



GUSTAVUS ADOLPHUS COLLEGE

MAKE YOUR LIFE COUNT®

Department of Education Enrollment & Advising Book

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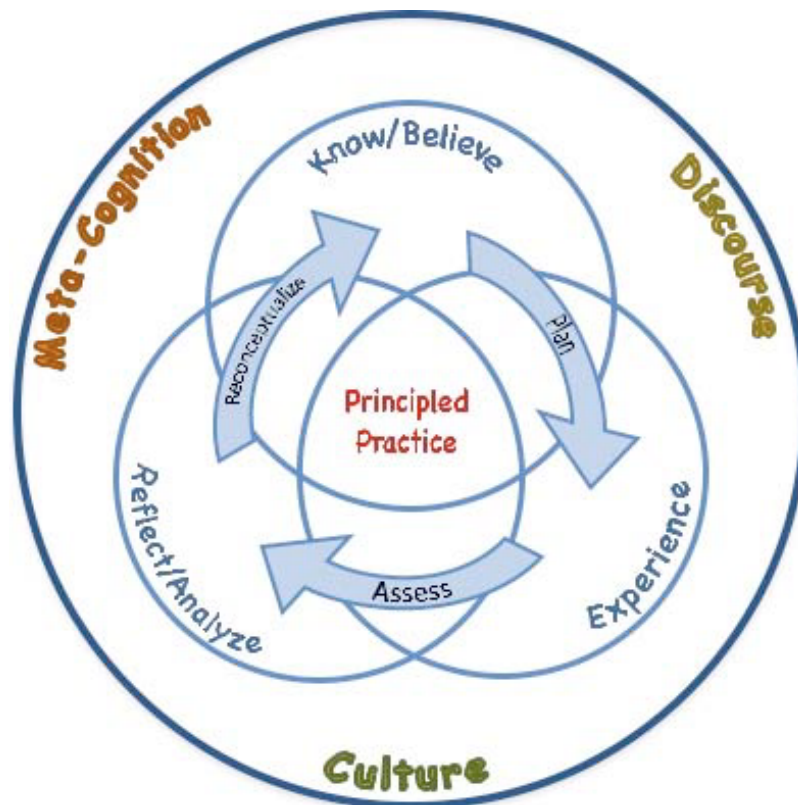
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Welcome

Welcome to the Department of Education. Teaching is an exciting, challenging, and rewarding career – a path that is essential to the well being of our community, nation and world. The Department of Education members are sincerely committed to monitoring your pedagogical learning and professional development, providing field exploration activities that examine personal cultural competency and deliberating comparative education views and research. Please feel free to contact us when you have a concern or question regarding your career choice, coursework or experiences in the schools. We look forward to working with you and congratulate you for choosing to “Make Your Life Count” in an education career.


Gustavus Adolphus College Department of Education Conceptual Framework



The Education Department is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompasses inclusion, equity, and justice. This work is enhanced by a liberal arts foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. As professionals and educational leaders, graduates of our program:

- Make informed teaching and learning decisions based on use of best practice, reflection, and new knowledge;
- Act as leaders for positive social change within schools and communities;
- Advocate for their students' intellectual, physical, and emotional well being;
- Understand cultural and linguistic diversity, and promote anti-racist, gender fair, and inclusive educational opportunities for all students;
- Defend their instructional choices on the basis of pedagogical, moral, and ethical grounds;
- View teaching as a journey of learning;
- Proactively profess and advocate well-developed teaching beliefs, and participate in decision-making, not as mere technicians, but as positive agents of change.

The organizing theme of our department's mission is "teaching as principled practice." We strive to help our graduates acquire skills of analysis and reflection, a broad knowledge base, and an array of experiences that will enable them to articulate and examine their own beliefs about teaching and learning and set those beliefs into action. The Conceptual Framework shown above provides a comprehensive model of the principled practice used in the Department of Education.



Overview of Teacher Education Programs at Gustavus

Elementary Education: The Department of Education offers an elementary education major that provides the applicant with a kindergarten - grade 6 (K – 6) licensure. To be qualified to teach at the middle level (Grades 5 - 8) a select group of courses is offered to complete a certified endorsement in the following areas: Communication Arts/Literature, Social Studies, Math and General Science. The middle level endorsement is an option for elementary education majors.

Grades 5 – 12 Secondary Teaching: To qualify for secondary licensure (Grades 5 - 12), you will major in a teaching discipline and then complete the necessary education courses to prepare you to teach at the secondary level. The majors in a teaching discipline offered at Gustavus include: Life Science Teaching (Biology), Chemistry Teaching, Communication Arts/Literature (CALT), Teaching, Mathematics Teaching, Physics Teaching, and Social Studies Teaching.

Grades K - 12 Program Teaching: To qualify for licensure in grades kindergarten through grade 12 (K – 12), you will major in a teaching discipline and then complete the necessary education courses to prepare you to teach at the kindergarten through grade 12 level. Students pursuing this program will major in one of the following areas: Health Education Teaching, Physical Education Teaching, Music Education Teaching (Instrumental or Vocal), Visual Arts Teaching, or World Languages Teaching (Spanish).

Coaching Minor: Teacher education students may also qualify for a coaching minor by completing the course requirements as outlined by the Department of Health and Exercise Science. Please see the Department of Health and Exercise Science for details.



What general coursework should I take to begin my career in teaching?

All Teacher Education programs require some initial coursework. The courses listed below should be taken during the first year by all teacher education majors.

First Year: FTS 100 - First Term Seminar
 EDU268 - Career Orientation to Teaching
 EDU230 - Social Foundations of Education
 PSY 100 - General Psychology
 COM120 - Public Discourse
 MCS140 – Statistics

*Secondary Content Majors should meet with their content-related advisors regarding their course requirements.

What specific coursework should I take to begin my career in....

Elementary Education?

Social Sciences: Take one of the following: GEG101 Intro. to Human Geography, GEG102 World Regional Geography (NWEST), S/A111 Cultural Anthropology (NWEST), or POL110 U.S. Government and Politics

Social Sciences: Take one of the following: HIS130 American History to the Civil War or HIS140 American History since the Civil War

EDU246 Science for Elementary Educators I + Lab

EDU247 Science for Elementary Educators II + Lab

MCS140 Elementary Statistics or MCS142 (Intro. to Statistics) for math endorsement)

MCS115 The Nature of Math

EDU210 Children's Literature

EDU241 Educational Technology

ART248 Elementary Art Education

HES232 Elementary Ed. Physical Education Methods

HES315 Elementary Ed. Health Education

MUS107 Music Fundamentals

Elective (if needed)

Foundations Block:

EDU320 Literacy I
EDU330 Developmental and Educational Psychology
EDU340 Middle School Philosophy and Methods
EDU389 Inclusive Classrooms
EDU398 Human Relations in Education

Methods Block:

EDU370 Kindergarten Methods and Materials
EDU371 Elementary Science Methods and Materials
EDU372 Elementary Language Arts Methods and Materials
EDU373 Elementary Mathematics Methods and Materials
EDU374 Elementary Social Studies Methods and Materials
EDU375 Elementary Reading Methods and Materials
EDU385 Elementary Interdisciplinary Models and Practicum

Student Teaching Block:

EDU392 Elementary Directed K-8 Student Teaching
EDU396 Middle Level Student Teaching (for middle level endorsement only)
EDU399 Seminar in Elementary and Secondary Education

5-8 Middle Level Endorsements?

Communication Arts/Literature:

ENG101 Reading in the World
ENG112 Creative Writing or ENG210 The Writing Process
ENG237 Adolescent Literature
COM120 Public Discourse
COM115 Screen: Intro. to Media Studies or COM235 Media and Society
EDU210 Children's Literature
EDU372/375 Elementary Language Arts Methods and Materials/Elementary Reading Methods and Materials
EDU396 Middle Level Student Teaching J-Term

Total Credits: 7.5

Math:

MCS115 The Nature of Math
MCS121 Calculus I
MCS142 Introduction to Statistics
MCS177 Introduction to Computer Science
MCS150 Mathematical Foundations for Middle School Teachers
EDU396 Middle Level Student Teaching J-Term

Total Credits: 6.0

5-8 Middle Level Endorsements (continued)?

Social Studies:

HIS130 American History to the Civil War

HIS140 American History since the Civil War

GEG101 Introduction to Human Geography

GEG102 World Regional Geography

POL110 U.S. Government and Politics

S/A111 Cultural Anthropology

EDU396 Middle Level Student Teaching J-Term

Total Credits: 7.0

Science:

BIO101 Principles of Biology

CHM107 Principles of Chemistry

GEG125 Weather and Climate

GEO111 Principles of Geology

PHY100 Physical World

PHY102 Astronomy, Cosmology, Astrophysics

EDU248 Science Connections

EDU396 Middle Level Student Teaching J-Term

Total Credits: 7.25

Secondary Education?

***All Secondary Education Majors take the following education block courses for their licensure area:**

Foundations Block:

EDU320 Literacy I

EDU330 Developmental and Educational Psychology

EDU340 Middle School Philosophy and Methods

EDU389 Inclusive Classrooms

EDU398 Human Relations in Education

Methods Block:

EDU350 Reading in the Content Areas

EDU351 Methods and Materials of Secondary Education

EDU368 Secondary Interdisciplinary Models and Practicum

Student Teaching Block:

EDU399 Seminar in Elementary and Secondary Education

EDU394 Secondary Directed Teaching (5-12 Licensure)

OR

EDU395 K-12 Directed Teaching

EDU394J or EDU395J: January Term Extended Teaching (as needed)

K-12 Health/Physical Education?

HES090 Senior Portfolio

HES094 Methods Practicum

HES200 First Aid and CPR

HES202 Aquatics

HES207 Motor Learning

HES208 Physiology of Exercise for PE Majors and Coaches

HES209 History and Philosophy of Health, PE, & Sport

HES211 Health Behavior

HES221 Adolescent Health

HES232 Elementary PE Methods

HES233 Human Anatomy and Physiology

HES304 Secondary Health and PE Methods

HES306 Teaching Special Populations

HES316 Health and PE Curriculum

HES397 Senior Seminar in Health and PE

5-12 Communication Arts/Literature Education?

ENG201 Interpretation

ENG102 Foundations of Literary Studies (will sub for EDU321 Shakespeare)

Survey: 2 courses

ENG121 American Literature I or ENG122 American Literature II

ENG116 British Literature II or ENG117 Arthurian Literature

ENG210 Composition and Language Theory

ENG237 Adolescent Literature

ENG142 Film Art and History or COM235 Media and Society (can also take COM115 Screen)

ENG321 Shakespeare or ENG102 (above)

EDU363 Communication Arts/Literature Methods

5-12 Mathematics Education?

MCS121 Calculus I
MCS122 Calculus II
MCS150 Discrete Math
MCS220 Introduction to Analysis and Proofs (sub for MCS228)
MCS221 Linear Algebra
MCS222 Multivariable Calculus
MCS177 Computer Science I
MCS 142 Introduction to Statistics
MCS303 Geometry
Or MCS232 or 223 J-term Course
MCS313 Modern Algebra
MCS314 Modern Algebra II
(refer to math department for changes or substitutions)
MCS358 Mathematical Modeling (subs for 314)
Approved Internship or Summer Research Program
One elective from MCS314 Modern Algebra II, 32 Elem. Theory of Complex Variables, 331 Real Analysis, 344 Topics in Advanced Mathematics, 350 Honors Thesis, 353 Continual Dynamic Systems, 355 Scientific Computing and Numerical Analysis, 357 Discrete Dynamical Systems, or 391 Independent Study
EDU359 Mathematical Methods

9-12 Chemistry Education?

BIO101 Principles of Biology
CHE107 Principles of Chemistry
CHE141 Organic Chemistry I
CHE251 Organic Chemistry II
CHE255 Biochemistry
CHE258 Inorganic Chemistry I
CHM270 Quantitative Analysis
CHM371 Physical Chemistry I
One course from CHM360 Proteins, 372 Physical Chemistry II, 380 Instrumental Methods or 385 Inorganic Chemistry II
Take 4 semesters – CHM399 Chemistry Seminar
Take 2 semesters of Calculus and PHY121 Gen. Physics Lab, PHY122 Gen. Physics I with Calculus, PHY171 Gen. Physics II Lab and PHY172 Gen. Physics II with Calculus or PHY205 The Mechanical Universe, PHY215 The Electromagnetic Universe, and PHY216 Electromagnetic Lab
EDU355 Chemistry Teaching Methods

9-12 Life Science Education?

8 regular courses in Biology, one course in Calculus or Statistics

Biology courses must include:

BIO101 Principles of Biology

BIO102 Organismal Biology

BIO201(must take CHE107 and 141 before)

BIO202 (must take CHM107 and 141 before)

BIO374 Genetics

2 level 3 courses

1 level 2 course (CHM255 Biochemistry, GEO241 Paleontology, or PSY260

Intro. to Neuroscience may be used as level 2 course)

CHM107 Principles in Chemistry

CHM141 Organic Chemistry I

One course in Calculus or Statistics

EDU358 Biology Teaching Methods

9-12 Physics Education?

PHY195 The Cosmic Universe

PHY196 The Cosmic Universe Lab

PHY205 The Mechanical Universe

PHY206 The Mechanical Universe Lab

PHY215 The Electromagnetic Universe

PHY216 The Electromagnetic Universe Lab

PHY225 The Quantum Universe

PHY250 Applied Mathematics for Scientists and Engineering

PHY270 Electronics and Instrumentation

PHY271 Electronics and Instrumentation Lab

PHY305 Experimental Modern Physics

PHY365 Course Project in Physics

EDU361 Physics Teaching Methods

5-12 Social Studies Education?

S/A111 Cultural Anthropology or S/A231 Kinship, Marriage, Human Sexuality
EM101 Principles of Macroeconomics
3 courses from HIS110 The Making of Europe 1000-1648, HIS120 Modern Europe, 1648-Present, HIS130 U.S. History to the Civil War, HIS140 U.S. History since the Civil War
GEG101 Introduction to Human Geography
GEG102 World Regional Geography
GEO236 Urban Geography or GEG215 Political Geography
POL110 U.S. Government and Politics
POL130 International Relations or POL150 Comparative Politics
PSY100 General Psychology
S/A112 Principles of Sociology
2 courses at level 3 chosen in consultation with content department
EDU362 Social Studies Teaching Methods

K-12 Instrumental Music Education?

MUS111 Music Theory I
MUS103 Aural/Keyboard I
MUS249-265 Lessons, Primary
MUS112 Music Theory II
MUS104 Aural/Keyboard 2
MUS211 Music Theory 3
MUS349-365 Lessons, Primary
MUS161-170 Ensemble, Primary
MUS249-265 Secondary
MUS336 or 338 Brass/WW Tech
MUS207 Elementary Music Methods
HES124 Social Dance
MUS212 Music Theory 4
MUS332 or 334 String or Percussion/Guitar Tech
MUS102 World Music
MUS330 Vocal Tech for Instrumental Music Ed. Majors

K-12 Instrumental Music Education (continued)?

MUS380 Basic Conducting
MUS387 Instrumental Conducting
Jazz Combo
MUS371 Music Arranging
MUS374 Music History I
MUS378 Instrumental Methods
MUS390 Senior Capstone
MUS375 Music History 2

K-12 Vocal Music Education?

MUS111 Music Theory I
MUS112 Music Theory II
MUS103 Aural/Keyboard I
MUS249-265 Lessons, Primary
MUS211 Music Theory 3
MUS348 Lessons, Primary
MUS155/156 Ensemble
MUS342 K-12 Inst. Techniques for Vocal Majors
MUS207 Elementary Music Methods
MUS249-265 Lessons, Secondary
HES124 Social Dance
MUS212 Music Theory 4
MUS102 World Music
MUS331 Vocal Tech. for Vocal Majors
MUS380 Basic Conducting
MUS385 Choral Conducting
MUS371 Music Arranging
MUS374 Music History I
MUS375 Music History II
MUS390 Music Senior Capstone

K-12 Visual Arts Education?

ART101 Art History I

ART102 Art History II

ART110 Drawing – Techniques and Theories

ART248 Elementary Art Education

ART362 Contemporary Art Seminar

ART115 The Day Course – Idea Development or ART258 Video Art

One course from ART234 Sculpture Clay/Bronze, ART235 Sculpture - Metal, ART242 Wheel Thrown Ceramics I, and ART243 Handbuilt Ceramics Sculpture I

Two courses from ART237 Printmaking: Relief and Lithography, ART238 Introd. to Printmaking: Intaglio and Screen Printing, ART240 Darkroom Photography, and ART256 Digital Photography

Two courses selected from any advanced level studio courses or two courses focused on different methods of working in one studio area (ex: ART232 and ART233)

EDU354 Art Methods

K-12 Latin Education?

LAT201 Ancient Greek History and Culture

LAT202 Vergils' Aeneid

LAT301 Roman Historians

LAT302 Horace and the Roman Poets

LAT303 Cicero and Sallust: The Fall of the Roman Republic

LAT304 Roman Drama

LAT375 Latin Prose Composition

CLA101 Myth and Meaning

CLA202 Roman History and Culture

MLC357 Second Language Teaching Methods

K-12 Spanish Education?

SPA250 Negotiating Difference in the Hispanic World

SPA280 Social Interaction through Literature and Film

SPA330 Thinking in Spanish beyond Translations

SPA320 Latin American Culture

SPA321 From Local to Global: The Faces of Spain

SPA370 Spanish through Linguistics

Either SPA322 Masterworks of Spanish American Literature or 323 Love, Sex, and Power in Spanish Literature

Two courses approved by advisor from SPA344 Special Topics in Spanish,

SPA375 Gender and Sexual Identities in the Spanish-Speaking World,

SPA390 Through the Lens: Film in Spanish or SPA322, SPA323

MLC357 Second Language Teaching Methods

How do I join the Department of Education?

The Department of Education provides a selective admission process for entrance to teacher education programs. Students must apply for admission to the department after they have completed a number of steps including introductory courses and other activities.

Prior to being admitted to a chosen teacher education program, students are required to enroll in the department as soon as they recognize their interest in pursuing a teaching degree. Please see the Coordinator of Teacher Admissions and Field Experience for specific program advising.

Enrollment: Enrollment in the Department of Education is a process that allows you to indicate your program of interest in education and receive specific advising to ensure graduation in a timely manner. A personal file of record will be created for periodic program completion review, and your name will be added to the education department's electronic mailing list. Through the e-mail process you will receive program updates and general information about mandatory attendance meetings, specific registration guidelines for education courses, and postings of news and events occurring in the Department of Education.

You can enroll in the Department of Education at any time during the semester. Please make an appointment with the Coordinator of Teacher Admissions and Field Experiences. The coordinator will be your on-going contact with the Department of Education. Once you are admitted to a selected teacher education program, you will be assigned an official advisor in the department. (Secondary education students will also work with an advisor in her/his major field of study.)

The Selective Admission Process: Will I be accepted to continue?

The Department of Education at Gustavus Adolphus College implements a selective admission process to maintain program rigor and provide ideal student-instructor ratios. During information meetings in the course EDU230 students will carefully review the admission criteria established by the Department of Education for each teacher education program.

Criteria:

1. Complete 8 courses including PSY100, EDU268 (a supervised field experience in an elementary or secondary school) and EDU230.
 2. Complete at least one designated writing course with a grade of C or better.
 3. All courses complete (no incompletes on record for coursework).
 4. Any individual learning plans are resolved.
 5. No grades lower than a C- in your major coursework, in any Education course, or in any course that fulfills the requirements of the elementary education endorsement.
 6. Approval by the Department Chairperson of the student's major.
 7. Verification that the Minnesota Teacher Licensure Exams (MTLE Basic Skills Testing) have been taken.
- Criteria that will be used to determine admission ranking:
8. Successful completion of January Term EDU268.
 9. Two recommendations by professors outside the Department of Education. (Recommendations must be from personnel with faculty status)
 10. An overall minimum GPA of 2.75.
 11. A writing sample completed in standard sessions for all candidates.

12. Personal interview with the Department of Education Admissions Committee To ensure manageable classroom sizes approximately 17 Elementary Education program students and 17 Secondary Education program students will be admitted to the department programming each semester. Applicants will receive written notice of the formal action taken by the Department of Education. Students who are admitted will be assigned an education advisor who will review the student's academic plan for completing the education program. Admission to the program is required for enrollment in advanced level courses offered in the department. Students who are not admitted can re-apply for admission in a later semester. All students completing the admission process, regardless of the outcome, will meet with the department chair for a goal-setting interview. The Department of Education Admission Committee's decision of a candidate's admission status is made at mid-semester. In the event that a candidate questions the decision, the Committee's decision may be appealed. The appeal must be made in writing to the education department within 30 days following the student's notification of his/her admission status. The appeal must state why the applicant believes he/she should have the decision reversed. In the event that a student's appeal is subsequently unsuccessful within the department, the student may appeal to the Academic Dean, who will ask for a written statement from both the student and the department prior to rendering a decision. The Dean's decision will be final.

What happens after I am admitted?

A student's progress is monitored closely as he/she completes a selected teacher education program at Gustavus Adolphus College. Continuous review of a student's file by the Coordinator of Teacher Admissions and Field Experience and the student's department advisor(s) will occur during the sophomore, junior and senior years of study.

Once a student has been admitted to take upper level courses, he/she will join a cohort group of peers and begin taking foundational coursework during the third year. The coursework, taken by all students admitted to the department, is foundational to specific methodology coursework and the culminating professional semester.

To qualify for licensure in Minnesota, it is necessary to complete a semester of student teaching, which is available in a number of student-teaching locations in the Metro area, locally, and abroad.

Criteria for Admission to Professional Semester/student teaching:

1. Previous admission to Teacher Education Program.
2. Completion of the required sequence of courses in the licensure programs.
3. An overall minimum grade point average of 2.75.
4. A minimum grade point average of 2.75 in the major.
5. No incompletes on record.
6. No unresolved Individual Learning Plans (APP, PBP).
7. No grades of less than C– in the major, in any Education class, or in any Elementary endorsement course.
8. Approval by the Coordinator of Admission and Field Experiences.

The Professional Semester is a full-time commitment by the student. Participation in work or extracurricular activities will require a petition to the Coordinator of Admission and Field Experiences. Students pursuing multiple licensures or endorsements are required to extend their student teaching through the January Interim (EDU-396). Students wishing to student-teach in an alternative domestic or abroad site must apply for this opportunity through the Placement Coordinator to complete the required selection process.

Field Hours by Major

Compliance Monitored by Coordinator of Teacher Admission and Field Experiences

Secondary

EDU 268/Career Exploration:

Total Observing Hours: 70

Pre-student teaching hours:

EDU 389/Inclusive classroom– 8-10

EDU 330340/320 (Foundation Block) - 35

EDU 351/Secondary Methods – 32

EDU 368/Secondary Practicum (avid) – 28

EDU (.25 cred class) Sec content Methods - 5

Total pre-student teaching: 110

EDU 394/Student Teaching:

14 weeks x 7 hour days = **Total ST Hours 490**

Middle Level- J-term student teaching: 4 weeks x 7 hour days= **140**

Elementary

EDU 268/Career Exploration:

Total Observing hours: 70

Pre-student teaching hours:

EDU 330340/320 (Foundation Block) - 35

EDU 370/Kindergarten Practicum- 56

EDU 385/Elem Practicum - 100

EDU 389 - Inclusive classroom – 8-10

Total pre-student teaching: 201

EDU 392/395/Student Teaching:

14 weeks x 7 hour days = **Total ST Hours 490**

Are there opportunities for teaching experiences in alternative settings?

The Global Educators Program is offered through the Education department at Gustavus Adolphus College. This immersion opportunity places student teachers (education majors, except for the J-Term option) in locations where they can experience teaching and living in an environment uniquely different from their home communities. Students selected for this program will be able to expand their skills by utilizing culturally based teaching and learning strategies that are unique to each school and its cultural context. Participants will have the opportunity to make connections and learn from the diverse perspectives at their site, in order to prepare for their future classrooms.

The Global Educators semester placements are combined with a local placement in the same semester. Students first complete a placement in Minnesota for the first half of the semester, and then they travel to one of the locations below for a placement during the second half of the semester. Previous sites have included Spain, France, New York, Phoenix and Alaska. See Coordinator of Teacher Admissions and Field Experience for details of specific programs.

Education faculty also offer numerous experiences abroad during January term. These experiences will be in detailed publications at the Center for International and Cultural Education office. Faculty and staff provide regular orientation sessions and travel tips for each experience.

Will I be able to join an education club?

Once a student has enrolled in the Department of Education, he/she has the opportunity to become a member of the Student Educators' Association (SEA). SEA is a student-led organization of people intending to complete a teacher education program. This organization plans enrichment activities that may include teacher panels, speakers from other colleges and universities, faculty forums from area school districts, former Gusties who talk about their first year of teaching, etc. Each year student members decide what areas of interest they would like to pursue.

Membership is encouraged for all teacher education students and the officers and board members of SEA invite you to become an active member. Meetings and workshops are planned throughout the year preceded by the membership drive and banquet in the fall. For more information, contact the advisor of SEA in the Department of Education. Join your fellow students in learning more about the world of teaching. For inquiries contact the Education office at 507-933-7457.

Kappa Delta Pi Honorary Society (KDP) Phi Mu Chapter

Kappa Delta Pi (KDP) is a prestigious national honorary organization with an active chapter at Gustavus. Education students with a strong academic performance (3.50 GPA), record of leadership, and an ethic of service are eligible for membership. This organization is one which many students aspire to belong. Membership may be obtained after admission to a selected teaching program.

Will I find a job after I graduate?

Graduation Requirements

Upon satisfactory completion of all requirements for the teaching degree, students will be recommended for licensure by the Gustavus education department. In the event that a graduating student is not recommended for licensure by the Gustavus Department of Education, the student may appeal to the Academic Dean, who will ask for a written statement from both the

student and the department prior to rendering a decision. The Dean's decision will be final. The student may appeal an institutional decision to the

Minnesota Board of Teaching - MN statute 122A.09, Subdivision 4c. Subdivision 1.c. PELSB, upon the request of a post secondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a post secondary institution providing a teacher preparation program when the dispute involves an institution's recommendation or licensure affecting the person or the person's credentials.

Employment Opportunities

PELSB approves all teacher education programs at Gustavus Adolphus College. Students who complete a selected teacher education program will receive a Bachelor of Arts degree and will be licensed to teach in all Minnesota schools. Minnesota licensure is recognized by several other states and nations as an initial and reciprocal teacher license. If you plan to teach in another state or country and would like further information, contact the state department or international licensing bureaus of the area. Gustavus Adolphus College Department of Education faculty engage in a number of networking opportunities to help our graduates find meaningful employment throughout the state, region, nation and world. The Gustavus Career Center maintains current listings of local, regional, national and global employment opportunities for our graduates. For more information about employment opportunities, contact the Gustavus Career Center and Department of Education faculty to discuss your employment goals.

Preparation for Graduate Study

Gustavus graduates who qualify for teacher licensure in Minnesota are also eligible for graduate study in education. Teacher licensure and experience are usually required for graduate study in school administration, school counseling, and special education. Consult with the chairperson of the Department of Education for more information.



[Are there required tests I need to take to receive a teaching license in Minnesota?](#)

Minnesota Teacher Licensure Exams (NES/MTLE Basic Skills Test)

The NES/MTLE Basic Skills Test include reading, writing and math proficiencies and must be taken before applying for selective admission. All education majors must take the tests to gain a Minnesota teaching license. Test registration information is located on the Minnesota Department of Education website.

Minnesota Teacher Licensure Exams (MTLE Pedagogy and Content)

Passing the MTLE in the appropriate areas of pedagogy and content is required by the Minnesota Board of Teaching for teaching licensure (Tier 3). All tests should be taken immediately following completed coursework in methodologies, which is directly prior to the student teaching semester. All education majors must take and pass the tests to gain a Minnesota teaching license (Tier 3). Test registration information is located on the Minnesota Department of Education website.

Teacher Performance Assessment (edTPA). PELSB requires all education majors to complete an edTPA and submit it for professional scoring during student teaching. As of this Enrollment Book's most recent revision date, PELSB (Professional Education Licensing and Standards Board) has not determined a cut score for passing the PELSB. At this time, teacher preparation programs have the autonomy to determine cut scores and retake policies for their candidates. At Gustavus Adolphus College, the Education Department has identified a policy for candidates who submit a portfolio identified as unscorable or earn a low score for an individual task. The candidate's assigned edTPA reader will work with the Education Department Chair and EDU 399 (Student Teaching Seminar) instructor to determine a remediation plan, which can include resubmission of commentary and/or artifacts to the reader or Pearson for rescoring. Discrepancies involving the EdTPA must be cleared prior to graduation and candidates are responsible for any resubmission cost incurred as a result of the remediation plan. Revisions to this policy will be determined as Gustavus Adolphus continues to collect additional EdTPA data and as PELSB requires.

What is the process for Minnesota Licensure application?

Currently, PELSB is only using a paper application process. An on-line application system is being developed for future use. Candidates need to first determine the License Tier they will be applying for at this time.

Tiered Licensure Testing Requirements:

- Tier 2: Request a Tier 2 license if you have NOT passed all of your required state tests, but have completed the education program. This is a two-year license, renewable only three times.
- Tier 3: Request a Tier 3 license if you have passed the pedagogy and content exams. This license is for three years and may be renewed indefinitely.

Candidates will find the paper application form on line at the PELSB website. Complete the form for your license tier, and submit the form, along with your fingerprints (which are completed during seminar) and a check or money order payable to PELSB for the fee (\$89.00, confirm on the website) to the Education Department's Academic Coordinator. The education department will validate all test scores and required coursework for your license and submit your application to the PELSB office after verification. This is the required state process for first time licensees.

Are there any other requirements I need to think about?

Professional educators are expected to possess or develop certain dispositions in their relationships and in their work environment. Education students at Gustavus will also be expected to demonstrate professional dispositions (found online).

In relationships:

- Consider and utilize suggestions and reflective feedback
- Demonstrate respect for others and their point of view
- Contribute to group work and performance
- Demonstrate sensitiveness and responsiveness to the needs of others
- Form and maintain appropriate relationships in field experiences
- Take responsibility for the safety and welfare of students

In regard to personal responsibility:

- Take responsibility for their acts
- Seek help when needed
- Generate and act on goals and plans
- Demonstrate academic integrity
- Demonstrate personal integrity
- Maintain a drug-free and alcohol-free work environment
- Approach problem-solving focusing on what is best for children and youth

In the work setting:

- Strive for quality and completeness
- Manage time well
- Arrive on time and ready to learn/work
- Generate and turn in work on time
- Manage resources and materials appropriately

The Gustavus Adolphus College Teacher Education Program is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, or sexual orientation. In adhering to this policy, Gustavus Adolphus College abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity. In this venue, the Gustavus Adolphus College Teacher Education Program encourages all individuals to apply for admission to the program.

The Gustavus Adolphus College Teacher Education Program is mindful of the unique nature of the teacher education curriculum. Applicants must possess the skills and abilities that will allow them to successfully complete the course of study. In the process, the student is required to direct and perform a wide range of teaching activities with children and staff in schools.

With this in mind, the student must be able to meet the professional standards and indicators found on the Education website.



Are the education programs approved by an accreditation board?

The Professional Educator Licensing and Standards Board (PELSB) approves all teacher education programs at Gustavus Adolphus College. Gustavus is an accredited institution serving constituents from all areas of the globe.

Appendices

Minnesota of Teaching Code of Ethics

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles that defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

The standards of professional conduct are as follows:

1. A teacher shall provide professional educational services in a nondiscriminatory manner.
2. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
3. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
4. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
5. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
6. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
7. A teacher shall not deliberately suppress or distort subject matter.
8. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to another teacher's qualifications
9. A teacher shall not knowingly make false or malicious statements about students or colleagues.
10. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Statement of Professionalism – Gustavus Teacher Education Program

Professional educators must be able to critically evaluate the effect of their choices and actions to succeed within the Gustavus Teacher Education Program and the profession. Each course in the Gustavus Education Program includes these expectations. As a teacher candidate and in your relationships with peers, instructors, cooperating teachers, the Education Department Chair, other professionals, and with the students in the classrooms you work in, you are expected to follow these professional guidelines. With each indicator are included clarifying examples and non-examples. Note that the examples and non-examples are representative of professional expectations and therefore are not all-inclusive.

	Professionalism Indicators <i>The candidate will:</i>	Examples <i>The candidate...</i>	Non-Examples <i>The candidate...</i>
1	Consider and utilize suggestions and reflective feedback.	Acts upon feedback on class assignments, in micro-teaching and/or peer teaching, and in student teaching.	Allows the same issues to recur. Does not accept and/or does not follow suggestions.
2	Demonstrate respect for others and their points of view.	Shows respect in class discussions, when collaborating on projects, in responding to guest speakers, and while participating in clinical or field experiences. Is open to new ideas.	Shows disregard for the opinion and points of view of others. Is not willing to discuss issues respectfully.
3	Contribute to group work and performance.	Carries an equitable share of the workload in assignments and field experiences.	Misses meetings of the group and/or expects others to complete his or her work. Is not available to work with the group. Shows inflexibility.
4	Demonstrate sensitivity and responsiveness to the needs of others.	Shows empathy and/or concern for students, peers, and others.	Has a low tolerance for the actions and needs of others.
5	Form and maintain appropriate relationships in the (college) classroom, in field experiences, and in social networking.	Recognizes appropriate professional boundaries with peers, instructors, cooperating teachers, and students.	Forms relationships that give him or her undue advantage or disadvantage, including via social networking.
6	Take responsibility for the safety and welfare of students in field experiences.	In any and all field experiences, knows safety procedures for fire drills, tornado drills, lockdowns, bodily fluids, etc. Always knows where his or her students are. Provides a harassment-free environment in the classroom.	Does not follow safety procedures. Cannot account for student whereabouts at all times. Allows bullying and/or harassment to occur.

7	Communicate effectively.	Communicates issues and/or concerns with peers, instructors, and/or cooperating teachers in a timely and appropriate manner. Responds to peers, instructors, and/or cooperating teachers in a timely and appropriate manner.	Ignores/does not respond to electronic, written, and/or verbal communication. Does not seek clarification on issues and concerns until it is too late, or not at all.
8	Take responsibility for his/her actions.	Admits mistakes and takes responsibility for correcting actions.	Places blame, denies, or ignores results of his or her actions.
9	Seek help when needed.	Consults with appropriate person when problems or issues arise.	Allows problem to continue, takes shortcuts, or does minimal work to avoid solving the problem.
10	Demonstrate academic integrity and effort in assignments, in class participation, and in field experiences.	Shows academic honesty. Works to highest level of personal ability. Strives for quality and completeness.	Plagiarizes and/or cheats. Puts minimal effort into his or her work.
11	Demonstrate personal integrity.	Shows sensitivity to others. Is honest in opinions and comments.	Is disrespectful of classmates, instructor, and/or the classroom environment.
12	Maintain a drug-free and alcohol-free college classroom and work environment.	Understands the effect of chemical choices in academic and professional work.	Allows drugs and/or alcohol use to interfere with academic and/or professional work.
13	Approach problem-solving focusing on what is best for children and youth.	Knows and understands the importance of intervening for the academic, social, and/or physical growth of the students.	Does not acknowledge or respond to the academic, social, and/or physical needs of the students.
14	Generate and act on goals and plans.	Strives to achieve important learning goals in his or her personal plan for learning and in regard to goals and plans affecting students.	Lacks planning and/or lacks a vision for planning for self and for his or her students.
15	Manage time well on assignments and in field experiences.	Arrives on time and prepared for class. Arrives on time and prepared for field experience.	Produces late or incomplete assignments, resulting in work not done to level of expectation. Field experiences suffer because of poor time management.
16	Manage resources and materials appropriately in	Maintains a classroom that is visibly organized and	Loses student work, and/or runs a disorganized

	field experiences.	effective for teacher and students. Materials are appropriate and accessible.	classroom, and/or lacks appropriate materials.
17	Maintain a professional appearance and presence in field experience settings.	Chooses clothing that limits distractions and conveys professionalism.	Chooses clothing that is overly casual or otherwise inappropriate for professional setting.

This statement serves to provide a definition for professionalism. It is based upon the MN Standards of Effective Practice, Gustavus Teacher Education Mission Statement and the Conceptual Framework. The statement serves as a basis for attitudinal and behavioral expectations within courses, the intervention systems of the program, regular formal and informal student reviews conducted by program faculty of each student, and self-evaluative reflections completed by each teacher education student. Student self-evaluation is on-going throughout the program and occurs at the time of application for admission to the program, application to student teaching, and program completion.

Professionalism Assessment

(CHECK ONE) ___ Completion of Methods course ___ Completion of Student Teaching

Name _____ Date _____

Faculty member completing form: _____

Please rate each of the 17 items below based upon your current professional behaviors.
Use the following rubric:

4 = Always 3 = Frequently/Usually 2 = Sometimes/occasionally 1 = Infrequently

- _____ (1) Consider and utilize suggestions and reflective feedback
- _____ (2) Demonstrate respect for others and their points of view
- _____ (3) Contribute to group work and performance
- _____ (4) Demonstrate sensitivity and responsiveness to the needs of others
- _____ (5) Form and maintain appropriate relationships in the college classroom, in field experiences, and in social networking.
- _____ (6) Take responsibility for the safety and welfare of students in field experiences
- _____ (7) Communicate effectively
- _____ (8) Take responsibility for his/her action
- _____ (9) Seek help when needed
- _____ (10) Demonstrate academic integrity and effort in assignments, in class participation, and

- in field experiences
- _____ (11) Demonstrate personal integrity
- _____ (12) Maintain a drug-free and alcohol-free college classroom and work environment
- _____ (13) Approach problem-solving focusing on what is best for children and youth
- _____ (14) Generate and act on goals and plans
- _____ (15) Manage time well on assignments and in field experiences
- _____ (16) Manage resources and materials appropriately in field experiences
- _____ (17) Maintain a professional appearance and presence in field experience settings

Diversity Awareness Survey

Name _____ Date- _____

Check appropriate time below:

_____ Admission _____ Completion of EDU 398 _____ Completion of Student Teaching

Rating Scale:

- 5 = Keen insights and deep understanding (can provide five or more examples and evidence of use)
- 4 = Proficiency in this area (can provide three or four examples and evidence of use)
- 3 = Adequate understanding and skill in this area (can provide a sample or two and evidence of use)
- 2 = Emerging proficiency in this area (can provide an example but have no evidence of use)
- 1 = Little or no proficiency in this area (cannot provide example or evidence of use)

Statements: Please circle the number that currently corresponds to your level of expertise. Provide evidence (experience to justify your circled answer) in the space below each area.

Likert Scale: 1 2 3 4 5

1. Ability to resource relevant visual examples of cultural diversity.
2. Ability to use flexible grouping to support diverse students' learning.
3. Ability to select and implement print and media resources that represent diverse cultures and perspectives within the curriculum.
4. Ability to gather data about students and student learning, then vary lessons in ways that support the learning of diverse students.
5. Ability to engage all students in the learning by using a variety of methods that address diverse learning needs.
6. Ability to provide a range of assessments that give all students the opportunity to demonstrate what they know and can do.
7. Ability to involve family/community from diverse backgrounds in learning and classroom experiences.

Evidence:

3. Diverse Learners

- _____ Demonstrates familiarity with students' cultural, ethnic, and experiential backgrounds
- _____ Demonstrates familiarity with student difference in learning capabilities and approaches
- _____ Provides learning opportunities that are modified or adapted for students with diverse backgrounds and exceptionalities

Evidence:

4. Instructional Strategies

- _____ Makes the learning goals and instructional procedures clear to students
- _____ Makes content comprehensive to students
- _____ Encourages students to extend their thinking to include critical thinking, problem solving and performance skills

Evidence:

5. Learning Environment

- _____ Creates a climate that promotes fairness and positive social interaction
- _____ Communicates behavioral expectations to students and establishes consistent standards of classroom behavior
- _____ Attends to make the physical environment safe and conducive to learning

Evidence:

6. Communication

- _____ Uses knowledge of effective verbal, nonverbal and media communication techniques to foster learning
- _____ Assists students to communicate effectively about their learning needs and accomplishments
- _____ Effectively formulates and asks questions and stimulates discussion

Evidence:

7. Planning Instruction

- _____ Articulates clear learning goals for the lesson that are appropriate for the students and the content
- _____ Selects teaching methods, activities and materials appropriate for students and the content
- _____ Aligns goals, instruction and evaluation

Evidence:

8. Assessment

- _____ Demonstrates knowledge of and employs a variety of formal and informal assessment tools, including self-assessment strategies
- _____ Uses assessment information to adapt instruction and support student learning
- _____ Accurately and appropriately reports information regarding student learning

Evidence:

9. Reflection and Professional Development

- _____ Reflects on the extent to which the learning goals were met
- _____ Demonstrates professional responsibility and integrity
- _____ Uses research, colleagues, and professional development opportunities to become a better teacher

Evidence:

10. Collaboration, Ethics, and Relationships (✓ if demonstrated)

- _____ Builds professional relationships with colleagues
- _____ Communicates with parents and guardians about student learning
- _____ Collaborates with colleagues, families and the community to foster a healthy and productive learning environment

Evidence:

11. Other (✓ if demonstrated)

- _____ Uses technology to enhance student learning and to engage students in the learning
- _____ Plans and uses instructional skills to help students meet the MN Academic Standards

Evidence:

Standards of Effective Practice & Assessments in Education Courses

The following list identifies the Key Assessments required in the Education Portfolio for the Education Programs at Gustavus Adolphus College. The items are specific, identified assessments from coursework (or the edTPA).

The Candidate’s electronic portfolio resides in TaskStream, an electronic platform that identifies the location for uploading Key Assessments, a rationale for each Key Assessment and an evaluation score for the Key Assessment. Key Assessments (except for Standard 8) are completed and scored during coursework.

The following Key Assessments provide evidence of the student’s ability to meet all Minnesota Board of Teaching Standards of Effective Practice. Each Key Assessment will be evaluated by the faculty member assigning the assessment and checked against a four-point rubric. Reflections scored at a “1” level will necessitate revision in order to meet licensure rules and graduation requirements. All revisions need to be completed prior to the student teaching semester. A faculty member will serve as the student’s Reader for both the Portfolio and Reader/ethical coach for the edTPA.

These identified PELSB Standards of Effective Practice are placed in the following courses (or in the edTPA) and must be included in the Portfolio (selected standards highlighted in yellow)

- Standard 1: Subject Matter.** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:
- A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
 - B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
 - C. connect disciplinary knowledge to other subject areas and to everyday life;
 - D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
 - E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings; completed in Elementary Method Blocks OR EDU 351 (assessment – multiple representation of subject matter microteaching lesson plan)**
 - F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
 - G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
 - H. engage students in generating knowledge and testing hypotheses according to the methods of

inquiry and standards of evidence used in the discipline;

I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and

J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas. **completed in Elementary Method Blocks OR EDU 351 (assessment – interdisciplinary partner lesson plan)**

Standard 2: Student Learning. A teacher must understand how students learn and develop and must

provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;

B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning; **Completed in Elementary Practicum (assessment – analysis of student learning project and/or unit and lesson plans for practicum) OR EDU 350/251 (assessment – practicum reflection paper and/or practicum journaling)**

E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and

G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.

Standard 3: Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents; **completed in EDU 389 & 398 (assessment – Exceptionality jigsaw presentation/handout and jigsaw summaries paper)**

C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values; **completed in EDU 389 & 398 (assessment – case study written response)**

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture; **completed in EDU 389 & 398 (assessment – paper on Native American Culture)**

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction; **completed in EDU 389 & 398 (assessment – culturally relevant teaching paper)**

I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

J. know about community and cultural norms;

K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and

Q. develop a learning community in which individual differences are respected.

Standard 4: Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

The teacher must:

A. understand Minnesota's graduation standards and how to implement them; **completed in Elementary Methods Block or EDU 351 (assessment – lesson plan with MN standard)**

B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

D. enhance learning through the use of a wide variety of materials and human and technological resources;

E. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; **completed in Elementary Methods Block or EDU 351 (assessment – Unit and lesson plans)**

G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;

H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;

I. monitor and adjust strategies in response to learner feedback;

J. vary the instructional process to address the content and purposes of instruction and the needs of students;

K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; **completed in EDU 351 (assessment – flipped classroom microteaching lesson plan and reflect);** and

L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

Standard 5: Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

B. understand how social groups function and influence people, and how people influence groups;

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

C. know how to help people work productively and cooperatively with each other in complex social settings;

E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom; **completed in EDU 351 (assessment – classroom management plan) or EDU 370 (practicum unit and classroom plan)**

F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated; **completed in EDU 330 (assessment – reflection paper from Wednesday in the Workplace observation)**

G. understand how participation supports commitment;

H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

I. establish peer relationships to promote learning;

J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;

K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities; the learning;

M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;

N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

R. organize, prepare students for, and monitor independent and group work that allows for full,

varied, and effective participation of all individuals.

Standard 6: Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- A. understand communication theory, language development, and the role of language in learning;
- B. understand how cultural and gender differences can affect communication in the classroom;
- C. understand the importance of nonverbal as well as verbal communication;
- D. know effective verbal, nonverbal, and media communication techniques;
- E. understand the power of language for fostering self-expression, identity development, and learning;
- F. use effective listening techniques;
- G. foster sensitive communication by and among all students in the class;
- H. use effective communication strategies in conveying ideas and information and asking questions; **completed in EDU 340 and 241 (assessment – communication log)**
- I. support and expand learner expression in speaking, writing, and other media;
- J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
- K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities. **completed in EDU 241 (assessment – student professional presence website (highlighting a variety of tech-based teaching tools))**

Standard 7: Planning Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- A. plan instruction using contextual considerations that bridge curriculum and student experiences;
- C. plan instructional programs that accommodate individual student learning styles and performance modes;
- D. create short-range and long-range plans that are linked to student needs and performance; **completed in EDU 351 (assessment – year plan and unit plan)**
- E. plan instructional programs that accommodate individual student learning styles and performance modes; **completed in EDU Elementary Methods block (assessment – Unit and lesson plans)**
- F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress; **completed in EDU 351 (assessment – lesson plan taught in practicum classroom) OR Elementary methods block (assessment – unit and lesson plans)**
- G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and
- H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Standard 8: Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
- C. understand the purpose of and differences between assessment and evaluation;
- D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes; **completed in student teaching through edTPA (planning assessment commentary and assessment documents)**
- F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self assessments, peer assessment, and standardized tests;
- H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies; **completed during student teaching through edTPA (assessment 'next steps' commentary and reflections about modifying teaching)**
- I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
- K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- L. establish and maintain student records of work and performance; and
- M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.

Standard 9: Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

- A. understand the historical and philosophical foundations of education; **completed in 230 (assessment – Philosophy of education paper)**
- B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
- C. understand the influences of the teacher's behavior on student growth and learning;
- D. know major areas of research on teaching and of resources available for professional development;
- E. understand the role of reflection and self-assessment on continual learning;
- F. understand the value of critical thinking and self-directed learning;
- G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

completed in EDU 320 (assessment – reading case study paper)

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500; and

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.

Standard 10: Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student's environment outside of school, including family circumstances community environments, health and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner; completed in EDU 389 (assessment – course reflection final project of (a) classroom observation of inclusive practices paper and (b) “What I know about inclusive classrooms” reflection paper or project

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices; collaborate with other professionals to improve the overall learning environment for students; completed in EDU 330 (assessment – ‘interpretation of standardized test score’ report)

G. collaborate in activities designed to make the entire school a productive learning environment;

H. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

I. identify and use community resources to foster student learning;

J. establish productive relationships with parents and guardians in support of student learning and well-being; and

K. understand mandatory reporting laws and rules.