:

College Course:

Cooperating Teacher:

Grade or Subject

Please evaluate the student whose field experience was in your classroom this semester. Your ratings will not significantly affect the student's grade, but your feedback will inform our future work with the student. We will share the evaluation with the student as we believe that students need feedback about how their interest and actions are perceived. Students who fall short of Departmental expectations will have additional opportunities to address any problem areas. The N/A (not applicable) column is provided to use if an item does not apply to the circumstances of the placement.

	N/A	Not Acceptable			Acceptable			Exemplary				
		1	2	3	4	5	6	7	8	9		
Showed responsibility and respect for classroom teacher and students by adhering to the established schedule. Gave timely notification of unavoidable absences. (ER6)												
Asked questions and made an active attempt to understand the classroom environment and culture. (ER4)												
Developed a collaborative and productive relationship with the teacher by becoming involved in classroom activities when appropriate (ER6)												
Showed teaching potential in effective verbal, non verbal, and multi-media communication with students. (T11)												
Established good rapport with students by using effective listening skills and supportive interaction. (L6)												

(N/A - not applicable)

Comments:

Name _____ Year in School _____ Date of
Acceptance into TEP _____

Grinnell College Department of Education

Licensure Area

Field Experience Record

Teacher candidates are required to complete 80 hours of field experiences before student teaching, 10 of which must be completed prior to acceptance into the Teacher Education Program (TEP). These hours are to include observation and participation in teaching activities in a variety of school settings. [or quote Chapter 79, Div. III, Sec. 281-79.13]

Hours completed	EDU Course (or other supervised experience)	Department supervisor	Field Site	Grade Level/Subject
	EDU 101 Educational Principles in a Pluralistic Society (10 hours)			
	Other experience:			
	EDU 21X: (8 hours)			
	EDU 221 Educational Psychology (24 hours)			
	EDU 250 Exceptional Child (24 hours)			
	EDU 340 Research & Methods in Teaching & Learning (14 hours)			
	Other experience:			
	Other experience:			
Total hours completed – 80 required for recommendation for licensure				