



Education

Field Experience Handbook

www.wartburg.edu/education

Wartburg College Education Department

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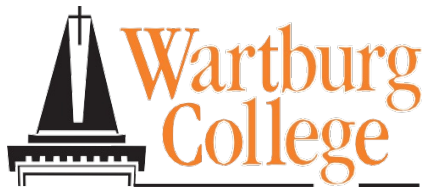
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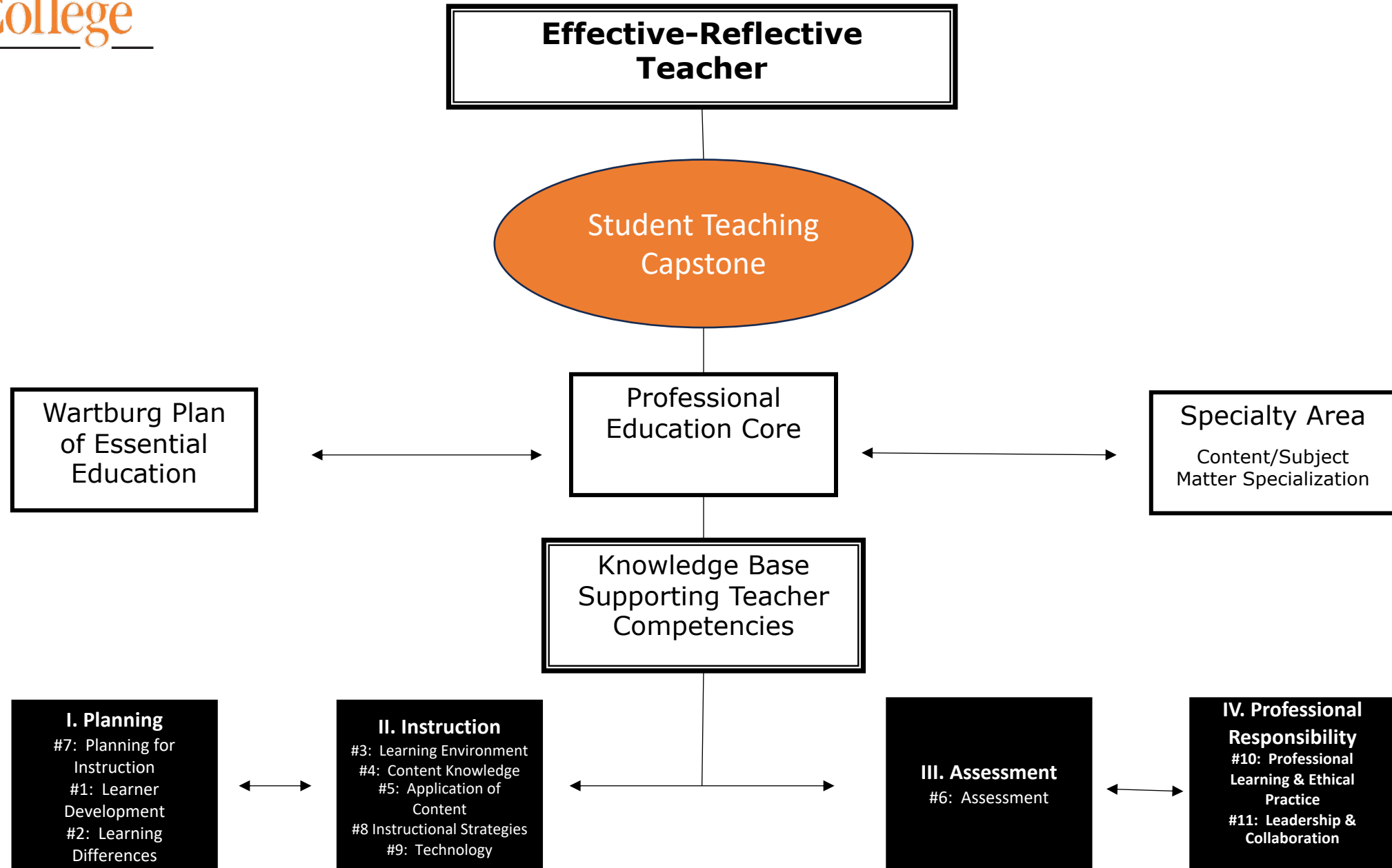
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Table of Contents

Education Department Faculty & Staff	Slide 2, 3	Assessment	Slide 13
Table of Contents	Slide 4	Intervention	Slide 14
Wartburg Teaching Education Model	Slide 5	FE Courses, Descriptions, & Expectations	Slide 15-24
Introduction	Slide 6	Notice of Concern	Slide 25
Wartburg Teacher Education Program (TEP)	Slide 7	Reflective Practices for Positive Dispositions Model	Slide 26
Mission	Slide 7	Teacher Education Confidentiality Statement	Slide 27
Dispositions of Effective/Reflective Teachers	Slide 8	Code of Ethics	Slide 28-34
Field Experience (FE)	Slide 10	Courses Reflecting FE	Slide 31-34
Objectives	Slide 10		
Background Check	Slide 10		
Placement Procedures	Slide 11		
Diversity Requirement	Slide 11		
Roles & Responsibilities	Slide 11, 12		



WARTBURG TEACHER EDUCATION MODEL



Introduction

- The purpose of this manual is to provide information regarding the field experiences to be completed during respective majors in the Wartburg Teacher Education Program (TEP). All Education majors should read this handbook carefully to determine the goals, requirements, policies, and responsibilities as they continue through the TEP toward program completion and licensure. Students accepted into the TEP will adhere to policies and procedures identified in the College Catalog, Student Handbook, Field Experience & Student Teaching Handbooks, and the Wartburg College Honor Code.

The Wartburg Teacher Education Program (TEP)

- **Mission Statement of the TEP**

The mission of Wartburg's Teacher Education Program (TEP) is to develop the talents and abilities of students to become effective and reflective teachers in lives of professional service and leadership as an expression of their faith and learning. A primary purpose of teaching is to be of service to the students and families in the schools and communities.

The Wartburg College of Education is committed to excellence in teacher preparation. The Effective-Reflective Teacher model focuses on the integration of knowledge, skills, and professional dispositions to establish a base supporting teacher competency. (See Previous Slide 5.) Students in the TEP at Wartburg are expected to develop and demonstrate, through performance assessment in quality classrooms and field experiences at all levels, the integrated knowledge, skills, and dispositions needed to become committed effective-reflective teachers. The impact future teachers will have on Preschool – 12th grade student learning is also assessed throughout the field experience and student teaching placement requirements.

The Iowa Department of Education uses 11 preparation standards from the Interstate New Teacher Assessment and Support Consortium (InTASC). In the 2016-2017 AY, Wartburg Education adopted these standards as a measure for our teacher preparation program. These standards address teacher skills and knowledge required for Effective-Reflective instruction for the 21st Century.

https://educateiowa.gov/sites/default/files/documents/IowaTeachingStandardsAndCriteria_0.pdf

- **The Wartburg Knowledge Base Performance Record (InTASC Standards)**

- I. Planning**

#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.

#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, emotional, and physical areas, and designs and implements developmentally appropriate & challenging learning experiences.

#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.

- II. Instruction**

#3: Learning Environments-The teacher works with others to create environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.

#4: Content Knowledge-The teacher understands the central concepts, tools of inquiry, and structures of the disciplines they teach and creates learning experiences that make the disciplines accessible and meaningful for all learners to assure mastery of the content.

#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 and global issues.

#8: Instructional Strategies-The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content areas and their connections to build skills to apply the knowledge in meaningful ways.

#9: Technology-The teacher effectively integrates technology into instruction to support student learning.

- III. Assessment**

#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 decision making.

The Wartburg Teacher Education Program (TEP) continued

- **The Wartburg Knowledge Base Performance Record (InTASC Standards) continued.**

IV. Professional Responsibility

#10: Professional Learning & Ethical Practice-The Teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, community), and adapts practice to meet the needs of the learner.

#11: Leadership & 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.

The Iowa Core Curriculum/Academic Standards <https://educateiowa.gov/iowa-academic-standards>

- A state-wide effort to improve teaching and learning to ensure that all Iowa students engage in a rigorous and relevant curriculum, is integrated throughout education major core courses. Instruction using the Iowa Core Curriculum assures that Wartburg pre-service teachers/student/candidates are aware of and incorporate complex thinking processes, 21st century skills, and essential subject matter in their teaching.

- **Dispositions of Effective-Reflective Teachers**

The Wartburg Education Department defines *dispositions* according to the National Council for the Accreditation of Teacher Education (2002): *Dispositions* are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.”

With this definition in mind, the following dispositions are evaluated throughout a students entire Teacher Education Program, including Field Experiences and Student Teaching:

1. Values

- Elicits a positive Response*
 - Projects a pleasant image
 - Participates willingly
 - Respects all opinions
- Believes that all children can learn
 - Encourages participation from all
 - Shows commitment to all
 - Writes and adapts lessons to all

The Wartburg Teacher Education Program (TEP) continued

- **Dispositions of Effective-Reflective Teachers**

1. Values continued

- Values multiple aspects of diversity
 - Accepts all diversity
 - Challenges biased opinions
 - Incorporates cultural learning

2. Commitments

- Shows promise for being an effective-reflective teacher
 - Exhibits passion
 - Asks questions and makes decisions
 - Learns from previous experiences
- Leads and serves within the classroom
 - Takes Initiative
 - Demonstrates classroom control
 - Serves as a positive role model
- Shows responsibility for being present and ready for assigned tasks
 - Is present, prompt, prepared
 - Understands needs of self and group
 - Plans for absence

3. Professional Ethics

- Exhibits professional qualities in dress and behavior
 - Dresses appropriately for the experience
 - Uses appropriate language
 - Maintains teacher/student boundaries

- Balances professional demands with personal needs
 - Balances classroom work and personal life
 - Acts responsibly in and out of the classroom
 - Manages time to complete required tasks
- Begins to establish professional advocacy
 - Participates in a professional education organization
 - Learns from experts in the field
 - Shows an awareness of legislative issues

Each of the above dispositions is reflected in the Wartburg College Education Department's Knowledge Base as part of the conceptual framework. The Reflective Practices for Positive Dispositions model displays these dispositions. (Slide 26)

Field Experience

Field Experiences (FE) help students explore their intended career path while working alongside students and mentored by experienced professionals. As early as the first year, Wartburg students become involved with teaching activities for PK – 12th classrooms. FE may be completed in an Elementary or Secondary classroom to help assess the Education Student's interests and abilities in teaching. Methods courses emphasize instructional planning, a variety of teaching strategies, and technology integration. It is through FE that students come to understand the demands of teaching and whether their abilities, needs, and interests correspond with the profession. Students receive either a Pass or Fail rather than a letter grade on their transcript for separate FE courses.

- **Objectives**

There are four key identified objectives that serve as guidelines for helping students become effective and reflective teachers:

- Gain greater insight into the professional responsibilities of a classroom teacher. (Instructional strategies, classroom management, documentation, and assessment/evaluation).
- Gain professional understanding and practical teaching experience through observation, planning, and practice under the guidance of an experienced teacher.
- Provide opportunities to integrate classroom concepts and pedagogy into practice in an engaging and active way, which is differentiated to meet the individual needs of children.
- Gain experience working with colleagues in the school setting and develop deeper insight into the climate and culture of schools.

- **Field Experience Background Checks**

All Education Students must complete the Single Contact Repository (SING) background check before they can participate in any field experience or practicum. SING is a one-time requirement that paired with self-reporting of subsequent criminal charges, will cover the student through the Wartburg TEP until the national FBI background check is done at Licensure.

The SING background check is an online system that completes an Iowa background check for convictions, including deferred judgements, through the Iowa Department of Criminal Investigation (DCI). SING also verifies that the student is not on either the Iowa Child Abuse Registry or the Sex Offender Registry. The cost is \$15 and is assessed as a class fee for ED 100/181 – Foundations of American Education. Some of our students transfer this course in when coming to Wartburg, so the Department will try to catch this and have a student complete during ED 215 – Psych. Of the Exceptional Child. Further information concerning FE background checks will be covered in class and are available on the Education Website.

<https://www.wartburg.edu/education/>

Field Experience

- **Placement Procedures**

Students are placed in contracted, partnering school districts to fulfill the required hours for their field experiences per each course specification. These partnerships are coordinated between the Education Office and the school district's Administration. Once Principals give their approval, the Wartburg Office Coordinator and Partnerships Coordinator work together to place students in the best situation possible for their needs. Partnering districts are within a 40-mile radius of campus and students may need transportation to get to these host schools. Helpful forms and information can be found on our website:

<https://www.wartburg.edu/education/>

The School Partnerships Coordinator requests FE placements in a partner district. Wartburg students should **NOT** contact schools regarding their placements until specified to do so by their faculty, professor., the Partnerships Coordinator.

Changes in placements will not be made unless extenuating circumstances develop. Such changes will be initiated by the School Partnerships Coordinator who will work with the course professor and the partnering schools.

- **Diversity Requirement**

Students must complete 25-hours of field experience in a culturally diverse classroom setting. This requirement is called Diversity. "Diversity" is defined in two ways. First, diverse settings include districts that are demographically (race, ethnicity, SES) diverse. Some of the local area school districts that meet this diversity include: Waterloo, Charles City, Oelwein, Des Moines, and Hampton. Outside of Iowa, this would include Colorado as well. The second aspect of diversity would include a school district different than the K-12th experience of the candidate.

- **Roles and Responsibilities**

The role of the host field experience teacher is crucial for effective learning by our student. The Wartburg student will turn to their host teacher for ideas, guidance, critique, and recommendations. This host field experience teacher will play an important part in shaping the personal and professional development of the student. The Wartburg Education Department suggests the following responsibilities for the host teacher, keeping in mind the challenge it requires.

- Familiarize and integrate the Wartburg student into the classroom as appropriate, as soon as they are able.
- Coordinate a schedule of attendance with the FE student.
- Discuss opportunities for the FE student to be actively engaged in, during class. Be specific with directions and expectations.
- Provide opportunities for the FE student to observe effective teaching.
- Provide support and guidance for the development of appropriate classroom management strategies.

Field Experience

- **Roles and Responsibilities cont.**

- Provide feedback (both written & oral) to assist the Wartburg student in identifying their strengths and areas of focus to improve.
- Sign the time-log sheet daily and the final total.
- Contact the Education Department with any questions, concerns, or problems at any time during the placement.
- Complete evaluations. Some will have just a final and others will also need a midterm evaluation. This depends on the number of hours they are present. Please share the evaluation with the student and submit. You will be sent a link to the EmailMeForm document at the time you are told who you will be hosting. All forms are also located on the Education Website.

<https://www.wartburg.edu/education/#FE-options>

The Wartburg field experience student is placed at a school site for the purpose of becoming familiar with curriculum, understanding techniques, and observing the interactions at a school. Content knowledge, teaching skills, professional dispositions, and understanding the impact teaching can have on a student learner is important and strengthened throughout this placement. It is expected that all Wartburg students who enter the Teacher Education Program (TEP) treat confidential information they may have access to during their FE, Practicum, and/or Student Teaching, private and according to the Confidentiality Statement they sign during ED 100/181 Foundations of American Education. (If this course is transferred in, the Wartburg student will sign upon entry into their first FE held at Wartburg. (See slide ____ for reference to the Confidentiality Statement.)

All FE students at Wartburg want a rewarding experience. This happens when the Wartburg student meets the following responsibilities:

- Be familiar with, and explain to the host teacher, the specific objectives of the field experience/course.
- Adhere to the rules and philosophy of the host teacher's school district and realize that they are a guest in this assigned school.
- Understand and follow the rules and regulations established by the Code of Ethics based on the Iowa Code Chapter 272 adopted by the State of Iowa Board of Education Examiners.
- Be prompt, courteous, and dependable. Represent Wartburg well. Without exception, notify the host teacher immediately if an absence is unavoidable. If you are scheduled to attend their classroom, go without excuse.
- Dress, act, and look professional. Follow the school district's dress code. Professional demeanor in terms of attire, actions, and language is expected. Do not tinker with cell phone during your time in the classroom.
- Come prepared for a variety of roles as specified. Small/Large group teaching, individual tutoring, checking papers, bulletin board constructing, etc.
- Be ready with materials to teach a lesson plan if assigned.
- Share the lesson plan with the host teacher prior to the delivery.
- Accept feedback both good and bad and learn from your effectiveness and your weaknesses.
- Be ready to discuss possibilities for other assignments.
- Fill out the time-log daily, one for each FE. You may not double up hours for separate courses.

Field Experience

The Wartburg School Partnerships Coordinator (SPC)/Office Coordinator work closely with partnering schools, administrators, and teachers to secure classrooms for field experience placements. The following are the responsibilities of the School Partnerships Coordinator/Office Coordinator:

- Maintain contracts with school districts.
- Send contracts every four-years to school districts to continue their partnership with Wartburg College.
- Arrange field experiences through local school districts after obtaining administrator approval.
- Maintain communication with teachers and building administrators.
- Facilitate cooperative understanding and resolutions on issues of placement that may occur.
- SPC visits FE placements to observe and provide feedback to Wartburg students.

Course Faculty/Professors, with the assistance of the Education Office Coordinator, monitor the FE student's performance evaluations, hour completion, and learning experiences connected to course outcomes. If a FE evaluation reflects poorly on a Wartburg student's performance, a Notice of Concern will be completed. See Slide 25 for a copy of this form. After the Notice of Concern (NOC) has been initiated, steps for an intervention process will be defined for successful completion of the field experience. The Notice of Concern is kept in the student's file in the Education Office. When students meet the FE requirements and expectations, faculty assign a grade of "Pass". NOC is also mentioned in its own section to follow.

- **Assessment**

Links to all evaluation forms are sent to hosting field experience teachers at the beginning of the term. Links are also available on the Wartburg Education Website: <https://www.wartburg.edu/education/#FE-options>

Hosting teachers either fill out a midterm and final evaluation or just a final. Once the online evaluation is completed, digital copies of the forms are automatically sent to the Office Coordinator, Professor and SPC. Performance by Wartburg students are monitored and hard copies kept in student's permanent file.

Professors/Faculty oversee all their course field placements. They supervise the completion of candidate's hours, quality of clinical-related assignments connected to the course, and successfully demonstration all of the FE responsibilities.

Upon successful completion of all FE requirements, students receive a "Pass" grade rather than a letter grade. In order to Pass the FE, Wartburg students must ensure that any evaluations are submitted by the host teacher and that the time-log is signed by the teacher and submitted to the Education Office. Be sure to total the hours and get host teacher's signature on that line as well.

Field Experience

- **Intervention/Notice of Concern (NOC)**

An Intervention/Notice of Concern may be recommended for a Wartburg student demonstrating a significant weakness in any area of the College Knowledge Base Performance components mentioned on Slides 8 and 9.

Intervention/NOC may be recommended by any advisor, professor, faculty, or the SPC, observing the student's field experience performance.

Should a Wartburg student, pre-service teacher candidate, receive a low evaluation score of a "1" on their evaluation form, a Notice of Concern (Slide 7) will be written and added to the permanent student file. The student will be notified, and a plan will be established for improvement toward the goal of a "Passing" grade. Discussion will ensue about performance, communication concerns and specific goals and expectations outlined for improvement. Wartburg's SPC can provide additional support to this pre-service teacher candidate throughout their educational journey if necessary.



Field Experience Courses, Descriptions, & Expectations

- **Foundations of American Education (ED100/181)**

ED 181 is a 25-hours field experience that accompanies ED 100. This is generally the first field placement of an Education student's Wartburg journey. While students are new to the field, they have had conversations in class regarding course expectations and are expected to exhibit professionalism, have intelligent conversations with their host teachers, and interact with students in the classroom with respect. In addition to reflective exercises students complete for class, they are encouraged to design a lesson plan and teach a lesson or partial lesson to their classroom upon discussion and host teacher agreement. Providing class time and relevant content for this lesson is helpful for the Wartburg student's development. Any interaction with students in the classroom that the host teacher deems appropriate is appreciated.

Foundations of American Education is offered in both the Fall and Winter Terms. It requires 25-hours in the field and for paperwork the student is responsible for a time-log sheet, mid-term and final evaluation sheet, and some reflectioning.

- Objectives of ED 181 FE include: To Observe different teaching styles & roles, Interact with students individually and/or in small group settings, Experience routine teaching responsibilities like grading-recess duty-discipline, etc., Reflect on personal and professional teaching attributes.

ED 100/181 Evaluation Link:

<https://www.emailmeform.com/builder/form/v3G7M0lq7z3b>

Students in ED 100 are learning about the responsibilities and roles of a classroom teacher. As 1st-year students in the Wartburg Teacher Education Program, it is expected that they will demonstrate growth throughout the semester. 2's or 3's at mid-term will hopefully become 3's and 4's by the final evaluation. Any time a hosting teacher indicates a "1" on an evaluation, the Education Department will address this concern with the student. If any "1's" appear on a final evaluation, a Notice of Concern will be completed and put in their permanent file. This also may result in failure of the FE portion of the course.

Evaluation Criteria:

- Planning
- Instruction
- Assessment
- Professional Responsibilities
 - Inquires about an effective classroom learning environment
 - Takes initiative to interact with diverse students
 - Demonstrates effective verbal and nonverbal communication
 - Develops a professional relationship with students
 - Shows responsibility for being present & ready for assigned tasks
 - Exhibits professional qualities in dress & behavior
 - Elicits a positive response from others
 - Leads & serves within the classroom
 - Shows promise for being an effective and reflective teacher

Field Experience Courses, Descriptions, & Expectations

- **English as a Second Language (ESL/ELL) Field Experience ED 473/173**

ED 173 is a **30-hour** field experience that accompanies the course, Methods and Pedagogy in PreK-12th ESL – ED 473. For the perfect situation, this would be 15-hours in an elementary setting and 15-hours in a secondary placement.

For many Wartburg Education students, this is the first or possibly the only ESL related FE they will encounter. Therefore, they are encouraged to interview and observe the teacher first and then start getting more involved. Conversations with teachers and interaction with classroom students would be at optimal levels. Wartburg students are encouraged to inquire about the methods and assessment practices used in different ESL settings. In addition to reflective exercises, students complete for class, it is preferred that they prepare 3-5 lesson plans, and teach a lesson in their classroom following their host teacher's guidance. Revise/reflect on the lesson plans created based on the feedback from the host teacher and course professor/faculty.

It is appropriate for students to work with individual students, based on that student's needs and inquire about appropriate assessment practices.

Providing class time and relevant content for this lesson is helpful and appreciated for the pre-service teacher's growth and development. Any interaction with students as deemed appropriate by the host teacher, is appreciated.

This course is offered in the Winter term. A time log, midterm and final evaluation are required.

ED 473/173 Evaluation Link:

<https://www.emailmeform.com/builder/form/aUOnLYtsp94MJ9k2>

Evaluation Criteria:

- Arrives on time, is prepared and ready to teach
- Dresses, talks and interacts with respect for the profession, host teacher, and students
- Develops appropriate lesson plans with clear objectives
- Activates prior knowledge & encourages active student engagement
- Creates a positive atmosphere for teaching and learning
- Uses informal & formal assessment strategies to assess and/or facilitate student learning
- Elicits a positive response from others
- Improves based on host teacher feedback and reflection
- Reflects on teaching strengths & weaknesses
- Shows promise for being an effective/reflective ESL teacher
- Leads and serves within the classroom

Field Experience Courses, Descriptions, & Expectations

- **Introduction to Mild & Moderate Disabilities**

ED 284 is a **25-hour** FE that accompanies ED 214, Mild and Moderate Disabilities. This experience is vital to Education students pursuing a special education endorsement/minor. It is one of the first courses for special education in a five-course block taken over a two-year timeframe. Professionalism, conversations with teachers, and interaction with students is expected to be at optimal levels of performance. In addition to reflective exercises students complete for class, Wartburg students are required to teach at least one lesson in the classroom during their 25-hour time. Providing class time and relevant content for this lesson is helpful for the pre-service teacher candidate's development. Interaction with students in the classroom is encouraged and appreciated, with approval of the host teacher.

Introduction to Mild & Moderate Disabilities is the second special education course for any Wartburg pre-service teacher as they work toward an endorsement in Special Education. This endorsement is usually completed by a student's 2nd or 3rd year of the Teacher Education Program. It's expected that students will gain considerable growth in special education considerations throughout the semester. Any 1's received on the final evaluation from the hosting teacher, may result in the student failing this course, plus a Notice of Concern will be completed and put in their permanent file.

This course is offered in the Fall term. There is a midterm and final evaluation, plus a time log sheet to be completed.

ED 214/284 Evaluation Link:

<https://www.emailmeform.com/builder/form/Oy2d7ZRqdm3vae8d5Sxfd128I>

Evaluation Criteria:

- Planning
- Instruction
- Assessment
- Professional Responsibilities
 - Observes different teaching strategies and styles
 - Interacts with students individually or in small or large group settings
 - Recognizes individual characteristics
 - Develops an awareness of instructional opportunities for diverse learners
 - Reflects on personal and professional teaching attributes

Field Experience Courses, Descriptions, & Expectations

- **Psychology of the Exceptional Learner**

ED 215 is a requirement of all Education majors at Wartburg. Embedded within this course is a required **10-hour** field experience. Students in this course observe and assist classroom students or adults who are considered exceptional persons. Our students will be required to complete a lesson for at least one student or a small group of students within the 10-hour field experience. The lesson topic will be something the host teacher recommends. Remaining hours will be used to help in the classroom by reading to students, tutoring, organizing host teacher materials, etc.

Psych of the Exceptional Learner is the core special education course for all Wartburg pre-service teachers. Usually, students are in their 2nd year on campus and in the Teacher Education Program. It is expected that students will demonstrate growth about special education considerations throughout the semester. Any 1's received on the evaluation will result in a Notice of Concern being completed and kept in the student's permanent file plus possible failure of this portion of the course.

ED 215 is offered in the Fall and Winter Terms. A verification of hours sheet and final evaluation is required.

ED 215 Evaluation Link:

<https://www.emailmeform.com/builder/form/18cgc82R8KF1h6Uad74XAHs>

Evaluation Criteria:

- Planning
- Instruction
- Assessment
- Professional Responsibilities
 - Inquires about an effective classroom learning environment
 - Takes initiative to interact with diverse students
 - Demonstrates effective verbal and nonverbal communication
 - Develops a professional relationship with students.
 - Shows responsibility for being present and ready for assigned tasks
 - Exhibits professional qualities in dress and behavior
 - Elicits a positive response from others
 - Leads and serves within the classroom
 - Shows promise for being an effective and reflective teacher

Field Experience Courses, Descriptions, & Expectations

- **Teaching in the Secondary School**

ED 230 develops topics introduced in ED 100, while the focus is more specifically on 7th-12th grade instruction, trends and professional responsibilities within the teaching profession. ED 282 is a **30-hour** field experience that accompanies ED 230. Host teachers may have Wartburg students work with individuals or small groups or perform tasks as deemed appropriate based on the pre-service teacher's ability. Guiding student discussion toward best instructional practice, planning, assessment, professional development, and professional responsibilities, aids in growth in understanding of teaching at this level/secondary setting.

Students in ED 230/282, Teaching in the Secondary School, are learning about the responsibilities and roles of a secondary teacher. Usually 2nd-year students in the Wartburg Teacher Education Program, it is expected that they will demonstrate growth throughout the semester. 2's or 3's at mid-term will hopefully become 3's or 4's by the final evaluation. However, any time supervising teachers indicate a "1," the Education department will address this concern with the student. Any "1's" on the final evaluation may result in the student receiving a 'Notice of Concern' in their permanent file and potentially failing the field experience portion of the course.

This course is offered in the Fall and has a Time log, midterm and final evaluation.

ED 230/282 Evaluation Link:

<https://www.emailmeform.com/builder/form/jvzS1fr3hICN2UuF03>

Evaluation Criteria:

- Planning
- Instruction
- Classroom Management
- Assessment
- Professional Responsibilities
 - Inquires about an effective classroom learning environment
 - Takes initiative to interact with diverse students
 - Demonstrates effective verbal and nonverbal communication
 - Develops a professional relationship with students.
 - Shows responsibility for being present and ready for assigned tasks
 - Exhibits professional qualities in dress and behavior
 - Elicits a positive response from others
 - Leads and serves within the classroom
 - Shows promise for being an effective and reflective teacher

Field Experience Courses, Descriptions, & Expectations

- **Educational Psychology**

ED 315 is a course required of all 3rd or 4th year Education Majors who have been admitted into the Teacher Education Program at Wartburg. They also must have completed at least one other FE prior to this experience. For many Education students this will be their last FE before they student teach. ED 383 is a 25-hour FE that coincides with Ed. Psych. and is offered in both the Fall and Winter terms. A time log, midterm and final evaluation are required.

Professionalism, advanced conversations with teachers, and the interaction with students should be at optimal levels at this point of the journey to Licensure. It is required to teach a lesson in this FE and the lesson is accompanied by a pre- and post-test so the pre-service teacher can track student learning and the success of their lesson.

As 3rd or 4th-year students in the Wartburg Teacher Education Program, it is expected that students demonstrate increasing aptitude and ability throughout the semester. 2's or 3's at mid-term will hopefully become 3's or 4's by the final evaluation. However, any time supervising teachers indicate a "1," faculty will address this concern with the student. Any "1's" on the final evaluation may result in the student receiving a 'Notice of Concern' in their permanent file and potentially failing the field experience portion of the course.

ED 315/383 Evaluation Link:

<https://www.emailmeform.com/builder/form/q8Z21p57dNU26H9hMyY4X6Kan>

Evaluation Criteria:

- Planning
- Instruction
 - Observe and identify examples of the integration of theory into practice
 - Work directly with individual students, small and/or large groups, focusing on application of the targeted theories and principles.
- Classroom Management
- Assessment
 - Document student learning through assessment
- Professional Responsibilities
 - Inquires about an effective classroom learning environment
 - Takes initiative to interact with diverse students
 - Demonstrates effective verbal and nonverbal communication
 - Develops a professional relationship with students.
 - Shows responsibility for being present and ready for assigned tasks
 - Exhibits professional qualities in dress and behavior
 - Elicits a positive response from others
 - Leads and serves within the classroom
 - Shows promise for being an effective and reflective teacher

Field Experience Courses, Descriptions, & Expectations

- **Reading in the Elementary School (Check with new professor?)**

ED 385 is a **15-hour** FE that accompanies ED 321, Reading in the Elementary School Course. This course is required for all Elementary Education students and is typically completed in their 3rd year. This FE provides pre-service teachers the opportunity to plan numerous lessons, then implement them under the guidance of experienced host teachers.

This experience allows students to observe the teaching of reading, design weekly reading lessons, and teach reading. Lesson plans are linked to national standards, Iowa Core & school's standards/benchmarks as follows:

- Standard #2: Teach a one-to-one or small group lesson
- Standard #3: Modeled reading lesson and fluency
- Standard #4: Shared reading lesson and phonemic awareness (K-1) or phonics (2-6)
- Standard #5: Guided reading lesson and comprehension
- Standard #6: Technology as a tool in reading instruction and word identification or vocabulary
- Standard #7: Content area reading lesson
- Standard #8: Choice of type of reading and component of reading to record/video and reflect
- Standard #9: Teach lesson based on assessment from FE #8
- Standard #10: Running Records (Collaborate w/ teacher to identify a student and appropriate reading selection.) If not appropriate for grade level, do a lesson of choice and practice running records in college class.

This course is offered in the Fall and has the typical three forms required, time log, midterm and final evaluation.

ED 321/385 Evaluation Link:

<https://www.emailmeform.com/builder/form/T3j11cfsr6>

Evaluation Criteria:

- Planning
 - Develops standards-based lesson plans with clear objectives
- Instruction
 - Activates prior knowledge and encourages active student engagement
 - Implements lessons according to plans
 - Creates a positive atmosphere for teaching and learning
- Assessment
 - Uses informal strategies to identify student learning and modify instruction
- Professional Responsibilities
 - Arrives on time, prepared, and ready to teach
 - Dresses, talks, and interacts with respect for the profession, host teacher, and students
 - Elicits a positive response from others
 - Reflects on teaching strengths and weaknesses
 - Improves based on host teacher feedback and reflection
 - Leads and serves within the classroom
 - Shows promise for being a reflective and effective teacher

Field Experience Courses, Descriptions, & Expectations

- **Remedial Reading (Check with new professor.)?**

ED 382 is a **25-hour** FE that accompanies ED 326, Remedial Reading (RR). This FE focuses on diagnostic reading, instruction, and features a case study. Objectives of this course are to assess the reading strengths, weaknesses, and interests of an individual student, develop tutorial lesson plans for instruction of that reader, instruct the reader using a variety of materials and methods, and assess growth of the reader. This course is offered in the winter term and is required for all Education majors seeking their Wartburg reading endorsement.

Typically completed by 3rd-year Education students, the field experience provides students with the opportunity to plan, and engage in, a variety of intervention strategies. As upper-level students in the Wartburg Teacher Education Program, it is expected that students demonstrate increasing aptitude and ability throughout the semester. 2's or 3's at mid-term will hopefully become 3's or 4's by the final evaluation. However, any time supervising teachers indicate a "1," faculty will address this concern with the student. Any "1's" on the final evaluation may result in the student receiving a 'Notice of Concern' in their permanent file and potentially failing the field experience portion of the course.

ED 326/382 Evaluation Link:

<https://www.emailmeform.com/builder/form/c260dM0uU2DihafceBxP8ncCF>

Evaluation Criteria:

- Planning
 - Develops standards-based lesson plans with clear objectives
- Instruction
 - Activates prior knowledge and encourages active student engagement
 - Implements lessons according to plans
- Assessment
 - Uses informal strategies to identify student learning and modify instruction
- Professional Responsibilities
 - Arrives on time, prepared, and ready to teach
 - Improves based on host teacher feedback and reflection
 - Shows promise for being a reflective and effective teacher

Field Experience Courses, Descriptions, & Expectations

- **Middle School Curriculum**

ED 384 is a **30-hour** FE that accompanies ED 361, Middle School Curriculum. In addition to observations within the 5th – 8th grade level, FE students also meet with instructional coaches, administrators, and counselors to learn about the developmentally responsive curricular arrangements at the middle school level.

As 2nd, 3rd, or 4th-year students in the Wartburg Teacher Education Program, it is expected that students demonstrate appropriate skills and strengths for mid-program development. 2's or 3's at mid-term will hopefully become 3's or 4's by the final evaluation. However, any time supervising teachers indicate a "1," faculty will address this concern with the student. Any "1's" on the final evaluation may result in the student receiving a 'Notice of Concern' in their permanent file and potentially failing the field experience portion of the course.

This course and Fe is offered in the fall term of alternating years. (Most recent, Fall 2023, taught by Dr. Rick Snyder. A time log sheet, midterm and final evaluation are required for paperwork.

ED 361/384 Evaluation Link:

<https://www.emailmeform.com/builder/form/75eb9WoxRhgt4cvb0cd600ywE>

Evaluation Criteria:

- Planning
 - Developmentally-appropriate, short- and long-term planning, and differentiating instruction for all learners
- Instruction
 - Demonstrates awareness of various instructional strategies applicable for middle-level learners
 - Inquires about and effective classroom learning environment
- Assessment
 - Discusses evaluation procedures used in middle-level classrooms
- Professional Responsibilities
 - Demonstrates effective verbal and nonverbal communication
 - Show responsibility for being present and ready for assigned tasks
 - Develops professional relationships with students
 - Exhibits professional qualities in dress and behavior
 - Elicits a positive response from others
 - Leads and serves within the classroom
 - Shows promise for being an effective and reflective teacher

Field Experience Courses, Descriptions, & Expectations

- **Teaching Elementary School Math (check with new professor?)**

MA 312 is required by all Elementary Education majors.

MA 312 Evaluation Link:

<https://www.emailmeform.com/builder/form/iLA3pD8cCd5eRddGzbVs0fE>

Evaluation Criteria:

- Planning
- Instruction
- Assessment
- Professional Responsibilities

Notice of Concern



STUDENT NAME:

ID #:

COURSE:

YEAR:

TERM:

DISPOSITION(S):

SCORE(S) RECEIVED:

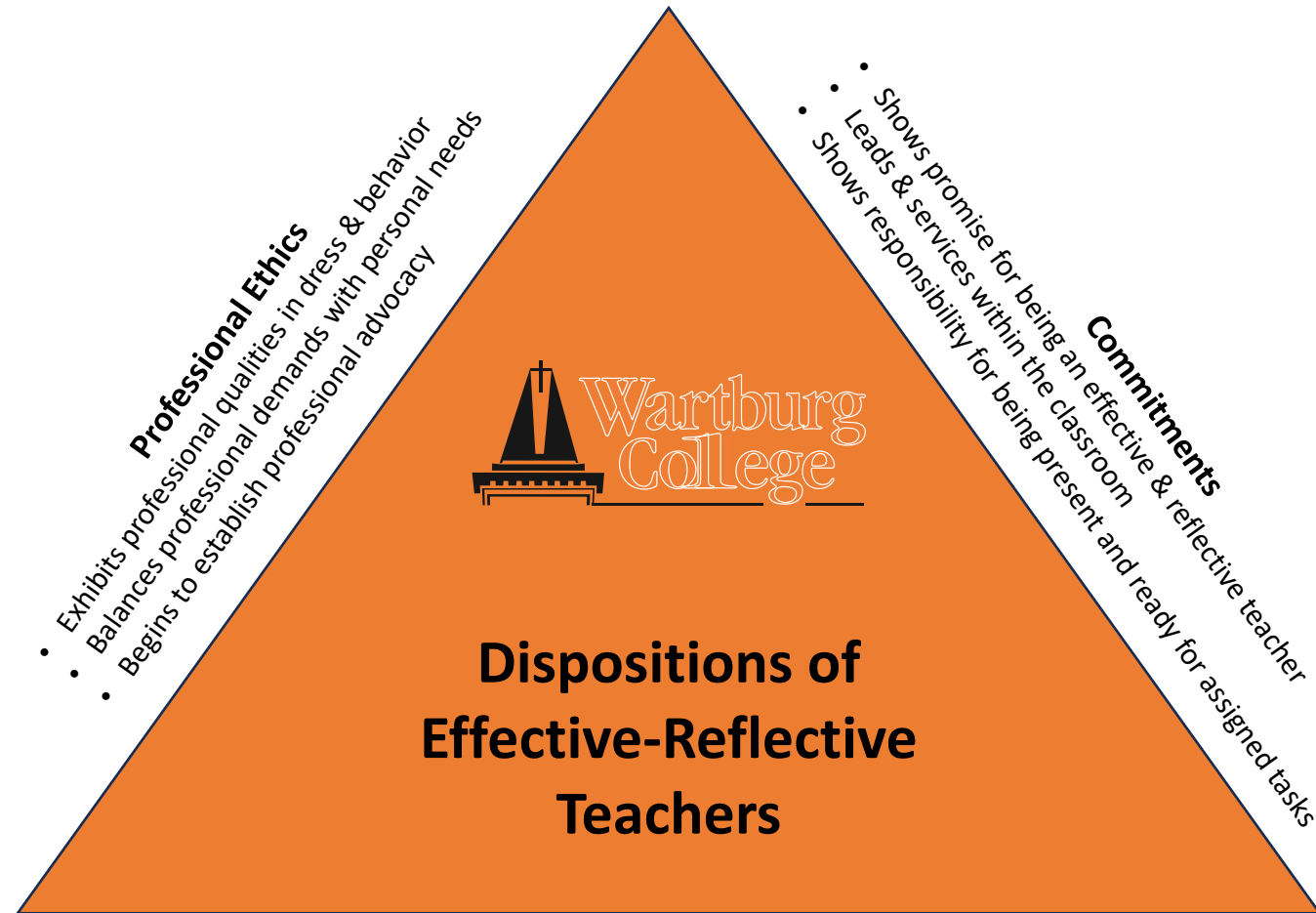
	UNSATISFACTORY	EVOLVING	PROFICIENT	EXEMPLARY
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

COMMENTS:

NEXT STEPS:

COURSE INSTRUCTOR SIGNATURE: _____ Date: _____

Reflective Practices For Positive Dispositions



Values

- Elicits a positive response
- Believes that all children can learn
- Values multiple aspects of diversity



TEACHER EDUCATION PROGRAM CONFIDENTIALITY STATEMENT

Throughout the Teacher Education Program at Wartburg College, I, _____, (Print name)

may have access to child and family information as associated with field experience practicums and/or student teaching. I realize that this information is private and must be kept confidential. I also realize that any unauthorized release of information is highly unprofessional.

Throughout my training in the Teacher Education Program at Wartburg College, I will at no time inappropriately release confidential information. I will abide by the school district's policies focusing on disclosure of such information as well as guidelines governing the Wartburg College Teacher Education Program. If at any time, I observe an incident involving staff, children, and/or families with which I am uncomfortable, I agree to discuss this matter with the Education Department Chair, faculty member, School Partnership Coordinator, or my student teaching supervisor to determine if any action is needed. This does not exempt me from taking action as a mandatory reporter of child abuse.

I understand the release of any unauthorized information, whether about children, families, or the cooperating school district will result in immediate termination from the field experience practicum or student teaching placement. Additionally, further disciplinary action could take place.

Student Signature

ID #

Date

TEACHER EDUCATION POLICY AND FIELD EXPERIENCE MANUAL

I have reviewed the Education Department Program Manual and I am aware of its contents.

Student Signature

ID #

Date

Iowa Board of Educational Examiners Code of Professional Conduct & Ethics

CHAPTER 25 CODE OF PROFESSIONAL CONDUCT AND ETHICS 282 - 25.1 (272) Scope of standards. This code of professional conduct and ethics constitutes mandatory minimum standards of practice for all licensed practitioners as defined in Iowa Code chapter 272. The adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession. 282 - 25.2 (272) Definitions. Except where otherwise specifically defined by law: “Administrative and supervisory personnel” means any licensed employee such as superintendent, assistant superintendent, associate superintendent, principal, assistant principal, associate principal, or other person who does not have as a primary duty the instruction of pupils in the schools. “Board” means the Iowa board of educational examiners. “Discipline” means the process of sanctioning a license, certificate or authorization issued by the Board. “Ethics” means a set of principles governing the conduct of all persons governed by these rules. “Fraud” means knowingly providing false information or representations on an application for licensure or employment, or knowingly providing false information or representations made in connection with the discharge of duties. “License” means any license, certificate, or authorization granted by the Board. “Licensee” means any person holding a license, certificate or authorization granted by the Board. “Practitioner” means an administrator, teacher, or other licensed professional who does not hold or receive a license from a professional licensing board other than the board of educational examiners and who provides educational assistance to students. “Responsibility” means a duty for which a person is accountable by virtue of licensure. “Right” means a power, privilege, or immunity secured to a person by law. “Student” means a person, regardless of age, enrolled in a prekindergarten through grade 12 school, who is receiving direct or indirect assistance from a person licensed by the Board. “Teacher” means any person engaged in the instructional program for prekindergarten through grade 12 children, including a person engaged in teaching, administration, and supervision, and who is required by law to be licensed for the position held. 282 - 25.3 (272) Standards of professional conduct and ethics. Licensees are required to abide by all federal, state and local laws applicable to the fulfillment of professional obligations. Violation of federal, state, or local laws in the fulfillment of professional obligations constitutes unprofessional and unethical conduct which can result in disciplinary action by the board. In addition, it is hereby deemed unprofessional and unethical for any licensee to violate any of the following standards of professional conduct and ethics: 25.3 (1) Standard I—conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse. Violation of this standard includes: a. Fraud. Fraud means the same as defined in rule 282-25.2(272).

Iowa Board of Educational Examiners Code of Professional Conduct & Ethics

b. Criminal Convictions. The commission of or conviction for a criminal offense as defined by Iowa law provided that the offense is relevant to or affects teaching or administrative performance. (1) Disqualifying criminal convictions. The board shall deny an application for licensure and shall revoke a previously issued license if the applicant or licensee has, on or after July 1, 2002, been convicted of, has pled guilty to, or has been found guilty of the following criminal offenses, regardless of whether the judgment of conviction or sentence was deferred: 1. Any of the following forcible felonies included in Iowa Code section 702.11: Child endangerment, assault, murder, sexual abuse, or kidnapping; 2. Any of the following criminal sexual offenses, as provided in Iowa Code chapter 709, involving a child: • First, second or third-degree sexual abuse committed on or with a person who is under the age of 18; • Lascivious acts with a child; • Assault with intent to commit sexual abuse; • Indecent contact with a child; • Sexual exploitation by a counselor; • Lascivious conduct with a minor; • Sexual exploitation by the school employee; • Enticing a minor under Iowa Code Section 710.10; or • Human trafficking under Iowa Code section 710A.2; 3. Incest involving a child as prohibited by Iowa Code section 726.2; 4. Dissemination and exhibition of obscene material to minors as prohibited by Iowa Code section 728.2; 5. Telephone dissemination of obscene material to minors as prohibited by Iowa Code section 728.15; 6. Any offense specified in the laws of another jurisdiction, or any offense that may be prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1)“b”(1); or 7. Any offense under prior laws of this state or another jurisdiction, or any offense under prior law that was prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1)“b”(1). (2) Other criminal convictions and founded child abuse. In determining whether a person should be denied a license or whether a licensee should be disciplined based upon any other criminal conviction, including a conviction for an offense listed in 25.3(1)“b”(1) which occurred before July 1, 2002, or a founded report of abuse of a child, the board shall consider: 1. The nature and seriousness of the crime or founded abuse in relation to the position sought; 2. The time elapsed since the crime or founded abuse was committed;

Iowa Board of Educational Examiners Code of Professional Conduct & Ethics

3. The degree of rehabilitation which has taken place since the crime or founded abuse was committed; 4. The likelihood that the person will commit the same crime or abuse again; 5. The number of criminal convictions or founded abuses committed; and 6. Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety. c. Sexual involvement or indecent contact with a student. Sexual involvement includes, but is not limited to, the following acts, whether consensual or nonconsensual: fondling or touching the inner thigh, groin, buttocks, anus, or breasts of a student; permitting or causing to fondle or touch the practitioner's inner thigh, groin, buttocks, anus, or breasts; or the commission of any sex act as defined in Iowa Code section 702.17. d. Sexual exploitation of a minor. The commission of or any conviction for an offense prohibited by Iowa Code section 728.12, Iowa Code Chapter 709 or 18 U.S.C section 2252A(a)(5)(B). e. Student Abuse. Licensees shall maintain professional relationships with all students, both in and outside the classroom. The following acts or behavior constitutes unethical conduct without regard to the existence of a criminal charge or conviction: (1) Committing any act of physical abuse of a student; (2) Committing any act of dependent adult abuse on a dependent adult student; (3) Committing or soliciting any sexual or otherwise indecent act with a student or any minor; (4) Soliciting, encouraging, or consummating a romantic or otherwise inappropriate relationship with a student; (5) Furnishing alcohol or illegal or unauthorized drugs or drug paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee; (6) Failing to report any suspected act of child or dependent adult abuse as required by state law; or (7) Committing or soliciting any sexual conduct as defined in Iowa Code section 709.15(3)"b" or soliciting, encouraging, or consummating a romantic relationship with any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student. 25.3 (2) Standard II—alcohol or drug abuse. Violation of this standard includes: a. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs or abusing legal drugs. b. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming alcohol. 25.3 (3) Standard III—misrepresentation, falsification of information. Violation of this standard includes: a. Falsifying or deliberately misrepresenting, or omitting material information regarding professional qualifications, criminal history, college credit, staff development credit, degrees, academic award, or employment history when applying for employment or licensure. b. Falsifying or deliberately misrepresenting or omitting information regarding compliance reports submitted to federal, state, and other governmental agencies. c. Falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official inquiry or investigation. d. Falsifying any records or information submitted to the Board in compliance with the license renewal requirements imposed under 282—Chapter 17. e. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

Iowa Board of Educational Examiners Code of Professional Conduct & Ethics

25.3 (4) Standard IV—misuse of public funds and property. Violation of this standard includes: a. Failing to account properly for funds collected that were entrusted to the practitioner in an educational context. b. Converting public property or funds to the personal use of the practitioner. c. Submitting fraudulent requests for reimbursement of expenses or for pay. d. Combining public or school-related funds with personal funds. e. Failing to use time or funds granted for the purpose for which they were intended. 25.3 (5) Standard V—violations of contractual obligations. a. Violation of this standard includes: (1) Asking a practitioner to sign a written professional employment contract before the practitioner has been unconditionally released from a current contract, unless the practitioner provided notice to the practitioner’s employing board as set forth in subparagraph 25.3(5)“b”(2). (2) Abandoning a written professional employment contract without prior unconditional release by the employer. (3) As an employer, executing a written professional employment contract with a practitioner which requires the performance of duties that the practitioner is not legally qualified to perform. (4) As a practitioner, executing a written professional employment contract which requires the performance of duties that the practitioner is not legally qualified to perform. b. In addressing complaints based upon contractual obligations, the board shall consider factors beyond the practitioner’s control. For purposes of enforcement of this standard, a practitioner will not be found to have abandoned an existing contract if: (1) The practitioner obtained a release from the employing board before discontinuing services under the contract; or (2) The practitioner provided notice to the employing board no later than the latest of the following dates: 1. The practitioner’s last work day of the school year; 2. The date set for return of the contract as specified in statute; or 3. June 30.

Iowa Board of Educational Examiners Code of Professional Conduct & Ethics

25.3 (6) Standard VI—unethical practice toward other members of the profession, parents, students, and the community. Violation of this standard includes: a. Denying the student, without just cause, access to varying points of view. b. Deliberately suppressing or distorting subject matter for which the educator bears responsibility. c. Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning. d. Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement. e. Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin. f. Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioner for the practitioner's personal advantage. g. Accepting gifts from vendors or potential vendors where there may be the appearance of or an actual conflict of interest. h. Intentionally disclosing confidential information including, but not limited to, unauthorized sharing of information concerning student academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees shall comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law. i. Refusing to participate in a professional inquiry when requested by the board. j. Aiding, assisting or abetting an unlicensed person in the completion of acts for which licensure is required. k. Failure to self-report to the Board, within 60 days any founded child abuse report, or any conviction for a criminal offense listed in 25.3(1)“b”(1) which requires revocation of the practitioner's license. 41 l. Delegating tasks to unqualified personnel. m. Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations. n. Allowing another person to use one's practitioner license for any purpose. o. Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license. p. Falsifying, forging, or altering a license issued by the board. q. Failure of the practitioner holding a contract under Iowa Code section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed. r. Failure of a school official responsible for assigning licensed practitioners holding contracts under Iowa Code 279.13 to adjust an assignment if the practitioner discloses to the official that the practitioner is not properly licensed for an assignment. s. Failure of an administrator to protect the safety of staff and students. t. Failure of an administrator to meet mandatory reporter obligations. u. Refusal of the practitioner to implement provisions of an individualized education program or behavioral intervention plan. v. Habitual nonparticipation in professional development by the practitioner

Iowa Board of Educational Examiners Code of Professional Conduct & Ethics

25.3 (7) Standard VII—compliance with state law governing obligations to state or local governments, child support obligations, and board orders. Violation of this standard includes: a. Failing to comply with 282—Chapter 8 concerning payment of debts to state or local governments. b. Failing to comply with 282—Chapter 10 concerning child support obligations. c. Failing to comply with a board order. 25.3 (8) Standard VIII—incompetence. Violation of this standard includes, but is not limited to: a. Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the state of Iowa. b. Willfully or repeatedly failing to practice with reasonable skill and safety. These rules are intended to implement Iowa Code section 272.2(1) “a.”

Iowa Board of Educational Examiners Code of Professional Conduct & Ethics

CHAPTER 26 CODE OF RIGHTS AND RESPONSIBILITIES 282–26.1 (272) Purpose. The code of professional conduct and ethics in 282–Chapter 25* defines unprofessional and unethical conduct justifying disciplinary sanction. The board acknowledges that the discharge of professional obligations should occur in recognition of certain fundamental rights and responsibilities. Accordingly, the board recognizes the following rights and responsibilities of all educators licensed under Iowa Code chapter 272 and agrees that the exercise of these rights and responsibilities may present mitigating facts and circumstances in the board’s evaluation of allegations of unprofessional or unethical conduct. 282–26.2(272) Rights. Educators licensed under Iowa Code chapter 272 have the following rights: (1) The educator has a right to be licensed and endorsed under professional standards established and enforced by the board. (2) The educator has a right to refuse assignments for which the educator is not legally authorized, in terms of holding a valid Iowa license with the appropriate endorsement(s) or approval(s). (3) The educator has a right, subject to board and administrator authority, to exercise professional judgment in the evaluation, selection, and use of teaching methods and instructional materials appropriate to the needs, abilities, and background of each student. 282–26.3(272) Responsibilities. Educators licensed under Iowa Code chapter 272 have the following responsibilities: 1. The educator has a responsibility to maintain and improve the educator’s professional competence. 2. The educator has a responsibility to accept only those assignments for which the educator is legally authorized. 3. The educator has a responsibility to provide conditions that are conducive to teaching and student learning. 4. The educator shall protect students from conditions harmful to learning or to health or safety. 5. The educator shall not, without just cause, restrain a student from independent action in the pursuit of learning and shall not, without just cause, deny a student access to varying points of view. 6. The educator shall not use professional relationships with students for private advantage. 7. The educator shall not discriminate against any student on the grounds of race, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin. 8. The educator shall accord just and equitable treatment to all members of the profession. 9. The educator shall keep in confidence personally identifiable information regarding a student or the student’s family members that has been obtained in the course of professional service, unless disclosure is required by law or is necessary for the personal safety of the student or others. 10. The educator who has reasonable basis to believe that a student has been abused, as defined by law, shall make all reports required by law and the Iowa Administrative Code and which are necessary to ensure the safety and well-being of the student. 11. In the administration of discipline, the educator shall treat all students with respect and in compliance with all policies of the school district served by the educator. 12. The educator shall provide accurate, truthful, and complete information to the board and to the local education system concerning all licensure transactions. 13. The educator shall not refuse to participate in a professional inquiry, when requested by the board. 14. The educator shall not require or direct another educator to violate any provisions of the code of professional conduct and ethics or any rights of a student, parent, educator or citizen. 15. The educator shall not delegate tasks to unqualified personnel. These rules are intended to implement Iowa Code section 272.2(1) “a.”

Core Education Courses/Field Experiences Completed by Elementary, Secondary, and PK-12th PE & Music

Individual FE	Point in Program	Number of Hours	Major Requirement	Feedback to Students
ED 181, Field Experience for Foundations of American Education	First Year	25	Observation and participation over semester, 14 weeks. Explore career as a professional educator.	Mid-term and Final Evaluation form completed by hosting teacher. Possible supervision by School Partnerships Coordinator (SPC) and Department faculty.
ED 215 Psychology of the Exceptional Learner	First, Second or Third Year	10	Observation of and interaction with students with exceptionalities, including but not limited to , intellectual, physical, or emotional disabilities or students identified as talented and gifted.	One Evaluation at completion of 10-hours. Department Faculty. (Occasionally. SPC)
ED 383, Field Experience for Educational Psychology	Third or Fourth Year	25	Participates in a PK – 12 th grade school setting. Teaching and documenting student learning.	Assessed by the host classroom teacher for a mid-term and final evaluation. Supervised by department faculty, and possibly SPC.

Elementary and Individual Elementary Endorsements

Individual FE	Point in Program	Number of Hours	Major Requirement	Feedback to Students
ED 320, Teaching Elementary Language Arts	Third Year	6	Subject to new faculty.	Embedded in course requirements if deemed necessary by teaching faculty. FE is not always course requirement.
ED 385, FE for Reading in the Elementary School	Third Year	15	Subject to new faculty	Assessed by the host classroom teacher at mid-point and at the conclusion of placement.
MA 312 Teaching Elementary Math	Second or Third Year	8	Participate in and teach elementary mathematics lessons. Also subject to new faculty requirements.	Assessed once by the K-6 th grade host classroom teacher.
SCI 385 Elementary Science Methods	Third Year	6 - ?	Participates in and teaches elementary science lessons in local, partnering schools. Helps host campus science activities. Subject to professor who teaches course. Education Department may not monitor.	Embedded in course grade per faculty.
ED 382, FE for Remedial Reading	Third or Fourth Year	25	Practicum in a remedial setting.	Assessed by host teacher for mid-term and final evaluation.
ED 384, FE for Middle School Curriculum	Third Year, Middle School Endorsement	30	Participate with middle school aged students for math, science, language arts, and/or social studies classrooms.	Assess by host classroom teacher twice, mid-term and final evaluation.
ED 481, Early Childhood Practicum (May Term)	Early Childhood Enforcelements	50	Practicum in a preschool, daycare, or K-1 st grade classroom.	Assess per faculty expectations, at least one evaluation.

Pre-Student Teaching Field Experiences Unique to Secondary Education Majors

Individual FE	Point in Program	Number of Hours	Major Requirement	Feedback to Students
ED 282, FE for Teaching in the Secondary School	Second, Third, or Fourth Year	30	Observation, interaction with students, teaching in the secondary school level	Assessed by host classroom teacher at mid-term and at conclusion of placement. Supervised by faculty and SPC.
Some Department 470 Methods Courses	Third or Fourth Year	10	Participating and teaching in select content areas per course faculty.	Embedded in course requirements.

Pre-Student Teaching Field Experiences Unique to K-12th PE & Music

Individual Field Experiences	Point in Program	Number of Hours	Major Requirements	Supervision/Feedback of Candidate
ED 282, FE for Teaching in the Secondary School	Second, Third or Fourth Year PE	30	Observation, interaction w/ students, teaching in the secondary school level.	Mid-term and Final Evaluation, plus supervised by department faculty.
PE 252 Physical Education for Elementary Grades	Second or Third Year		Participation and teaching in select content areas.	Embedded in course requirements.
PE 470 Secondary Content Methods: PE	Third or Fourth Year	20	Participation and teaching in secondary PE classrooms	Embedded in course requirements and one evaluation by hosting classroom teacher.
MU 181, FE for 209 – Elementary General Music Methods (K-8 th)	Second or Third Year MU Majors	15	Participating and teaching in the K-8 th general music setting.	Assessed by classroom teacher at conclusion of the experience.
MU 281. FE for 309 – Secondary Choral/Instrumental Music Methods (5 th -12 th)	Second or Third Year MU Majors	15	Participating and teaching in a 5 th -12 th choral, band, orchestra setting.	Assessed by classroom teacher at conclusion of the experience.
ED 173, FE for 473, Methods & Pedagogy PreK-12 th ESL Classroom	Second or Third Year, ESL Endorsement	30-divided between elementary and secondary	Application of concepts learned in ED 473.	Embedded in course requirements. Possible evaluations determined by faculty.