



# ***Teacher Education Program Handbook***

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## **TEP DECLARATION OF POLICY**

Saint Joseph's College Education Division adheres to the following policy with regard to the recruitment and admission of students, awarding financial or other assistance, provision and management of housing facilities, counseling of students, employment of individuals, the conduct of College-sponsored programs or events, and the overall administration of the College. No person shall on the basis of race, color, sex, age, handicap, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity sponsored by the College.

### **SAINT JOSEPH'S COLLEGE IS ACCREDITED BY:**

1. National Council for Accreditation of Teacher Education (NCATE).
2. Indiana Department of Education (IDOE) for the professional preparation of elementary and secondary teachers.
3. The Higher Learning Commission (HLC)

**PLEASE KEEP THIS HANDBOOK –  
YOU'LL NEED IT ALL FOUR YEARS YOU ARE HERE**

## Education Division Mission Statement



### **Educating the Whole Person: Mind, Heart, and Spirit**

We believe educators are drawn to the classroom for reasons of the heart and mind – ideals and virtues which they espouse by their actions;

We believe educators seek to connect with children and adolescents to carry forth their passions for each subject taught and for each student;

We believe educators seek to inspire a love for learning and goodness in their students;

We believe educators must teach with both the Mind and Heart where intellect and emotion converge in the Spirit of each person.

#### Goals:

To be intelligent leaders, passionate humans, and caring teachers both in the classroom and in everyday life;

To ennoble each student's God-given gifts;

To work diligently to promote personal and cultural understanding that reflects the value and dignity of human life;

We are educators immersed in what we teach, dedicated to the importance of how we teach, and, above all, passionate about whom we teach.

Education Division  
Mission Elaboration  
Educating the Whole Person: Mind, Heart, and Spirit  
*"...what we have loved, others will love, and we will teach them how..."*  
William Wordsworth

Educating the whole person reflects a synthesis of mind, heart, and spirit. This synthesis is an integral part of the art and science of teaching. The more one teaches, the more clearly the awareness of mystery and fascination to educate (*educare* – to lead out) the whole person becomes apparent. Teaching is a celebration of the wonders that touch the minds, hearts, and spirits both of teachers and students.

The routine rhythm of teaching, (embracing joy, disappointment, surprise, sadness, delight, determination, courage, and flexibility) must have a commitment and a vision of hope that one has something to contribute, that one can make a difference and that one can shape the world and not just be shaped by it. The power of this commitment is the power of possibility where the whole teacher is engaged in mind, heart, and spirit.

By engaging the development of the mind, heart, and spirit *"... we create that precious space where we can discover the voice telling us about our inner necessity – that is our vocation."*  
Henri Nouwen

Also within the conceptual framework of mind, heart, and spirit, we can ask ourselves: "How specifically am I being called to give myself to God in partnership?"; "Given my unique personality, background, and talents, what is my particular way of serving?"

Abraham Maslow discovered that in his study of self-actualizing people, exemplary humans often felt a sense of vocation. Their lives of excellence were inspired by a passion to contribute to the world in a manner that they felt uniquely qualified and called to do (Au, *By Way of the Heart*, 58).

The Saint Joseph's College Education Division, as a faculty of vision and mission, embrace the mind, heart, and spirit of teaching as worthy of wholehearted personal and persevering commitment. The Saint Joseph's College Education Division's vision and mission engages the passion for limitless possibilities, the call to accept the challenge truly to care, the strength to ignite both the outer person and inner self, and the spirit to serve by sharing with one another, the students, and colleagues the mystery and fascination of teaching, a journey of wholeness.

*There is in all visible things an invisible fecundity, a dimmed light, a meek namelessness, a hidden wholeness. This mysterious Unity and Integrity is Wisdom, the Mother of all, Natura naturans.*  
Thomas Merton

Saint Joseph's College  
Education Division  
Conceptual Framework



**Mind:**

Research Base  
Assessment  
Best Practices in  
Pedagogy and Technology

**Heart:**

Professional Commitment  
Professional Dispositions  
Engagement  
Ongoing Development  
*Cor ad cor loquitur -  
Heart speaks to heart*



**Spirit:**

Valuing Human Dignity  
(Diversity)  
Personal Dispositions  
Commitment and Service to  
Christian Humanism

**Synthesis:**

Instructional Methods  
Practicum Connections  
Curriculum Design and Articulation  
Reflection  
State and National Standards

# Education Division Conceptual Framework

## Overview

### ***Shared Vision***

The Education Division is deeply committed to the Saint Joseph's College mission of forming graduates who are competent professionals, capable of assuming leadership roles in the world, who will embody Gospel values in their personal lives and professional careers. Additionally, the College Mission Statement emphasis on the education of the whole student-intellectually, physically, socially, and spiritually; and stewardship of truth, in loving justice, and with concern for the needs of the individual have been critical in the Division's consolidation and representation of its own conceptual framework.

The crystallization of our practice is found in our research base and daily practice. The Division presents its mission as Education of the Whole Person: *Mind, Heart, and Spirit*. We believe educators are drawn to the classroom for reasons of the heart and mind – ideals and virtues that they espouse by their actions. We believe educators seek to connect with children and adolescents to carry forth their passions for each subject taught and for each student. We believe educators inspire a love for learning and goodness in their students. We believe educators must teach with both the Heart and Mind where intellect and emotion converge in the Spirit of each person. To this, the goals for the Division, the faculty, the candidates, and the school partners are as follows: to be intelligent leaders, passionate humans, and caring teachers both in the classroom and in every day life; to ennoble each student's God-given gifts; to work diligently to promote personal and cultural understanding that reflects the values and dignity of human life; and to foster the love of learning by contributing one's talents both in the classroom and in the larger learning community. We, as educators, are immersed in what we teach, dedicated to the importance of how we teach, and, above all, passionate about whom we teach.

The Division receives faculty development funds to review the conceptual framework and receive formal responses from both school partners and Arts and Sciences content faculty. All stakeholder groups – content faculty, school partners, and teacher candidates provided feedback on the *Mind, Heart, and Spirit* model.

## Course Examples

### ***Coherence***

The conceptual framework *Mind, Heart, and Spirit* works as the guiding structure in all division's endeavors. It is explicitly evident in each of the key courses. The Division has identified the critical state and national standards, the major assessments, dispositions, and desired outcomes for a Saint Joseph's College teacher candidate at each point of the developmental sequence. Additionally, the mind, heart, spirit framework identifies the division's connection with the goals of the Core Curriculum.

## Mind

### ***Commitment To Technology***

In accordance with the College mission to prepare competent, skilled professionals, the Division has articulated the teacher education curriculum to reflect national and state standards; has developed a

thorough assessment system for content and pedagogical knowledge; and expects best practices from both candidates and faculty.

Our candidates are prepared by their liberal arts background, content area knowledge, and pedagogical skills. We believe this provides the necessary knowledge base for our candidates to ensure their P-12 students will meet and exceed the Indiana Academic Standards.

All teacher candidates fully participate in Saint Joseph's College's award-winning Core Program. The Core Curriculum is structured around the over-arching theme of "Christian Humanism." As a College, the pursuit of Truth is our focus. This pursuit of Truth encompasses truths about our world, people and God. There are three guiding values: 1) The world is God's creation; 2) Respect for human dignity; 3) Religion - God's revelation is diverse and draws all people to Him.

All disciplines are examined throughout the students' four years. Students begin their study with the "Contemporary Situation" and are challenged to expand their horizons throughout the four years of Core. Students are challenged to find relationships among the various disciplines, and to examine their own values and beliefs in relation to the Christian Tradition. Throughout all four years, students work to develop verbal and written communication skills, learn to share ideas with classmates in discussion, and are exposed to different values and cultures.

For faculty, it is a continual learning experience, as they challenge students and themselves to see from a wider perspective, the connections between various disciplines. Even among the faculty, conversations about Core have engendered a collegiality unlike other institutions. Faculty members of various disciplines meet to plan the Core Curriculum each semester. Additionally, there have been numerous development opportunities for faculty to discuss curricular concerns and to assist in the development of teaching pedagogies. Since its inception in 1969, the structure of the Core Curriculum has remained basically the same. However, the content of each segment of Core has changed and developed to keep pace with current scholarship in these areas.

Teacher candidates experience an equally rich content area preparation. Those candidates preparing for licensure in Secondary Education complete the full academic major in their content area. Along with Core and Education courses, they are fully prepared to meet their students' needs. Elementary Education majors take additional courses in math, science, art, music, technology, and community health to enrich their general education preparation. Majors in the Division also select a College minor outside of the division to further develop an in-depth specialty to bring to their classrooms. Popular choices for minors include Spanish, Social Work, Art, and Physical Education.

The courses within the Division provide critical pedagogical knowledge to our candidates. The focus is on positive P-12 outcomes and the candidates experience and implement the following concepts on their path to becoming fully licensed teachers: developmentally appropriate practices; accommodations for exceptional needs; instructional strategies; short and long-term planning; motivation and management tools; assessment selection and interpretation; curriculum theory and implementation; and professional development. Embedded in these concepts are the skills that teachers need to effectively and appropriately help all students learn. This knowledge base includes the ability to select and use the best available technology and the ability to communicate cross-culturally.

The Division faculty model best practices in the Education courses; practices that are supported by research presented in the classes and practices that are expected during candidate practica. These practices include the following: use of multiple assessments, portfolios, modifying lessons for students with exceptional needs, using technology in the classroom, and using performance results to modify lessons.

## **Heart**

### ***Professional Commitments and Dispositions***

John Henry Cardinal Newman chose the words *cor ad cor loquitor* as his cardinalial motto. This motto, heart speaks to heart, truly captures the essence of what happens as our candidates learn and apply the ethic of caring to their professional lives.

The Division faculty often refer to the profession of teaching as a “calling.” To that, we desire that our candidates be passionate about the profession and immersed fully in all possible opportunities to develop both their teaching skills and rapport with children and adolescents. The early and frequent field experience highlighted in our program allows us to begin the developmental sequence first semester freshman year and equally allows the candidate to engage in the heart of the profession early in the formal education process.

The Division has identified professional dispositions that are critical to the success of our program and reflect the conceptual framework. These dispositions are assessed and aggregated each semester of field experience. Additionally, each candidate is assigned a Division faculty member as academic advisor. As advisors, the faculty have access to evaluations. This allows us to plan, place, and supervise field placements for the optimum professional growth of our candidates.

Our identified key dispositions for each candidate are as follows:

- Communicates effectively with all students
- Respects all students
- Actively supports all students' achievement
- Initiates interactions in the classroom
- Asks relevant questions
- Seeks to expand opportunities for involvement
- Is a positive role model to students
- Behaves professionally

These dispositions are categorized under Relationships, Initiative, and Professionalism. These qualities are indicative of a candidate who is fully engaged in the teaching and learning process. These dispositions and values encourage our candidates to become life-long learners, continually seeking ways to improve practice and encourage student learning.

## **Spirit**

### ***Commitment to Diversity***

We expect our candidates to graduate fully committed, professionally and personally, to Christian Humanism. As a Division, the most compelling Gospel value imbedded in this concept is that of valuing human dignity. We believe the value and respect for each human life is related directly to, and justifies our commitment to diversity. According to Dulles, candidates educated in the Christian Humanist tradition will make them “conscious of the gap between what is and what ought to be according to God’s design for the world, they will be motivated to bring ethical values and sense of service to their lives....” The dignity of the human person is central to the Catholic faith. We believe this tradition imbues in our candidates a belief in the potential of all students, and a guiding purpose to helping all learners achieve.

In Core 9, candidates explore the possibility of a Christian view of the human person by an examination of the general problems of humanism, religion, Christianity, and Catholicism. They will apply psychological, sociological, philosophical, and theological considerations to the material in previous Cores. In Core 10, candidates apply the ideas of Christian Humanism to personal and professional ethics.

This foundation allows the candidate to advocate for the ethics of care and social justice in the classroom and in society. Christian Humanism is committed to the human person in his or her personal and existential actuality. Christian Humanism is dynamic, affirming the transforming power of forgiveness and merciful love to allow persons to grow into full humanity. Christian Humanism recognizes the true identity of the person, whose selfhood is intrinsically bound with freely chosen relationships with others. It is the recognition and acceptance of the responsibility to take on the obligations of true freedom.

## **Synthesis**

### ***Candidate Proficiencies Aligned with State and National Standards***

Mind, Heart, and Spirit come together in the implementation of our program as guided by the conceptual framework. The pieces work together coherently and seamlessly in our curriculum design and articulation. For our candidates, this is most evident in their classroom performance and reflective writing. Candidates are actively teaching and interacting with P-12 students from their first semester through student teaching. The Division works closely with classroom teachers to monitor the effectiveness. Reflective practitioners continually evaluate their own performance to improve their practice. Candidates write regular reflective pieces on field experience in which they must identify standards, make text and theory connections, and reflect on their own effectiveness. These reflective journals, submitted on-line, often become the bases for class discussions. Additionally, candidates in their final year reflect in their Philosophy of Education papers and in their Outcomes Project prepared for the Exit Interview. This engagement in *praxis* prepares our candidates to synthesize fully the many diverse elements that will shape their future roles as educators.

The conceptual framework for the Division has been fully aligned with state and national standards. Division faculty re-visit the framework in each full assessment cycle to evaluate effectiveness of standards integration and alignment with the College mission of interdisciplinary teaching and learning. The framework and knowledge base was developed to reflect interdisciplinary theory and practice, the nature of the institution's Core Curriculum, and the role of professional education courses and the field experience in a liberal arts college. This is most evident in the actual delivery of courses under the framework. Each course is developed and taught as a collaborative effort across developmental levels and content areas. Candidates from all programs engage in a common experience, then participate in a corresponding developmental level discussion section and field experience to put theory into action. This mirrors the delivery of the Core Program in design and reinforces the important foundation of interdisciplinary study and inquiry in our conceptual framework. The content of the courses also reflects the standards-based conceptual framework as the design is directly based on INTASC standards with the common themes of exceptionality, diversity, and technology recurring in each experience.

The standards are embedded in the program at all levels for all licensure areas. This is explicitly stated in the overall course syllabi and the syllabi for each discussion section. Specific forms of assessment have been delineated for each semester in every program. Additionally, field experience assessment tools are standards-based and are used consistently across all programs.

## Education

All education programs have been approved by the State of Indiana, the Indiana Department of Education (IDOE), and the National Council for the Accreditation of Teacher Education (NCATE). The Education Division offers programs which lead to licensure in elementary, middle, and high school settings. Areas and requirements are listed below. Please consult the Teacher Education Program Handbook for complete information on requirements and policies. All candidates are required to pass state mandated basic skills exams prior to formal entrance to the Teacher Education Program, and pass the specialty area exams prior to Student Teaching. Additionally, all candidates are required to be qualified in CPR.

The licenses available under the Elementary Education major:

Generalist K-6

Licenses (Specific Content) available under the Education minor:

Secondary 5-12

Language Arts

Mathematics

Science (Life Sciences, Chemistry)

Social Studies (Economics, Government, History)

All Level: Grades P-1

Fine Arts (Vocal and General Music, Instrumental and General Music)

Health/Physical Education

Visual Arts

Dual license in Exceptional Needs

## MAJOR IN ELEMENTARY EDUCATION (63 credits)

REQUIRED: 16 courses (63 credits)

EDC 111 Introduction to Teaching

EDC 121 Literacy in Learning Environments

EDC 201 Math Content for Elem. Teachers

EDC 211 Interdisciplinary Inquiry I

EDC 221 Strategies for Diverse Classrooms

EDC 248 Performance & Fine Arts Methods

EDC 302 Methods of Teaching Math

EDC 311 Assessment Principles and Practice

EDC 370 Science in the Elem Classroom

EDC 411 Student Teaching

EDC 421 Foundation of Education

EDC 422 Reading Assessment

EDC 222 Interdisciplinary Inquiry II

EDC 301 Educational Technology

PE 215 Elementary Activities

EDC 321 Culturally Relevant Practice

REQUIRED:

18-credit minor to be selected from Exceptional Needs or from a department outside education, excluding the Early Childhood minor under Psychology.

2.750 cumulative GPA prior to official acceptance into the Teacher Education Program, 300+ level courses, and Student Teaching.

## MINOR IN EDUCATION (27 credits)

(Specific Content licenses)

REQUIRED: 7 courses (27 credits)

EDC 111 Introduction to Teaching

EDC 221 Strategies for Diverse Classrooms

EDC 311 Assessment Principles and Practice

EDC 301 Education Technology

EDC 411 Student Teaching

EDC 421 Foundations of Education

EDC 322 Content Reading & Methods

**REQUIRED:**

Major in Art, Biology, Chemistry, English, History, Math, Music, or Physical Education.  
2.750 cumulative GPA prior to official acceptance into Teacher Education Program,  
300+ level course and student teaching

**MINOR IN MATHEMATICS FOR ELEMENTARY EDUCATION (18 credits)**

**REQUIRED:**

MTH 111 Math as a Human Pursuit

MTH 125 Calculus I

MTH 122 Discrete Math

MTH 126 Calculus II

Choose remaining 6 credits from Mathematics courses numbered above MTH 111.

ONLY Elementary Education Majors may elect this minor.

**MINOR IN EXCEPTIONAL NEEDS**

**Dual License in Exceptional Needs**

Majors and minors in Education can opt to gain dual licensure in Exceptional Needs. This 24 credit-hour option can fulfill the minor requirement for Elementary Education majors. Candidates must meet all Education requirements for GPA, testing, and field experience.

Dual licensure course work at the 300 level and beyond requires formal admission into either an elementary or secondary education program. The formal admission into the dual licensure program is dependent up the candidate's successful admission into either an elementary or secondary education program. This admission requires the passing of general skills examination, a GPA of 2.75, and satisfactory completion of the Sophomore Interview. Once candidates have been admitted, the dual licensure candidate may continue in the program by taking upper level course work. However, the candidate may not proceed into EDC 414, the capstone course, without first passing the required content area exam in Exceptionalities.

**REQUIRED: 6 courses (24 credits)**

EDC 213 Introduction to Exceptionality

EDC 214 Differentiated Methods for Exceptional Needs

EDC 313 Assessment in Exceptional Needs

EDC 314 Law and Documentation for Exceptional Needs

EDC 413 Intensive Field Placement in Exceptional Needs

EDC 414 Capstone Field Placement in Exceptional Needs

## **COURSE DESCRIPTIONS**

Discussion section and field placement will depend on license or license combination sought. Professional Field Experience will be a structured, intensive weekly experience in public and private school settings.

### **111: INTRODUCTION TO TEACHING**

**3-4 Credits**

Aspects of learner development and classroom expectations are explored emphasizing diverse populations, technological applications, and positive professional dispositions. Includes Professional Field Experience. **Fee.**

### **121: LITERACY IN LEARNING ENVIRONMENTS**

**4 Credits**

This course will emphasize the analysis of reading for diverse populations in K-6 classroom settings. Emphasis on current methodologies and strategies to address varying literacy needs through group and individualized instruction. Field application will focus on assessment of students in order to plan and implement multiple language arts lessons. **Fee.**

### **201: MATH CONENT FOR ELEMENTARY TEACHERS**

**3 Credits**

This course is designed to give candidates a review of the basic math skills needed in teaching. An emphasis will be on understanding the mathematical concepts. Topics covered in this course include: number sense, fractions, decimals, percents, ratios, simple algebra, simple geometry, probability, statistics, and general problem-solving strategies.

### **211: INTERDISCIPLINARY INQUIRY I**

**4 Credits**

Candidates will plan, implement, and assess an interdisciplinary thematic unit plan with a focus on integrated Language Arts curriculum. Focus is on current best practice research in classroom instruction. Includes Professional Field experience. **Fee.**

### **222: INTERDISCIPLINARY INQUIRY II**

**3 Credits**

Candidates will plan, implement, and assess an interdisciplinary thematic unit plan with a focus on integrated Social Studies curriculum. Focus is on current best practice research in classroom instruction. Includes Professional Field experience. **Fee**

### **213: INTRODUCTION TO EXCEPTIONALITY**

**3 Credits**

This course will include thorough consideration of students with Exceptional Needs. The candidates will explore societal attitudes, school practices and procedures, diagnosis and classification of exceptionalities, and current challenges in special education.

### **214: DIFFERENTIATED METHODS FOR EXCEPTIONAL NEEDS**

**3 Credits**

This course will focus on the use of assessment to drive instruction in the academic curriculum. Curriculum development, technology applications, instructional strategies, and evaluation of students with diverse needs in both general and special education settings will be addressed.

**221: STRATEGIES FOR THE DIVERSE CLASSROOM****3-4 Credits**

Candidates will increase their knowledge of student diversity and develop skills in effective instructional practices to meet needs of all learners. Emphasis will be placed on providing a supportive classroom environment. Includes a Professional Field Experience. **Fee.**

**555: INDEPENDENT STUDY****1-3 Credits****248: PERFORMANCE AND VISUAL ARTS METHODS****3 Credits**

This course provides content knowledge and practice for teaching and assessing children in the area of fine arts based on state and national standards. An emphasis is placed on integrating visual art, music, dance, and theater across the curriculum.

**291: PROFESSIONAL LABORATORY EXPERIENCE: SECONDARY****1 Credit**

This is a field-based course of approximately 30 hours. Teacher candidates are placed in a middle or high school setting. It is designed for candidates who transfer into the Teacher Education program. It can also be an option for those education minors needing additional field experience prior to student teaching. **Fee.**

**301: EDUCATION TECHNOLOGY****3 Credits**

This course investigates the role of technology in the elementary classroom and aims to develop in the candidate an appreciation and understanding of these learning tools. Candidates will be exposed to several current technology tools, learn how to utilize these tools in both lesson planning and classroom projects, and gain experience seeking out new ways to enhance learning and develop student interest. This course is taught in conjunction with EDC 370 for majors.

**302: METHODS OF TEACHING MATHEMATICS****3 Credits**

Teacher candidates taking this course will use the Indiana State Standards as a primary resource as they continue to develop their mathematical skills and practice teaching math lessons appropriate for grades K-6. Emphasis will be on making math an exciting, interesting and fun subject for both the teacher and the student. **Prerequisite: EDC 301.**

**311: ASSESSMENT PRINCIPLES AND PRACTICE (Art 311, PE 311)****3-4 Credits**

Teacher candidates will gain practical experience in the knowledge base, construction, and application of formal and informal assessments. Emphasis is placed on the documentation and analysis of student outcomes. Includes Professional Field Experience. **Fee.**

**313: ASSESSMENT FOR EXCEPTIONAL NEEDS****3 Credits**

This course will focus on the interpretation and analysis of assessment data for the teacher of students with Exceptional Needs. Topics include the construction and/or application of formal and informal assessment for intervention and instructional planning.

**314: LAW AND DOCUMENTATION FOR EXCEPTIONAL NEEDS****3 Credits**

This course examines the history and current status of legislation in providing special education services to students with Exceptional Needs. Relevant federal, state, and local procedures and policies will be examined in the context of implementing effective programs for all learners.

**321: CULTURALLY RELEVANT PRACTICE****4 Credits**

Teacher candidates will gain practical experiences in teaching and learning in culturally diverse classrooms. Emphasis will be placed on English Language Learners through action research. Includes Professional Field Experience. **Fee.**

**322: CONTENT AREA READING AND METHODS****3 Credits**

The focus of this course is the examination and implementation of theories of curriculum and assessment, course design, professional standards, and action research including technology, special needs, and reading. There is an increased emphasis on professional development and positive dispositions. The Professional Field Experience for this course will include implementing curriculum theory and conducting action research. Professional Field Experience **Fee.**

**370: SCIENCE IN THE ELEMENTARY CLASSROOM****3 Credits**

Techniques and methods of teaching elementary science to all learners are explored. Curriculum development, field and laboratory methodology, individual and group assessment in science education are emphasized. **Fee.**

**411: STUDENT TEACHING****9-12 Credits**

This course provides supervised practical application of knowledge, skills, and dispositions in actual school settings. Student Teaching is in one of seven school corporations contiguous to the campus for a full semester. **Fee**

**413: INTENSIVE FIELD PLACEMENT IN EXCEPTIONAL NEEDS****6 Credits**

This course provides the candidate with initial supervised practical application of program knowledge, skills, and dispositions in an Exceptional Needs classroom. This course will be offered during the May term following the junior year. **Fee.**

**414: CAPSTONE FIELD PLACEMENT IN EXCEPTIONAL NEEDS****6 Credits**

This course provides the candidate with advanced supervised practical application of program knowledge, skills, and dispositions in an Exceptional Needs classroom. Prerequisite: Successful completion of EDC 413. This course will be offered during the May term. **Fee.**

**421: FOUNDATIONS OF EDUCATION & THE PROFESSIONAL ENVIRONMENT****3 Credits**

This course examines sociological, ideological, and political issues related to schools, communities and teaching. Emphasis is placed on professional environments and expectations, professional growth and self-reflection, and the legal and ethical requirements of the profession.

**422: READING ASSESSMENT****3 Credits**

This course provides experienced seniors with opportunities to expand upon their early literacy coursework and apply it in a practical field setting with K-6 students in need of specific reading assistance. Students will assess, tutor, and mentor individuals and small groups of students using research based measures in coordination with classroom teachers and literacy specialists. Students will also be exposed to the large scale political, social and global issues related to literacy issues facing the larger community of teachers as a whole.

Education Group Major	K-12																			
			Freshman				Sophomore				Junior				Senior			5th Year		T to T
Courses	Major in Elementary Education (63 credits)		1st	2nd	S/S	1st	2nd	S/S	1st	2nd	S/S	1st	2nd	1st	2nd					
EDC 111	Introduction to Teaching	3-4																		
EDC 121	Literacy in Learning Environments	4																		
EDC 201	Math Content for Elementary Teachers	3																		
EDC 211	Interdisciplinary Inquiry I	4																		
EDC 221	Strategies for the Diverse Classroom	3-4																		
EDC 222	Interdisciplinary Inquiry II	3																		
EDC 311	Assessment Principles and Practice	3-4																		
EDC 321	Culturally Relevant Practice	4																		
EDC 370	Science in the Elementary Classroom	3																		
EDC 411	Student Teaching	9-12																		
EDC 421	Foundations of Education	3																		
EDC 422	Reading Assessment	3																		
EDC 248	Performance and Fine Arts Methods	3																		
EDC 201	Math Content for Elementary Teachers	3																		
EDC 301	Educational Technology	3																		
EDC 302	Methods of Teaching Math	3																		
PE 215	Elementary Activities	3																		
	18 credit minor to be selected from a department outside education, excluding the Early Childhood																			
	minor under Psychology--2.75 cumulative GPA prior to official acceptance into the Teacher Education Program																			
	<b>Required Courses in the Core Curriculum</b>																			
Core 110	The Contemporary Situation	6																		
Core 111																				
Core 120	The Modern World	6																		
Core 121																				
Core 230	The Roots of Western Civilization	6																		
Core 240	The Christian Impact of Western Civilization	6																		
Core 350	Humanity in the Universe	3																		
Core 360		3																		
Core 370	Intercultural Studies	3																		
Core 380		3																		
Core 490	Towards a Christian Humanism	6																		
Core 498	Christianity and the Human Situation	3																		

### REQUIRED COURSEWORK

<b>ELEMENTARY EDUCATION</b>	<b>SECONDARY EDUCATION</b>
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Core 1 – 6 credits	Core 2 – 6 credits	Core 1 – 6 credits	Core 2 – 6 credits
EDC 111 – 4 credits	EDC 221 – 4 credits	EDC 111 – 3 credits	Major
First Year Initiative	Minor	First Year Initiative	Major
Minor	Interview	Major	Minor
Core 3 – 6 credits	Core 4 – 6 credits	Core 3 – 6 credits	Core 4 – 6 credits
EDC 211 – 4 credits	EDC 121 – 4 credits	Major	EDC 221 – 3 credits
EDC 248 – 3 credits	EDC 222 – 4 credits	Major	Major
EDC 201 – 3 credits	Minor	Minor	Minor
Minor		Minor	Interview

**Before acceptance into EDC 311, Praxis I tests must be taken and passed.  
2.75 GPA Required**

Core 5 – 6 credits	Core 6 – 6 credits	Core 5 – 6 credits	Core 6 – 6 credits
Core 7 – 6 credits	Core 8 – 6 credits	Core 7 – 6 credits	Core 8 – 6 credits
EDC 311 – 4 credits	EDC 321 – 4 credits	*EDC 311 – 3 credits (PE Majors – PE 311)	EDC322 – 3 credits
EDC 370 – 3 credits	EDC 302 – 3 credits	Major	Minor
EDC 301 – 3 credits	Minor	Minor	Minor

**Before student teaching, the student will have passed Praxis II and will have a minimum 2.75 cumulative GPA.**

Core 9 – 6 credits	Core 10 – 3 credits	Core 9 – 6 credits	Core 10 – 3 credits
EDC 411 – 12 credits	EDC 421 – 3 credits	EDC 411 – 9 credits	EDC 421 – 3 credits
	EDC 422 – 3 credits		Major/Minor
	Minor		

**EDC 411 is student teaching.**

## **DISCLAIMER**

Saint Joseph's College (SJC) and the Education Division (ED) are both accredited by The Higher Learning Commission (HLC), by the National Council for Accreditation of Teacher Education (NCATE), and by the Indiana Department of Education (IDOE) for the preparation of elementary and secondary teachers. Indiana, as well as each of the other 49 states, sets its own standards for the certification and licensing of teachers.

SJC and the ED are only responsible and obligated to inform students who are in the Teacher Education Program (TEP) about license and certification requirements appropriate to the State of Indiana. The ED highly recommends that all students who successfully complete the appropriate course of study at SJC obtain an Indiana license.

Students who attend SJC and who are not residents/citizens of Indiana should consult with the State Department of Education of their respective state where they intend to teach for that state's teacher licensing requirements. Students are ultimately responsible for the fulfillment of all that is required for certification and licensing in the state where they are legal residents and/or where they intend to teach.

Students may consult with the License Advisor in the ED for addresses and phone numbers of respective states. Students may also consult appropriate teacher education certification books located in the reference room of the College's library.

(This Disclaimer was added to the TEP in September 1993).

## GENERAL REQUIREMENTS

1. You are required to keep this Handbook for future use while at SJC and as a guide for graduation and licensing.
2. Teacher candidates in the Education Division have 5 weeks after a semester ends, including Spring and Summer Session, to claim papers, projects, exams and/or other materials from their professors. After 5 weeks all unclaimed materials will be destroyed.
3. If you are a teacher candidate with a diagnosed learning difficulty you have the following rights: oral and/or untimed tests, tape recording of classes, note takers, peer tutors, access to computers with Spell Check, Grammar Check, writing clinic, taped texts, and individualized counseling. In order to be provided special services during a semester, the instructor needs to be contacted within the first three (3) weeks of the semester.
4. If you are a teacher candidate with a diagnosed disability, kindly meet with your professor immediately to discuss the accommodations you may need during class activity, examinations, and out of class assignments in order to participate fully and demonstrate your abilities. Candidates begin this process at Counseling Services in Schwietermann.
5. In addition to the Counseling Center, teacher candidates should take full advantage of the following services:  
Writing Clinic: Core Education Center, room 212  
Tutoring Service: Science Building, Library

## CLASS ATTENDANCE

Students are required to attend all officially scheduled lectures, discussions, laboratory exercises, and examinations. Absences may be excused for reasonable causes, such as sickness, death or serious illness in the student's immediate family, a wedding in the family, intercollegiate sports or other College activities (such as field trips), and circumstances beyond the student's control such as government summons, bad weather, etc.

**The judge of reasonableness in any case is the instructor.**

Sanctions for unexcused absences from class are the prerogative of the individual instructor. Sanctions may include a failing grade on any work due on the date of an absence, a reduction of the final grade for the course, or a failure in the course.

Students who miss a class, field experience, or exam **MUST** see the instructor within two school days. Always seek the instructor before an excused absence including all athletic and college-sponsored events.

## GENERAL REQUIREMENTS CONTINUED:

### GRADING

Teacher candidates earn one of the following letter grades for each enrolled course:

Grade	Quality Points	Education Division
A	4	100 – 94 A
A-	3.67	93 – 90 A-
B+	3.33	89 – 87 B+
B (above average)	3.0	86 – 83 B
B-	2.67	82 – 80 B-
C+	2.33	79 – 77 C+
C (average)	2.0	76 – 73 C
C-	1.67	72 – 70 C-
D+	1.33	69 – 67 D+
D (acceptable but poor)	1.0	66 – 63 D
F	0.0	62 F
W (Withdrawal)		
I (Incomplete)		
Z (Non-credit/Audit)		
N (Not pass - no credit)		
P (Pass)		

To calculate your GPA, multiply the number of credits earned by the quality points then divide the sum by the total number of credits attempted. For example:

<u>Grade</u>	<u>Credit</u>	<u>Quality Points</u>	
A	3	4.0	= 12.00
B-	2	2.67	= 5.34
C	4	2.0	= 8.00
B	1	3.0	= 3.00
D+	<u>3</u>	1.33	= <u>3.99</u>
	13		32.33

Q.P.   Cr.   GPA

$$32.33 \div 13 = 2.49$$

**Only credits earned at SJC are used in calculating the GPA.**

## IMPORTANT DEADLINES

Failure to meet these deadlines may result in your remaining at SJC longer than four (4) years.

### Procedure

Advising  
GPA 2.75/4.00  
Praxis I taken and passed  
Entrance Interview  
  
Outcomes Project  
Praxis II taken and passed  
Application for Degree  
Teacher Work Sample  
Exit Interview  
Teacher License Application

### Deadline

Two weeks before registration week each term  
End of 1<sup>st</sup> term Sophomore year  
2<sup>nd</sup> term Sophomore year  
2<sup>nd</sup> term Freshman year for Elementary Education  
During EDC 221 for Secondary Education  
End of 1<sup>st</sup> term Junior year  
2<sup>nd</sup> term Junior year  
Senior year  
2<sup>nd</sup> term Senior year  
2<sup>nd</sup> term Senior year  
2<sup>nd</sup> term Senior year

Non-traditional and transfer students need to consult with the Chair of the Education Division.

## ACADEMIC ADVISING

### STATEMENT ON ACADEMIC ADVISING FOR ALL TEACHER CANDIDATES MAJORING OR MINORING IN EDUCATION.

1. Teacher candidates are required to meet with a member of the Education Division and/or TEAC member prior to each semester's registration.
2. All transfer students must have their program approved by the Education Division Chairperson prior to each semester's registration. Certification - only candidates should make an appointment with the department license advisor prior to registration.
3. All student teachers must have the approval of the Director of Student Teachers prior to registration for student teaching.

Education Academic Advisors: Alphabetically:		Office	Home
A – D	Dr. Barce	6384	765-884-8624
E – K	Dr. Venditti	6227	219-662-8932
L – P	Dr. McKim	6438	219-866-5211
Q – S	Dr. Ryan	6232	219-866-8907
T – Z	Dr. L. Zimmer	6217	219-866-7667

Academic advising is done two weeks prior to registration. Sign-up sheets for advising times will be posted on or outside office doors.

Below are the TEAC members who MUST sign teacher candidates' registration forms and all appropriate application forms for approved entrance into the Teacher Education Program (TEP) and into Student Teaching (ST).

Teacher Education Advisory Committee (TEAC) Members are:

Music -----Prof. Robb Thiel  
Physical Education -----Dr. Patricia Query  
English & Speech/Comm. -----Dr. Maia Hawthorne  
Mathematics-----Dr. Karen Donnelly  
Social Studies-----Dr. William White  
Science -----Dr. Anne Gull  
Secondary Education -----Dr. Lana Zimmer  
Elementary Education-----Dr. Karen Venditti  
Elementary Education-----Dr. Jennifer Barce

**Academic Advising Checklist:**

Name \_\_\_\_\_

Major \_\_\_\_\_

Date \_\_\_\_\_

**Teacher Candidate Requirements:**

- \_\_\_\_\_ Approved course sequence
- \_\_\_\_\_ Praxis I passed prior to entrance into Teacher Education Program (TEP)
- \_\_\_\_\_ Praxis II passed prior to Student Teaching
- \_\_\_\_\_ 2.75 GPA required
- \_\_\_\_\_ Acceptable field experience ratings required
- \_\_\_\_\_ Entrance Interview
- \_\_\_\_\_ Acceptable criminal history background check on file  
(3 points: initial coursework, entrance to TEP, and student teaching)

I have been informed of all the above requirements:

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Candidate signature

## DRESS AND OTHER ITEMS

1. All teacher candidates are to refrain from taking backpacks into their assigned school and classroom(s).
2. All teacher candidates are to sign in on each and every visit/observation to a school at the school's office.
3. All teacher candidates are to wear their SJC name badge while a guest in all schools.
4. Men are to wear dress shirt, slacks, and shoes. During student teaching men are to wear a tie.
5. Women are to wear dress, skirt or dress slacks, and blouse or sweater.
6. No sandals, hats/caps, sneakers, dragging pants, gum, heavy perfume, midriiffs, low-cut clothing, or gym apparel is to be worn.
7. Cover all tattoos if you have any.
8. Remove body-piercing accessories prior to entering all P/K-12 schools.
9. Some school corporations may be more restrictive in their dress and you will be informed; dress appropriately for your class setting.
10. Check with your classroom teachers about classroom and school protocol.
11. Learn professional boundaries.
12. Move on from being a "pal" to the students.
13. Show active participation and enthusiasm within the field experience.
14. Learn **ALL** the duties of your teacher: playground, lunch, inside recess, etc.

**FIELD EXPERIENCE LOG FORM**

NAME \_\_\_\_\_

COURSE \_\_\_\_\_

LOG # \_\_\_\_\_ FIELD EXPERIENCE CLASS \_\_\_\_\_

DATE OF FIELD EXPERIENCE \_\_\_\_/\_\_\_\_/\_\_\_\_ DATE LOG DUE \_\_\_\_/\_\_\_\_/\_\_\_\_

DATE LOG SUBMITTED \_\_\_\_/\_\_\_\_/\_\_\_\_

**INTASC OR CONTENT STANDARDS**

1.

2.

3.

**TEXTBOOK AND FIELD EXPERIENCE  
(PRACTICUM) CONNECTION**

**OBSERVATIONS/REFLECTIONS/PERSONAL SELF-EVALUATION**

## **KNOWLEDGE, PERFORMANCE, AND DISPOSITION EVALUATION STAGES FOR ADMITTANCE INTO TEP AND STUDENT TEACHING**

### **STAGE 1: After 2 Semesters in Education Courses**

1. All students will be under review based on their grades, activity in classes, and fieldwork.
2. If a student consistently scores in the introductory range or below, a conference with Education faculty will be arranged. In this conference the problem areas will be defined. The student will be asked to create a remediation plan for him/herself addressing the identified problem areas. Student is to follow this plan for the next 2 semesters. The remediation plan becomes part of the Field Experience Evaluation as well.

### **STAGE 2: After 4 Semesters in Education Courses**

1. At this stage a re-evaluation will occur based on the same criteria as above. If there has been no cause for concern and all other criteria are met, student will be recommended for admittance into TEP.
2. If there had been no problems at the first stage, but there are now, a remediation plan as above will be required and special arrangements regarding admittance into TEP may be necessary.
3. If student had been working under a remediation plan, s/he will be evaluated in relation to his/her success in ameliorating the problems as well as his/her continued professional growth. If satisfactory progress has been made, this student will be recommended for admittance into the TEP. If satisfactory progress has not been made, students will not be admitted into TEP and will be advised to seek another major.

### **STAGE 3: After 6 Semesters in Education Courses**

1. At this stage a re-evaluation will occur based on the same criteria as above. If there has been no cause for concern and all other criteria are met, student will be recommended for admittance into ST.
2. If there had been no problems at the first two stages, but there are now, a remediation plan as above will be required and special arrangements regarding admittance into ST may be necessary.
3. If student had been working under a remediation plan from Stage 1, s/he will be evaluated in relation to his/her success in ameliorating the problems as well as his/her continued professional growth. If satisfactory progress has been made, this student will be recommended for admittance into the TEP and ST. If satisfactory progress has still not been made, student will not be admitted into the TEP or ST and will be advised to seek another major.
4. If student had been working under a remediation plan from Stage 2, s/he will be evaluated in relation to his/her success in ameliorating the problems as well as his/her continued professional growth. If satisfactory progress has been made, this student will be recommended for admittance into the TEP and ST. If satisfactory progress has not been made, student will not be admitted into the TEP or ST and will be advised to seek another major.

## **RATIONALE FOR TEACHER CANDIDATES' ASSESSMENT**

The TEP (Teacher Education Program) of Saint Joseph's College believes that the commitment to become an excellent teacher means developing the knowledge, performance, and disposition that embody both a vision of teaching and learning and a practical application of the knowledge, performance, and disposition in a community of learning. This community of learning not only invites the voices of the individual and the group, but also touches the minds and hearts of all.

The TEP believes ongoing evaluations are crucial for the teacher candidates on their journey to excellence. Therefore, the TEP of Saint Joseph's College utilizes the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Indiana Department of Education (IDOE) Content and Development Standards as assessment criteria to determine the level of competence for teacher candidates.

## STUDENT TEACHING

**DEFINITION:** Student teaching is a full-time classroom experience in the student's area of licensure in which s/he is supervised regularly by both an education faculty member and supervisor from Saint Joseph's College and the classroom teacher(s) with whom the student is placed.

**REQUIREMENT:** In January of your junior year, the student teaching placement form is due. You will inform the Director of Student Teaching of your major, placement requests (school and teacher), and have a letter of introduction.

### STUDENT TEACHING ASSESSMENT:

*INTASC STANDARDS may be found at the following website:*  
<http://www.doe.in.gov/educatorlicensing/pdf/INTASC.pdf>

## InTASC Model Core Teaching Standards April 2011

### 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.**

#### PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

#### ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

### CRITICAL DISPOSITIONS

1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners’ growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

### 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.**

### PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

### ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

### CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### 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.**

#### PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

### ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

### CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

## 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.**

### PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

## ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

## CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

## 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.**

### PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

## ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

## CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

## 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.**

### PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

## ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

## CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

### 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.**

#### PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

## ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

## CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

## 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.**

### PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

## ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

## CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

## 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.**

### PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

### ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

### CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

### 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.**

## PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

## ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

## CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

## **AWARDS AND SCHOLARSHIPS**

### **THE EDUCATION DIVISION EXCELLENCE AWARD**

This award is given annually to the top graduating senior, chosen by the faculty, based on superior scholarship and leadership in extracurricular activities.

### **THE MR. & MRS. C. H. CRAIG CREATIVE EDUCATOR AWARD**

The Mr. & Mrs. C. H. Craig Creative Educator Award is given annually to an Elementary Education major who has demonstrated both an outstanding rapport with children and a high degree of creativity in working with them. The recipient shall be evaluated through his/her work with children in field experiences, learning lab experiences and method classes.

The Award shall consist of a \$25.00 check and a certificate. The name of the recipient shall be placed on a plaque kept in the Education Division.

### **MARITAIN ACADEMIC EXCELLENCE AWARD**

This is a divisional award given annually to the junior or senior admitted to the Teacher Education Program having the highest cumulative grade point average (minimum of 3.00). The award consists of a certificate of excellence and a year's subscription to Education Week.

### **MEIRING TEACHING EXCELLENCE AWARD**

This award is given to an active teaching graduate having five or more years of teaching experience whose contributions to classroom teaching and professional activities have a mark of excellence. The teacher will be selected by vote of the faculty in the Education Division. The award is named after Fr. Bernard J. Meiring, C.P.P.S. who served the College and Education Division 1955-1993.

### **STUDENT TEACHER EXCELLENCE AWARD**

This award is given annually to four student teachers. Two elementary and two secondary level student teachers, one each term, are eligible to receive the award. Student teachers are to meet the following criteria:

- 3.40 or better cumulative index;

- 3.40 or better index in the major;

- Involved in extracurricular activities or service at the College or elsewhere with proper documentation;

- Continues to exhibit a healthy interest in teaching and in personal and social qualities basic to sound teaching.

- Submission of a student teaching video for review.

## **SCHOLARSHIPS:**

### **MINORITY TEACHER'S SCHOLARSHIP PROGRAM (limited funding)**

## **EDUCATION CLUB**

1. All teacher candidates may join the College's Education Club. Education Club news is announced through e-mail and the bulletin board outside room 107 of the Evans Arts and Science Building.
2. Teacher candidates wishing to apply for the Student Teacher Excellence Award must be a member of the Education Club for at least two years.
3. Officers for the offices of President, Vice President, Secretary, and Treasurer are elected in January of each year for a one-year term.

**CONSTITUTION OF  
THE TEACHER EDUCATION ADVISORY COMMITTEE  
SAINT JOSEPH'S COLLEGE  
Rensselaer, Indiana**

3.21 ADVISORY Committees

3.211 The Teacher Education Advisory Committee

Function: The Teacher Education Advisory Committee (TEAC) has responsibility for advising the Education Division on the following items: standards for admission and retention in the Teacher Education Program; counseling and advising plans for teacher candidates; curricula alignment for content and professional education. The TEAC hears student appeals and advises the Education Division. Final authority on appeal decisions rests with the Vice President of Academic Affairs. Members of the Teacher Education Advisory Committee participate in program and candidate assessment for the Education Division. The committee is composed of diverse membership: Education Division faculty, content area faculty, teacher candidates chosen by the Education Division. All policies and procedures regarding teacher candidates are the sole responsibility of the Education Division.

The committee shall consist of five full-time faculty members, appointed by the Vice President of Academic Affairs, with the approval of the Faculty Assembly Executive Committee. Other outside members may be appointed by the Vice President of Academic Affairs.

**Section 1**

The TEAC is a special committee of the faculty. Its members are appointed by the President with the approval of the Executive Committee upon recommendation by the Chairperson of the Education Division.

**Section 2**

The membership shall consist of the following:

1. two members of the Education Division;
2. faculty representatives of the secondary teaching areas in which licenses are offered;
3. additional members can be added at the request of the Chairperson of the Education Division
4. 2 students
  - 1 student to represent Elementary Education Majors
  - 1 student to represent Secondary Education Majors

**Section 3**

The purpose of the TEAC is to:

- A. Advise concerning standards for admission to the Teacher Education Program.
- B. Advise concerning standards for admission into, retention in, and evaluation of the student teaching program.
- C. Develop, approve, and advise concerning the certification patterns for elementary and secondary teaching majors with special concern to integrate the requirements of the Core Program with those of the state standards.

**Section 4**

The TEAC will have regularly scheduled meetings each semester.

## **Section 5**

The TEAC members have the following responsibilities:

1. to advise the majors in their designated fields, both as to licensing and graduation requirements;
2. to sign registration schedules;
3. to communicate to their constituencies the various requirements of the teacher education patterns of preparation;
4. to develop and communicate the aims and objectives of the specific programs;
5. and to aid in the development of curriculum patterns so that College requirements and licensing needs are met.

To aid the representatives in their counseling duties, the chairperson of the TEAC will furnish each adviser with the following:

1. A list of students completing teacher education in the specific field
2. A summary of objective test data and other pertinent information for each student.

## **Section 6**

Appeals and due process:

The Teacher Education Advisory Committee (TEAC) is the ordinary appeal board for Education students. Students may appeal in writing any decision of the Education Division. Once an Education Division decision has been challenged by the student, the appeal must be heard within five (5) class days. The TEAC, having heard the appeal, must deliver its advisement to the Education Division within 2 class days. Should the TEAC be unable to meet the specified time requirement, the Chairperson of the Education Division must have the approval of the Vice President of Academic Affairs to delay the decision. The Division will then communicate its final decision to the student. Further appeals can be sent to the Vice President of Academic Affairs.

## **Section 7**

Once adopted, this document may be modified at any time by a two-thirds vote of the TEAC. A two-thirds vote of the TEAC is also required for initial adoption.

## **Section 8**

During any meeting of the TEAC no absentee votes will be accepted. Only those present and participating are eligible to vote.

## STANDARDIZED TESTING

1. All teacher candidates who desire to become certified and licensed teachers in Indiana need to take and earn passing scores on the Praxis I and Praxis II Exams.
2. Saint Joseph's College requires all teacher candidates to pass the Praxis I by February of their Entrance Interview and pass the area Praxis II test prior to Student Teaching.
3. Praxis I booklets and application forms may be obtained from the Education Division.
4. Teacher candidates wishing to be licensed in states other than Indiana **MAY** be required to take an additional Standardized Exam for that particular state.
5. All test scores **MUST** be sent to Saint Joseph's College and the Indiana Department of Education. Make sure you fill in the appropriate space on your application and/or exam forms indicating SJC and IPSB as the recipients of your scores (**Box 11 - SJC R1697 and IPSB R7238**). Failure to follow this procedure may result in your needing to send additional money to obtain your scores and delay your admittance into the TEP and/or Student Teaching.

## NCATE FACTS

### NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

The National Council for Accreditation of Teacher Education, founded in 1954, accredits schools, colleges and departments of education in higher education institutions that provide professional preparation for teachers and other school specialists.

1. The U.S. Department of Education recognizes NCATE as the only authorized accrediting body for schools, colleges, and departments of education in higher education.
2. NCATE sets national standards that help assure quality in the preparation of professional school personnel. Classroom teachers help set these standards and implement the accreditation process.
3. Only 657 of more than 1200 schools, colleges and departments of education in colleges and universities are professionally accredited.

### BENEFITS OF PROFESSIONAL ACCREDITATION

1. Assures the public and prospective students that the institution has met external standards set by professionals in the field.
2. Improves the quality of Education programs, as they modify requirements to reflect changes in knowledge and practice.
3. Provides a common set of national standards for preparation of teachers and other school specialists.

Listed at the website below are the phone numbers of superintendents and principals of schools that most frequently cooperate with Saint Joseph's College's Teacher Education Program.

<http://www.doe.in.gov/publications/schooldirectory.html>

Education Division staff members may be reached at the following numbers:

	<u>Office</u>	<u>Home</u>	<u>E-Mail</u>
Dr. Jennifer Barce	219-866-6384	765-884-8624	<a href="mailto:jenniferb@saintjoe.edu">jenniferb@saintjoe.edu</a>
Dr. Jerry McKim	219-866-6438	219-866-5211	<a href="mailto:jmckim@saintjoe.edu">jmckim@saintjoe.edu</a>
Dr. Karen Venditti	219-866-6227	219-662-8932	<a href="mailto:karenv@sainjoe.edu">karenv@sainjoe.edu</a>
Dr. Thomas Ryan	219-866-6232	219-866-8907	<a href="mailto:tryan@saintjoe.edu">tryan@saintjoe.edu</a>
Dr. Lana Zimmer	219-866-6217	219-866-7667	<a href="mailto:lanaz@saintjoe.edu">lanaz@saintjoe.edu</a>
Ms. Karen Marr	219-866-6242		<a href="mailto:karenm@saintjoe.edu">karenm@saintjoe.edu</a>
SJC FAX (CEC Rm. 230)	219-866-6300		

#### **ADJUNCT FACULTY:**

Cheryl Bell	219-789-6025		<a href="mailto:cabell@att.net">cabell@att.net</a>
Linda Yozman	219-987-2789	219-987-7747	<a href="mailto:lyozman@kv.k12.in.us">lyozman@kv.k12.in.us</a>

## EMERGENCY ROAD INFORMATION:

Indiana State Police - Jasper & Newton Counties	800-552-8917
Lowell (Lake County)	219-696-6242
Lafayette/West Lafayette	765-463-1611
Indiana State Highway Garage - Rensselaer	219-866-7422
Jasper County Highway Garage - Rensselaer	219-866-5523

## RADIO STATIONS THAT ANNOUNCE SCHOOL CLOSINGS AND DELAYS:

CITY	CALL LETTERS	CALL NUMBERS
Chicago	WMAQ	670 AM
Chicago	WGN	720 AM
Chicago	WBBM	780 AM
Chicago	WLS	890 AM
Kankakee/Bourbonnais	WBUS	99.9 FM
Knox	WKVI	99.3 FM
Lafayette	WASK	1450 AM
Lafayette	WAZY	96.5 FM
Lafayette	WEZV	95.3 FM
Lake Country	WJOB	1230 AM
Porter County	WLJE	105.5 FM
Porter County	WAKE	1500 AM
Rensselaer	WRIN	1560 AM
Rensselaer	WLQI	97.7 FM

## TV STATIONS THAT ANNOUNCES SCHOOL CLOSINGS:

Lafayette	WLFI-TV	Channel 18
Saint Joseph's College	WPUM-TV	Channel 4

## PLE Field Disposition Form

SJC Teacher Candidate: \_\_\_\_\_

Circle One: Elementary Education OR Secondary Education

Classroom Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Circle Course Number: EDC 111, 121, 211, 222, 311, 321, 322

Classroom Information:

ELL/ENL Student(s) YES / NO

Student(s) with IEPs YES / NO

Please indicate if you would like a formal certificate of participation YES / NO

Please use this code to mark your responses on the form. Your options are as follows:

**NA – Not Applicable** or not observed this semester

**U – Unsatisfactory.** The teacher candidate frequently did not meet this expectation; it is unlikely that you would want this student to participate in your classroom in the future.

**B – Beginning.** The teacher candidate was able to meet most of the expectations with support and guidance. Skills and abilities are still developing; the student makes earnest effort to meet expectations.

**C – Competent.** The teacher candidate was able to meet all of the expectations and was a positive contribution to your classroom environment. You would welcome this student back to your classroom and/or recommend him/her to a colleague.

**E – Excellent.** The teacher candidate was able to demonstrate exceptional ability or performance. *This rating should be reserved for special recognition of outstanding ability.*

## Section A: Professionalism

1. The Teacher Candidate is a positive role model to students.

NA		U		B		C		E	
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2. The Teacher Candidate dresses professionally.

NA		U		B		C		E	
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3. The Teacher Candidate maintains professional levels of student confidentiality.

NA		U		B		C		E	
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4. The Teacher Candidate is punctual, attends when scheduled, or notifies the school in advance if an unavoidable absence must occur.

NA		U		B		C		E	
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## Section B: Leadership

1. The Teacher Candidate initiates interactions in the classroom.

NA		U		B		C		E	
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2. The Teacher Candidate asks relevant questions of the classroom teacher and other school professionals.

NA		U		B		C		E	
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3. The Teacher Candidate seeks to expand opportunities for involvement in the classroom.

NA		U		B		C		E	
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## Section C: Empathy

1. The Teacher Candidate can communicate effectively with all students.

NA		U		B		C		E	
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2. The Teacher Candidate actively supports all students' achievement.

NA		U		B		C		E	
----	--	---	--	---	--	---	--	---	--

3. The Teacher Candidate offers encouragement and shows respect to all students.

NA		U		B		C		E	
----	--	---	--	---	--	---	--	---	--

## Comments:

Classroom Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher email address: \_\_\_\_\_

*PLEASE SEND ANY ADDITIONAL COMMENTS OR CONCERNS TO: [jbarce@saintjoe.edu](mailto:jbarce@saintjoe.edu)*