

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION DEPARTMENT
HANDBOOK
2006-2007



*Empowering Individuals
to Become Effective Educators*

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Education Department Handbook

The handbook of the Education Department at Calumet College of St. Joseph (CCSJ) provides an overview of the curriculum, policies, and procedures for education students.

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Accreditation Statement

Calumet College of St. Joseph is accredited to offer master's, bachelor's and associate's degrees, as well as, certificates and diplomas by the Higher Learning Commission of the North Central Association, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504, telephone number (800)-621-7440. The college has been approved by the Indiana Professional Standards Board for the development and licensing of elementary and secondary teachers. The Education Department holds membership in state, regional and national education and professional associations including the Independent Colleges of Indiana, the Indiana Conference of Higher Education, and the National Catholic Educational Association.

Note: Information contained in this publication is subject to change without prior notice and shall not constitute a binding agreement on the part of Calumet College of St. Joseph.

Introduction

Rooted in a liberal arts foundation, Calumet College of St. Joseph (CCSJ) has been preparing students for teaching careers since its inception in 1951. The collaborative efforts of the CCSJ faculty with teachers from neighboring public and parochial school systems provide the students with a quality curriculum. This linkage has resulted in the sharing of resources and cooperation for pre-service teacher program evaluation, practicum placements, continuous assessment, teaching, community learning experiences, and research efforts.

With accredited programs based on the requirements established by the Indiana Professional Standards Board and the Illinois State Board of Education, the elementary and secondary curricula make a commitment to excellence through the implementation of the CCSJ mission and goals coupled with the Education Department mission and goals.

Calumet College of St. Joseph

Overview



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Calumet College of St. Joseph History

Calumet College of St. Joseph (CCSJ) has enjoyed a unique beginning as a small Catholic college. Founded in 1951 as a two-year urban extension in Lake County, Indiana, of Saint Joseph's College in Rensselaer, Indiana, CCSJ today is a private, Catholic, coeducational, commuter college that offers certificate, associate's, bachelor's, and master's degree programs to students from the sprawling Calumet Region. This region includes Southeast Cook County, Illinois, and the highly industrialized complex that is Northwest Indiana. Throughout its fifty-five year history, Calumet College of St. Joseph has remained true to its mission of serving the varied educational needs of its diverse commuter population.

For nine years after its founding, CCSJ led a nomadic existence as it offered classes in rented facilities in Hammond and East Chicago, Indiana. Known then as the Calumet Center, the college conducted most of its courses in borrowed classrooms provided by Bishop Noll Institute and St. John the Baptist Church in Hammond. In 1960, the Saint Joseph's College Board of Control authorized the expansion of this two-year extension into a full four-year, degree-granting college. The institution thus became the first college in Lake County to offer baccalaureate degrees. At that time, Saint Joseph's College Calumet Campus moved into a new home, a former furniture store in East Chicago. For the next three years, this building housed the college's classrooms and administrative offices. Later, the building served as the administration building for fifteen years. This East Chicago campus continued to grow throughout the 1960's. Buildings were donated or acquired on Indianapolis Boulevard and Olcott Avenue to provide classroom and office space, a library, laboratories, a theater, a communications center, and student recreational facilities.

In the summer of 1971, the college changed its name to St. Joseph Calumet College. The college was officially separated from Saint Joseph's College on November 16, 1973 after Articles of Incorporation were filed with the State of Indiana. The North Central Association approved the transfer of accreditation to Calumet College. The next comprehensive evaluation was scheduled for the 1982/1983 academic year.

On December 31, 1973, American Oil Company (Amoco) deeded its Whiting, Indiana research and development facilities and 256 acres of land in Hammond to CCSJ. Known as Calumet College from 1973 through 1986, the college was renamed Calumet College of St. Joseph in 1987 to re-identify its Catholic heritage.

Over the years, the college has looked for more effective ways to be of service to its students. In 1991, administrative restructuring resulted in the merger of the offices of admissions, financial aid, the registrar, academic advising, chaplain, campus ministry, career services, and the Lifelong Opportunity Center (presently the Skills Assessment Center) into the Division of Enrollment Management. This consolidation of all student services into one division provided closer planning and coordination of activities leading not only to the admission of new students but also to the retention of current students as they progressed toward graduation.

Calumet College of St. Joseph has the facilities to serve more than 3,000 students during a given semester. Service to the students also includes a library that has grown to over 90,000 volumes with 979 journals, 210 periodicals plus 41 electronic subscriptions. Parking is ample and free.

CCSJ offers programs that are practical and diverse including four-year baccalaureate degrees, two-year associate degrees, and certificates. In addition to daytime offerings, the college offers a full evening program to accommodate the needs of its working student population. As part of a pledge to serve the educational needs of the area residents, the college continues its endeavors to eliminate time and space barriers that limit the educational opportunity available to its area citizens. Thus, it offers weekend classes, credit for life experience through the Life Experience Assessment Program (LEAP), course offerings at various sites in Northwest Indiana, and video-assisted instruction (VAI/telecourses). These innovative telecourses were the first programs of their kind to be offered in Northwest Indiana.

Perhaps the most successful example of innovation is the Degree Completion Program (DCP) started in September 1987 and now flourishing in communities throughout Northwest Indiana and Chicago. Adults with two years of college attend class one night a week at a location near home or work and in approximately 18 months earn a baccalaureate degree in Organization Management, Healthcare Management, or Law Enforcement Management.

Furthermore, the Education Department of CCSJ has two vehicles for teacher certification: Day and Evening Cohort, and Transition to Teaching. The Cohort delivery is available for full-time students pursuing an elementary or secondary education. The program is 15 months for secondary education and 18 months for elementary education. Classes meet Monday – Thursday, 8:00 a.m. – 12:00 p.m. or 5:00 p.m. – 9:00 p.m. The Transition to Teaching Program offers (secondary) certification in the area in which an individual holds a bachelor's degree as well as elementary certification. Classes meet on Saturdays from 8:00

a.m. – 4:00 p.m. for a period of eight months for secondary education and eleven months for elementary education.

Responding to student needs and requests, CCSJ continues to seek opportunities to collaborate with business and industry by identifying initiatives that will continue to expand its educational influence. The CCSJ 2005-2010 strategic plan, *Designing Our Future 2005-2010*, indicates potential undergraduate programs and new graduate initiatives.

Calumet College of St. Joseph Mission Statement

Calumet College of St. Joseph is a degree-granting, Catholic institution of higher education, sponsored by the Missionaries of the Precious Blood (C.P.P.S.). The college prepares graduates for careers and graduate school with academic and professional programs based on a strong foundation in the liberal arts and sciences. These programs are designed to empower graduates to improve their lives and the lives of their families. In an academically challenging and flexible environment dedicated to student learning, the college acknowledges and respects the dignity and worth of each individual. Serving a richly diverse population, the college encourages differing views, fosters personal growth, and promotes the formation of spiritual, moral, and ethical values in support of social justice and personal responsibility.

Calumet College of St. Joseph

Academic Principles

The teaching and learning community at Calumet College of St. Joseph (CCSJ) recognizes the need for an educational process that prepares competent, scholarly, and confident leaders. Rooted in the CCSJ mission, complemented by educational theory, all curricular and co-curricular programs are defined, informed, and characterized by the following principles:

Competency Based Education

Competency based education incorporates multiple assessment practices that provide the learner opportunities to demonstrate the specific and measurable competencies for each course and program. Competencies, coupled with quality assessment practices, prepare students as knowledgeable, reflective practitioners in a specific discipline or profession and as life-long learners. Information obtained from assessment practices is utilized for continuous quality improvement in each academic program.

Social Justice

A fundamental commitment to the understanding and practice of gospel centered social justice is infused throughout each academic program. This commitment is evidenced in course content, internships, practicum experiences, teaching methodology, and in each and every relationship within the academic community. The practice of social justice principles contributes to a distinctive climate, a commitment to service, and to constructive and long-lasting change in local neighborhoods and communities.

Technology and Scholarly Skills

Technological expectations for the 21st Century include the abilities to garner appropriate information, interpret value, critically solve problems, evaluate potential utilization, and design new strategies incorporating synthesis skills. Quality thinking and problem-solving skills, complemented by the application of technological competency, prepare students to address and adapt to unprecedented challenges for the future.

Integration

Academic programs reflect an integrated and holistic worldview. The learner is challenged to examine phenomena from both a multi-disciplinary and multi-cultural perspective, thereby acknowledging the linkages rather than the divisions traditionally common to learning. This global perspective complemented by scholarly thinking skills, competency education, and a social justice commitment, assists students to develop characteristics that are distinctive of an education at CCSJ.

Calumet College of St. Joseph

Goals

The goals of Calumet College of St. Joseph are expressed in terms of students' skills, subject matter knowledge, and human and professional values.

Section I. The mastery of the arts of discovery, persuasion, demonstration, and creation:

1. Students will be able to analyze texts and write grammatically correct, persuasive, and logically compelling prose.
2. Students will be able to listen with an open and critical mind to arguments made by others, as well as, to make and defend their own compelling oral arguments.
3. Students will be well versed in the basic operations and language of mathematics necessary for their individual fields and future studies.
4. Students will be able to perform computer applications and understand contemporary forms of information processing necessary in their individual fields and future studies.
5. Students will have the opportunity to express and develop their creativity, to see and solve problems creatively, and to create expressions of and responses to the human experience.
6. Students will learn how to make decisions on the basis of their best perception of the truth, even if the truth must be continually searched for and can only be provisionally comprehended.
7. Students will recognize the need for ongoing critical reflection and the importance of continuing intellectual maturation.
8. Students will acquire an understanding of the scope, basic concepts, methods of learning, and forms of expression of their chosen major field.

Section II. The comprehension and integration of the accumulated wisdom of humanity:

1. Students will develop knowledge of the literary, artistic, and musical traditions of human civilizations as a historical expression of humanity's search for truth.

2. Students will develop knowledge of human civilizations and history, as well as, the problems of modernity and historical consciousness.
3. Students will develop knowledge of mathematics, its creative possibilities, and the insight it offers into the physical universe.
4. Students will develop knowledge of the principles, methods and conclusions of ongoing debates in the physical, biological, and social sciences. In particular, they will be able to evaluate claims made regarding the impact of technological developments and social structures on the integrity of the ecosystems and the development of human capacities.
5. Students will develop knowledge of the principles, methods, and major conclusions of philosophy, including the debates on the nature of human knowledge, the existence of God, the transcendental principles of value (e.g., truth, beauty, goodness, and unity), and the right, virtuous, and just.
6. Students will develop knowledge of the religious dimensions of human life, especially through engagement with the sources, methods, and principle conclusions of Christian theology, both classical and modern. Because of the college's Catholic commitments, students will develop this knowledge in an ecumenical and critical atmosphere, drawing particularly upon the rich resources of Catholic theological tradition.
7. Students will develop knowledge of their major field, including an awareness of the historical development in that discipline, current questions and schools of thought, and the connections of that discipline with other areas of human knowledge.

Section III. The ability to apply skills and knowledge gained in public and private areas:

1. Students will gain an understanding of their personal identities, self-worth, positions in their community, and the deep interdependence of all life.
2. Students will develop the ability to empathize with others and respect their dignity through the study of many philosophies, historical events, and peoples.
3. Students will be able to make conscientious ethical decisions based on their best grasp of principles and prudential judgments regarding the application of those principles to particular situations.
4. Students will have the ability to build and exercise power which is the capacity to pursue the common good and achieve the ends of human life.

5. Students will develop an understanding of the specific questions about ethical and professional standards which pertain to their major area of study.
6. Students will prepare to practically apply their studies in their major field to future study or professional work.

Profile of Calumet College of St. Joseph Students

Since its founding in 1951, Calumet College of St. Joseph (CCSJ) has been preparing students for teaching careers. Initially, the college operated under the accreditation of its parent institution, St. Joseph's College in Rensselaer, Indiana. CCSJ became independent in 1973 and achieved its first accreditation in 1968.

The CCSJ students tend to be first generation, non-traditional college students who come from "blue collar" backgrounds. Non-traditional students exhibit one or more of the following characteristics:

- The student is more than twenty-five years old at the time of enrollment.
- The student has multiple life responsibilities generally involving work and family obligations.
- The student has previously attended a post-secondary institution.
- The student is pursuing post-secondary education in order to enhance his/her economic and/or social position.

These characteristics define CCSJ students accurately. Specifically, the majority of students at CCSJ are female, (55.5%), Catholic (45.5%), and reside in Lake County, Indiana (54.4%) with 8.0% in other Indiana counties and 38.0% from Illinois. Only 34.1% of the students are married. Many CCSJ students attend night classes: However, as the traditional student population grows, more students opt to attend classes during the day.

CCSJ students have consistently been mature students who are returning to school in order to better themselves. In the past 10 years, the average age of students has been 34, these non-traditional students bring a breadth of work, family, and life experience to their coursework.

Throughout its history, CCSJ has served as a model of cultural diversity. For the fifth straight year CCSJ ranked #1 in campus diversity according to the U.S. News and World Report “Best Colleges” study. CCSJ enjoys this diversity and celebrates the role of creating an educational environment that encourages various viewpoints and perspectives.

Student enrollment has been consistent throughout the years. CCSJ has averaged approximately 1,217 students each semester since 1995. CCSJ offers two types of programs, traditional college and Degree Completion Programs. As of Fall 2005, 52% of CCSJ students are enrolled in the traditional college and 35.5% in the Degree Completion Program (*CCSJ 2005 Fact Book*). The majority of the student population attends the college part-time (63.7%); 37.3% are full-time students.

Support Services

Center for Academic Excellence

The Center for Academic Excellence is a service of Calumet College of St. Joseph designed to assist CCSJ students in developing the skills necessary to complete their college degree. It offers free individual or group tutoring and provides supplemental academic materials at no cost. The college-Level Examination Program (CLEP) tests are offered for successful students to earn credit for required courses through the Skills Assessment Center. Study skills can be evaluated and a vocational interest inventory of career interests is also available. Intensive developmental tutoring and personal consultations can be scheduled.

Financial Assistance

Calumet College of St. Joseph has a long history of striving to build assistance packages for students that include scholarships, grants, loans, and award programs. Call the financial aid office for more information (219) 473-4296.

Plato

The Education Department is now offering **PLATO**, a simulated practice test that is an Internet based preparation for **PPST**. Access to the program is available to undergraduate and graduate students currently enrolled in the Education Department at no cost. The **PLATO** simulated test was designed to identify the area or areas that students have difficulty with and provide remediation in those areas. **PLATO** contains numerous forms of tutorial sessions and practice module tests to reach mastery level. There is no limit to the number of times that students are permitted to access **PLATO**. The faculty and staff of the Education Department encourage students to take advantage of **PLATO**. It is a user-friendly Internet program that assists the student in preparing for the **PRACTICE I (PPST)**.

Calumet College of St. Joseph

Education Department



*Empowering Individuals
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Education Department Mission Statement

The Education Department of Calumet College of St. Joseph supports the general educational mission of the college to prepare a diverse student body for professional careers and graduate education. Guided by a Catholic vision of social justice, it empowers students to improve their personal lives and to create a more equitable society. The Education Department seeks to implement educational experiences for its teacher candidates and professional educators that reflect current educational theory and best practice in the profession according to the threefold stages of:

- Professional Preparation
- Continuous and Critical Reflection
- Ongoing Personal and Professional Transformation

The Education Department prepares teacher candidates to become effective professional educators of PK-12 students and provides licensed teachers with ongoing professional development. Graduates of the program are prepared to serve the diverse population of PK-12 students in the schools of northwest Indiana. They help transform the community by:

- Preparing students to master the knowledge and skills requisite to meet state educational standards.
- Fostering students' critical and reflective thinking skills.
- Encouraging students to work towards personal transformation and to be change agents for the just transformation of society.

Education Department Vision Statement

Rooted in the Catholic tradition, the Education Department of Calumet College of St. Joseph:

- Values the dignity and worth of each teacher candidate;
- Shapes attitudes and values;
- Strives for social justice;
- Instills a sensitivity to the poor and the powerless;
- Refines professional competency and scholarship in every teacher candidate.

At Calumet College of St. Joseph we are committed to developing the natural abilities of our students and refining them into high quality professional educators.

Education Department Goals

Five major objectives have been defined under the three pillars: Preparation, Reflection and Transformation that graduates are required to:

1. Demonstrate Understanding of How Students Learn and How They Differ
2. Demonstrate Knowledge of What to Teach
3. Demonstrate How to Teach Effectively
4. Demonstrate Effective Implementation of Technology
5. Demonstrate Continuous Personal and Professional Growth

Graduates of the Education Department at Calumet College of St. Joseph will be prepared to:

1. Demonstrate competency in core knowledge and skills essential to the various disciplines: english, mathematics, theology, philosophy, humanities, sciences, social sciences, and the fine arts.
2. Demonstrate competency as skilled, reflective, teaching professionals, cognizant of their role in transforming self, students, and community.
3. Demonstrate knowledge of current standards (INTASC, NCTM, State etc.), theories, and theorists that establish the framework for educational methodology and pedagogy for a diverse student population.
4. Develop a deep respect for the values inherent in various religious, educational, and cultural traditions.
5. Develop a commitment to life-long spiritual and professional growth with an understanding of one's own system of values and ethics.
6. Develop personal responsibility to transform society for the common good based on values and principles that insure social justice.
7. Demonstrate integration of reflection, analysis, evaluation, synthesis, and communication skills in problem solving situations.
8. Collaborate with community resources and services to provide quality educational experiences and opportunities to meet the future needs of all students.
9. Incorporate the best media and technology in planning, organizing, and assessing student needs.

10. Demonstrate professional skills and educational leadership in addressing evolving educational trends.

Conceptual Framework

Overview

The Education Department is deeply committed to the Calumet College of St. Joseph urban educational mission to prepare a diverse student body for professional careers and graduate education. Consistent with the mission of the college, this conceptual framework empowers teacher candidates to become effective educators demonstrating the requisite knowledge, dispositions, and performances outlined in the guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC).

The Education Department contributes to the building of a socially just society so that the inherent dignity and rights of the individual are respected and protected. Through quality education, teacher candidates are challenged to engage in the transformation of values and social structures within the community. The result is the flourishing of human dignity, freedom, responsibility, and creativity, fulfilling an essential tenet of the college mission: *the formation of spiritual, moral, and ethical values in support of social justice and personal responsibility.*

The conceptual framework of the Education Department offers three essential and inter-related pillars: *professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.*

The pillar of *professional preparation* provides teacher candidates with appropriate content knowledge and skills that reflect current research on effective teaching and best practices in the field. The pillar of *continuous and critical reflection* challenges teacher candidates with opportunities to evaluate best practices and research with a view towards appropriating the knowledge, performances, and dispositions that will foster effective teaching. The pillar of *ongoing personal and professional transformation* engages teacher candidates in the dual process of personal evaluation of the skills and dispositions of an effective teacher, leading to professional transformation, and the application of Catholic social justice values that lead to quality involvement in society.

Preparation

An overarching focus of the Education Department is to develop exemplary educators grounded in a liberal arts education. Candidates require relevant content knowledge in the academic disciplines in conjunction with critical knowledge of the field of education. Teachers must know both the subject matter and state mandated teaching standards for content areas to ensure that young people learn the subject matter of the various content disciplines and can apply their learning in a constructive manner. As Vito Perrone notes in his *Letter to Teachers*, education is a matter of facilitating the construction of new meanings for the ultimate purpose of creating a “more productive community-oriented life” (Perrone, 1991). Understanding the social context of schooling assists teachers in creating a bridge between the content of the school curriculum and the lives of their students.

The Education Department faculty prepares teacher candidates to use appropriate instructional approaches and authentic assessment procedures to ensure that all students meet Indiana’s state standards. Teacher candidates learn to appreciate the importance of cultural diversity and multiple learning styles. They develop the ability to address diversity through various instructional methodologies. Candidates understand learning theory, curriculum development, and effective ways to incorporate educational technology in assisting PK-12 students to achieve quality outcomes.

In addition to acquiring a knowledge base for professional education, teacher candidates must have the professional dispositions (e.g., values, commitment) that will help them to become fully effective as professional educators by understanding the affective nature of education. The dispositions of successful educators include enthusiasm for the discipline they teach, a commitment to lifelong learning, high achievement expectations for PK-12 students, and an ability to develop productive, caring, and respectful relationships with families from diverse backgrounds. When candidates align content knowledge, pedagogical expertise, and affective understanding, PK-12 students benefit from an environment conducive to quality learning. According to Fenstermacher and Soltis (1998), the teacher’s manner can be “grouped under the heading of moral and intellectual virtues” (p. 42). Thus, manner is part of the instructional process, since while imparting content the teacher also demonstrates an approach to the content. A second component of teacher manner focuses on character traits that are taught largely through modeling rather than by direct instruction.

Particular attention to the needs of the richly diverse population of students in Northwest Indiana requires that CCSJ teacher candidates be prepared with a variety of multicultural educational experiences. They must be able to appreciate and build upon the various forms of diversity in today's schools, e.g., ethnicity, race, religion, class, gender, family, language, and exceptionality to facilitate learning and promote critical thinking and tolerance. It is essential that future educators be prepared to provide an equitable environment that enhances achievement for exceptional PK-12 students and those who are non-native speakers of English. In addition, all teacher candidates must be prepared to address various learning styles throughout the curriculum, including those influenced by cultural factors. They must also utilize effective classroom management techniques to ensure that all PK-12 students achieve at high levels.

Teacher candidates must demonstrate a theoretical and functional understanding of how learning occurs (knowledge construction, skill acquisition, and habits of mind). Candidates utilize instructional strategies and assessments that promote student learning while aware of the multiple factors that impact a student's social, emotional, moral, and cognitive development. This requires that the Education Department faculty prepare teacher candidates to know and apply developmentally appropriate practices and motivational principles to make accurate curricular and methodological decisions when planning lessons. Teacher candidates must also understand the uses, advantages, and limitations of various assessment procedures when selecting, constructing, and utilizing developmentally appropriate assessment strategies for the evaluation of learning outcomes.

The Education Department faculty structures each course syllabus to provide measurable mechanisms for assessing the teacher candidate's progress in demonstrating the knowledge, skills, and dispositions requisite for the effective urban professional educator. Teacher candidates are provided with various experiences in designated courses throughout the program that encourage them to demonstrate competence in implementing Indiana State Developmental Standards and the INTASC principles.

Reflection

Reflective teachers are thoughtful practitioners who continuously evaluate their professional thinking and behavior to improve educational performance. Reflective practitioners engage in what Paolo Freire (1970) refers to as praxis, education that connects

theory with reflection and action. These reflective teachers must be motivated to analyze educational situations in a critical manner, set goals, plan and monitor activities, analyze and evaluate results, and reflect on their professional thinking, behaviors, and values. Moreover, teacher candidates are expected to illustrate their knowledge of democratic and ethical principles as they consider the long-term social and ethical implications of daily decisions. In their mimetic role as teachers, candidates must reflect on the transformative nature of education and their importance as role models for students (Jackson, 1986). Therefore, the program engages teacher candidates in the development of the art of reflective thinking that enhances professional growth, provides an opportunity to reflect on ways to address the diversity of students, and increases the likelihood of success for all students.

The Education Department faculty provides multiple mechanisms for teacher candidates to develop the skills and attitudes needed to be reflective practitioners including participation in field experiences throughout the program and mentoring by experienced teachers. Using observation forms developed by the Education Department, teacher candidates are required to observe classroom teaching throughout the program and interview experienced teachers. Written reflective assignments provide the students valuable opportunities to analyze, synthesize, and evaluate the effectiveness of educational practices. These reflective field experiences also provide Education Department with valuable data on the teacher candidates' classroom experiences.

All teacher candidates attend required professional development seminars several times each semester. The seminars provide an opportunity for students to reflect on current critical issues germane to the teaching profession. The Education Department faculty members extend these reflections into discussions and activities within their courses.

Teacher candidates develop personal philosophies of education after analysis of major educational theories and philosophical approaches to education. These philosophies reflect the teacher candidates' reasoned judgment concerning what is most important for learning and how children best achieve educational goals. Subsequent to the study of philosophers and theories, candidates analyze, reflect, and evaluate a practicing teacher's philosophy after a classroom observation and interview.

Recognizing that knowledge and reflection prompt transformation, teacher candidates revisit and revise these statements prior to student teaching so that a final philosophy of education accurately reflects *praxis* on the part of the candidate. Candidates document

progress through an electronic portfolio. They analyze their ability to assess reflectively and critically their own performance and growth and match their practices to state standards, developmental standards, and INTASC principles.

The culminating reflective activity for teacher candidates occurs during the student teaching experience. Teacher candidates begin student teaching by observing the pedagogy of their cooperating teacher and writing daily reflections in their journal. The Education Department field supervisors and cooperating teachers model reflective skills through regular written observations throughout the duration of the candidate's placement. In a collaborative effort, the combination of reflection and feedback through journals, video taped lessons, and conferences create an ideal environment for professional development.

Transformation

The transformation of teacher candidates into committed, caring, socially conscious, and effective teachers requires a lifelong commitment. This transformation begins with the initiation of the candidates into the Education Department of Calumet College of St. Joseph and develops throughout the teacher candidate's student teaching experience and educational career. Recognizing this formational approach, the Education Department faculty not only offers a curriculum of preparation to potential teacher candidates, but also regularly offers the wider community of professional educators the opportunity to participate in enriching courses.

The transformation of teacher candidates is a foundational tenet of the Education Department, influencing teacher candidates to transform through education the lives of the PK-12 students who will eventually be under their care. The Education Department faculty assists teacher candidates in their transformative efforts to acquire and apply to the professional world of education the knowledge, skills, and dispositions as clear indicators of effective teaching identified in the literature and professional educational organizations such as INTASC. In this manner, well-prepared, reflective teacher candidates from the Education Department will transform the lives of PK-12 students by positively and effectively facilitating the achievement of identified Indiana standards outcomes.

These positive outcomes will serve the educational needs of the community in such a manner as to foster the achievement of "larger hopes" (Perrone, 1991). Such larger hopes would include the creation of classroom environments that, in the words of Piaget, prepare children to mature into "men and women who are capable of doing new things, not simply

repeating what other generations have done – men and women who are creative, inventive, and discoverers ... who can be critical, can verify, and not accept everything they are offered” (quoted in Greene, 1978, p. 80).

Furthermore, consonant with the larger mission of the college as both Catholic and committed to the principles of social justice in a predominantly urban environment, the Education Department faculty seeks to transform the lives of teacher candidates by stimulating awareness of and appropriation of professional dispositions and ethical values. Education at its best has been described as both a moral and intellectual endeavor (Nelson, Polansky and McCarthy, 2000). The Education Department advocates not only the value of education but also the enduring moral values that can serve as a foundation to help shape a just and caring society. Noddings (1992) has called for an “ethic of care” to shape the conditions of the classroom. She argues that “schools should be committed to a great moral purpose: to care for children so that they, too, will be prepared to care” (p. 65). For this reason, the Education Department faculty addresses both character education and multicultural education and the need for schools to address the societal power structure that has historically subordinated groups and rationalized their school failure (Gay, 1997).

Transformation of teacher candidates into educational advocates for the values of social justice is a particularly significant focus of the Education Department. An ethic of social justice strives for an ideal where all students have equal access to a high quality education (Johnson, Dupuis, Musial, Hall & Gollnick, 2002). In their course of studies, teacher candidates are therefore exposed to and made aware of the inequalities present in society and in the current educational system. They are also encouraged to work towards the personal empowerment of their PK-12 students and the social transformation of the schools in Northwest Indiana.

Anyon (2001) has stressed the importance of high quality teaching in inner cities as a vital prerequisite to social change. She has found in her work with exemplary urban teachers that they are characterized by a belief in the capacity of their students to learn and to make a positive contribution to society. These exemplary teachers also demonstrate caring by showing a willingness to learn about their students’ languages, cultures and histories. The Education Department faculty fosters these dispositions in teacher candidates as well by incorporating diverse perspectives in the curriculum through participatory, experiential activities. These mechanisms assist the teacher candidates in achieving not only professional transformation

into more effective teachers but also into persons committed to valuing education as one means of achieving social justice in their communities.

Conclusion

The curricular design of teacher preparation seeks to transform well-prepared candidates into reflective, committed, and socially conscious professional educators. The student teaching experience, guided by close and supportive Education Department faculty and cooperating professionals, culminates in the transformation of teacher candidates into truly effective professional teachers. Personal and professional transformation requires an ongoing educational process that encompasses the development of knowledge, skills, dispositions, and performances requisite for effective teaching. This process of critical reflection on contemporary educational theory, principles, and standards, as well as, the values of social justice in service to the larger hopes of the richly pluralistic educational community of Northwest Indiana remains the foundational Education Department goal.

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Calumet College of St. Joseph

Education Department

Faculty and Staff



*Empowering Individuals
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Education Department Faculty

Full-Time Faculty

Dr. Joi Patterson

Director of Education, 2001
Licensing Advisor, 2001
Chair of Education Department 2004-2006
M.S., Chicago State University, 1998
Ph.D., Walden University for Advanced Studies, 1995
M.S., Governor's State University, 1993
B.A., Sam Houston State University, 1989

Mr. Garrard McClendon

Lecturer in Education, 2004
Ph.D., Candidate, Loyola University 2004
M.A., Valparaiso University, 1995
B.A., Wabash College, 1990

Dr. Barbara O'Block

Assistant Professor in Education, 2004
Ed.D., Loyola University, 2004
M.S. Ed., Loyola University, 1971
B.S. Ed., DeLourdes College, 1967

Dr. John Shields

Director, Leadership in Teaching Graduate Program, 2005
Ph.D., Loyola University, 2004
Assistant Professor in Education, 1999
M.A., University of Notre Dame, 1999
Ph.D., Loyola University, 1987
M. Ed., Loyola University, 1976
B.A., Toletine College, 1968

Mr. Bruce Wisowaty

Instructor in Education, 2002

Academic Advisor, 2005

Administrative Certification, Govenors State University, 1990

M.S., Govenor's State University, 1990

B.S., Southern Illinois University, 1977

Education Department Adjunct Faculty

Mr. Michael Brown

Lecturer in Education, 2002
M.A., Governors State University (in progress)
B.A., Central State University, 1977

Dr. S. Leonard Brown

Lecturer in Education, 2004
Ed.D., Loyola University , 2004
M.A., Education, Governors State University, 2002
M.A., Communications, Governors State University, 1993
B.S., Purdue University, 1973

Dr. Christopher Buczinsky

Assistant Professor, English Department, 2002
Ph.D., Northwestern University, 1994
B.S., Northern Arizona University, 1983

Ms. Maria Dalhoumi

Lecturer in Education, 1991
M.A.T., Northwestern University, 1974
B.A., Colorado College, 1973

Ms. Nancy Ellis

Lecturer in Education, 1994
M.S., Purdue University, 1997
B.S., Calumet College of St. Joseph, 1974

Mr. Tony Franco

Lecturer in Education, 1990
M.A., Valparaiso University, 1989
B.S., Valparaiso University, 1987

Ms. Denise Gurley

Lecturer in Education, 2004

B.A. Candidate, The School of the Art Institute, 1978

Ms. Marlene Kaplan

Lecturer in Education, 2004

M.S., Purdue University, 1983

B.S., Simmons College, 1960

Ms. Eleanor Kasprzycki

Lecturer in Education, 1995

M.S., Purdue University, 2003

B.S., Indiana University, 1995

Ms. Erin Kennedy

Lecturer in Education, 2003

Ph.D. Candidate, Counseling Psychology, Northwestern University, 2003

M.A., Counseling Psychology, Northwestern University, 1997

B.A., Psychology, University of Chicago, 1992

Dr. Jill Miller

Lecturer in Education, 2003

Ph.D., Chicago School of Professional Psychology, 1996

B.S., Indiana University, 1991

Mr. John Potocki

Lecturer in Education, 2000

M.A., Governor's State University, 1980

B.S., Northern Illinois University, 1971

Ms. Angela Ramsey

Lecturer in Education, 2003

M.S., Purdue University, 1999

B.S., Calumet College of Saint Joseph, 1992

Ms. Lola Taylor

Lecturer in Education, 2003

M.S. Purdue University, 2000

B.S. Ball State University, 1979

Dr. Kevin Zajdel

Lecturer in Education, 1995

Ed.D, National-Louis University, 1994

M.S. Ed., Indiana University Northwest, 1980

B.A., St. Meinrad College, 1975

Education Department Staff

Staff members of the CCSJ Education Department include the following:

Ms. Angela Ramsey

Education Program Field Director 2005

Urban Education Field Director, 2003

Administrative Certification, Purdue University, 2000

M.S., Purdue University, 1999

B.S., Calumet College of Saint Joseph, 1992

Ms. Lynn Duimich

Administrative Assistant, 2003

Ms. LaDonna Hendrix

Secretary, 2002

Education Committee

Chair of the Education Department

Joi F. Patterson Ph.D.

Director of the Education Program

Joi F. Patterson, Ph.D.

Director of the Graduate Program

John Shields, Ph.D.

Education Department Faculty Representatives

Ms. Maria Dalhousi, Adjunct Faculty, SCEC

Dr. Elaine Kisisel, Professor, Education (Emerita)

Dr. Barbara O'Block, Assistant Professor

Dr. John Shields, Assistant Professor

Mr. Garrard McClendon, Assistant Professor

Mr. Bruce Wisowaty, Instructor

Education Staff Representatives

Ms. Angela Ramsey, Director of Field Experience

Lynn Duimich, Administrative Assistant

LaDonna Hendrix, Secretary

Faculty/Staff Representatives

Ms. Christine Weber, Library Services and Computer Services Director

Mr. Darren Henderson, Assistant Professor, Computer Information Systems

Mr. Walter Skiba, Media Fine Arts Program Director

Antonia Koslow, Instructional Technologist

Cooperating School Representative

Ms. Marie Dalhoumi – Director of Special Education SCEC

Student Representatives

Maleesa Losendahl

TBA

Alumni

Leslie Riley

Voronda Tillman

Calumet College of St. Joseph

Education Department

Admission



*Empowering Individuals
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Admission Procedures to the Education Department Phase I

Admission to the college

All students must be admitted to the college prior to applying to the Education Department. Students must apply through the Admissions Office, located on the first floor of the college (ext. 215). All admissions and transfer of credit are dependent upon previous secondary and post-secondary work, verified by an official transcript and submission of all required records.

Admission Procedures to the Traditional Cohort Education Program

Students must successfully complete the following criteria:

- Successful completion of 75% of general education curriculum
- Successful completion of EDU 200, *Introduction to the Education Profession*, EDU 300, *Educational Psychology*, EDU 311, *Foundations of Education*
- Blackboard training
- Library Tour
- Virtus training
- Current resume for your file
- Limited Criminal History Clearance
- Interview with a member of the Education Committee (if applicable)
- Thirty hours of field experiences
- Pass Praxis I: reading, writing and math
- Apply for teacher candidacy

After submitting an application for teacher candidacy, the potential teacher candidates are notified by letter of the final decision of the Education Committee indicating one of three decisions: *Acceptance*, *Acceptance with Conditions*, or *Non-Acceptance*.

Acceptance: Met all criteria

- The teacher candidate has satisfactorily demonstrated the above-mentioned criteria and is deemed a potential quality candidate.

Acceptance with Conditions: - Granted for one of the following reasons:

- Deficient scores on any section of the Praxis I
- The Education Department awaiting Praxis results
- Any one of the criteria not met

To change *Acceptance with Conditions* to *Acceptance*, potential teacher candidates must once again meet all requirements for acceptance criteria. Students receive this status for one semester only.

Non-Acceptance: Lack of evidence demonstrating the above criteria.

- Poor class attendance
- Poor academic performance
- Lack of essential dispositions inherent in potential teacher

Students not accepted may reapply to the Education Department after two years.

Admittance to the Education Department for Transition to Teaching Students

Transition to Teaching (T2T), a federal/state mandated alternative teacher certification program, is designed to certify individuals who possess a bachelor's degree. The requirements for T2T include:

- Attend an Information Session
- Review of transcript: G.P.A. 3.0 or 2.5 with 5 years experience in licensing area
- Successfully complete Praxis 1: reading, writing, and math
- Submit Criminal History Clearance
- Submit 2 letters of recommendation
- Submit current resume for file
- Successfully complete Orientation
- Interview with an Education Department faculty member

T2T candidates are required to meet the same standards and engage in the same assessment practices as traditional teacher candidates. After a formal interview with Education Committee members, T2T candidates receive a letter indicating *Acceptance or Non-Acceptance*.

In addition to the above criteria, these are necessary:

1. Recommendation from a member of the Education Committee based upon an interview with the student.
2. Demonstration of the INTASC values, knowledge, dispositions, and performances relative to the teaching profession.

3. Reflect evidence of positive regard toward essential qualities inherent in the successful education profession such as effective interpersonal communications, significant knowledge of subject matter, openness toward professional theory and practice, and consistent humanistic values.

Continuation in the Education Program Phase II

The Education Program, (Phase II), requires a performance review of teacher candidates by Education Department faculty each semester. The review includes the candidate's Strategic Plan (**Refer to Attachment 1: Strategic Plan**), the grade point average in content courses, education courses, and overall G.P.A., transcripts and INTASC performances to determine compliance with Education Department requirements.

Continuing Education students must meet the following assessment criteria:

- Transcript review and advising
- Demonstrate professional knowledge, disposition, and performance
- Maintain a G.P.A. of 3.0/4.0 in education courses
- Maintain a G.P.A. of 3.0/4.0 in content courses
- Maintain an overall G.P.A. of 2.75/4.0
- Meet performance criteria outlined in the Education Department, INTASC and State Standards
- Register for and attend Education Seminars each semester
- Maintain a current Limited Criminal History Clearance

Candidates who have not met all the above criteria will receive a letter informing them of their deficiencies or a letter of non-continuance in the program. (**Refer to Attachment 2: Notice of Requirements Not Met**). If a student receives a letter of non-continuance yet wishes to return to the program, the candidate may apply after a two-year waiting period. The student must reapply to the Education Program.

Appeals Process

Candidates who have received a letter of non-continuance may appeal the decision in writing to the Education Committee. The Education Committee reviews documentation and makes a recommendation to Education Program Director.

Additional screening of teacher candidates by the Education Committee will occur each semester. The Education Committee will review each teacher candidate's G.P.A to determine compliance with the Education Program's G.P.A requirement:

- A minimum cumulative G.P.A. of 2.75 and upon completion of EDU 200. Candidates must maintain a minimum G.P.A. of 3.00 in professional and major content area courses.

Student Teaching Acceptance Process

Phase III

Student teaching is the culminating experience in the professional preparation of teachers. Building on the competence based professional preparation, the student teacher experiences classroom teaching responsibilities to prepare for entrance into the education profession.

Even though the Education Department has prepared the student teacher for this process, new and challenging situations will occur. Alternatives to handling classroom situations are varied, and the cooperating teacher in conjunction with the Student Teacher Supervisor provides counsel to the student teacher. This collaborative arrangement seeks to provide opportunities for professional growth through the sharing of intellectual stimuli, ideas, options, and accomplishments.

Acceptance for Student Teaching

The teacher candidate completes a student teaching application (**Refer to Attachment 3: Student Teaching Application**) and submits it to the Director of Field Experience. The applicant is assessed on the successful completion of the following:

- Current resume
- Current philosophy of education
- Pre-professional portfolio
- Completed professional file
- Successful completion of:
 - Praxis I
 - Interview by the members of the Education Committee
- Documentation of attendance at Education Seminars
- Minimum cumulative grade point average of 2.75/4.00
- Minimum G.P.A. 3.00/4.00 in Professional Education courses
- Minimum G.P.A. 3.00/4.00 in content courses
- Current Limited Criminal History Clearance (within 3 months)
- Completion of all prerequisite education and major content courses

Teacher Candidate not approved for student teaching will receive a letter indicating reasons for the denial.

Appeals Process may be initiated by the teacher candidate

Teacher Candidates who have received a letter of non-continuation may appeal the decision in writing to the Education Committee. The Education Committee reviews documentation and makes a recommendation to the Vice President of Academic Affairs.

Student Teaching Placement Criteria

Student Teaching Placement Criteria

Student teaching placement schools must meet the following requirements:

1. Environment is culturally diverse.
2. Technology is implemented throughout the classroom curriculum.
3. Students with exceptionalities are serviced.
4. The licensed cooperating teacher has at least five years of teaching experience (in content area for secondary students) in accredited schools.
5. A conflict of interest does not exist (as determined by the Education Committee).
6. Placement is within a 30 mile radius of the main campus.
7. Placement is full-time for a minimum of 12 weeks or 360 clock hours.
8. In the event that a student has a middle school addition, placement could possibly be split between disciplines.

Criteria For Licensing Phase IV

Teacher candidates must meet the following criteria to apply for an Indiana State License:

To apply for a State of Indiana License, all teacher candidates must successfully meet the following qualifications:

- Complete student teaching with a minimum grade B
- Successfully complete and submit a Professional Electronic Portfolio
- Conduct an Exit Interview with Director of Institutional Research (T2T only)
- Submit a current Limited Criminal History Clearance (within 3 months)
- Submit updated resume
- Submit updated Philosophy of Education
- Submit license application
- Submit ISPSB fee

Note: There is an extra fee for additions to the license

Education Department Delivery Systems

COHORT PROGRAM

(Designed for Full-Time Day Students)

Highlights Include

- Leading to a Bachelor's degree and certification in elementary OR secondary education
- 12 month program for secondary, 15 month program for elementary
- Successful completion of general education courses
- Classes meet: Mondays-Thursdays: 8:00 a.m. – 12:00 p.m. OR 5:00 p.m.– 9:00 p.m.
- Each class meets for 3 weeks with 1 week off in between
- Concentrated Student Teaching (final 12 weeks of the program)
- Classical, philosophical, and pedagogical reading
- Preparation, Reflection and Transformation (P.R.T.) and student field experiences
- Performance based cohort model
- 12 weeks of student teaching
- Small class size

TRANSITION TO TEACHING

(Designed for Bachelor's/Master's degreed)

Highlights Include:

- Leading to a teaching certification
- Secondary education certification (8 months – 18 credit hours) OR
- Elementary Education Certification (11 months – 24 credit hours)
- Bachelor's Degree (required)
- Overall G.P.A. 3.0/4.0 OR 2.5/4.0 G.P.A. w/five years related experience (required)
- Attend an 8-Hour Orientation Seminar (required before courses begin)
- Classes Meet: Saturdays – 8 hours @ 3 sessions per course
- Courses scheduled in conjunction with field experience
- 12 weeks of student teaching

Middle School Addition

(addition to elementary or secondary license)

- Leading to an addition to initial or existing license in: Math, Science, Social Studies or Language Arts
- Saturday cohort available for Math and Science

GRADUATE PROGRAM

Overview

- Teaching and Leadership
- Field-based (use your classroom/school)
- Action Research in focus
- Three concentrations: Research, Leadership, Teaching
- Teachers develop and apply leadership skills in their classroom and/or community contexts

Program Delivery

- 36 credit hour program
- Cohort model
- Two cohort starts per year
- 18 month program
- Saturday and on-line delivery

Calumet College of St. Joseph

Education Department

Course Requirements



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Documentation

Teacher candidates are required to maintain current status of the following documents in their files while active in the Education Department:

Limited Criminal History Clearance

- Renewed annually
Refer to Attachment 4: Limited Criminal History Application
or
Contact the Indiana State Police online
at: www.in.gov/isp – *Select Limited Criminal History (print in color only)*

Education Philosophy

- The original education philosophy are developed during EDU 311 *Foundation in Education*, and is updated and resubmitted:
 - Prior to student teaching
 - Prior to teacher license application

Resume

- The original resume is submitted during EDU 200 *Introduction to the Education Profession* and is updated and resubmitted:
 - Prior to student teaching
 - Prior to teacher license application
 - For assistance in resume writing contract student support services

Referral of Teacher Candidate For Professional Counseling

Realizing that the safety of children is of paramount concern for all school personnel, especially teacher candidates, the Education Department at Calumet College of St. Joseph, in the interest of preparing teacher candidates to serve children, reserves the right to regularly inquire about teacher candidates' dispositions toward the profession of teaching and the ongoing safety of children.

If for any reason, the Education Committee, education faculty, education staff and/or Education Department Director have any serious concerns about a particular candidate's readiness to:

- continue in the Education Department and/or
- begin or continue the student teaching process - especially when the concern involves the safety of children

Candidates may be requested to seek the judgment of a certified mental health professional regarding readiness to:

- continue in the Education Department and/or
- begin or continue the student teaching process.

Course Requirements

Elementary Education

General Education Requirements:

Content Area	Number of Credit Hours
Language Arts	18 credit hours
Natural Sciences	4 credit hours
Social Studies	9 credit hours
Mathematics	6 credit hours
Arts	6 credit hours
Behavior Sciences	9 credit hours
Religion/Philosophy	9 credit hours
Computer Literacy	3 credit hours
Elective	3 credit hours
Cultural Diversity	3 credit hours
Total	70 Credit Hours

Professional Education Courses:

58 Credit Hours

Refer to Attachment 5: Elementary Education Degree

Secondary Education

General Education Requirements:

Content Area	Number of Credit Hours
Language Arts	12 credit hours
Natural Sciences	4 credit hours
Social Studies	3 credit hours
Mathematics	3 credit hours
Arts	9 credit hours
Behavior Sciences	9 credit hours
Religion/Philosophy	9 credit hours
Computer Literacy	3 credit hours
Cultural Diversity	3 credit hours
Total	55 Credit Hours

Content Courses:

36 – 52 Credit Hours in the following disciplines:

- Language Arts
- Journalism
- Science
- Social Studies
- Business
- Visual Arts

Refer to Attachment 6: Secondary Education Degrees

Professional Education Courses:

36 – 40 Credit Hours

Refer to Attachment 6: Secondary Education Degrees

EDU 200 Introduction to the Education Profession

This experiential course is designed to immerse the student in a one-on-one tutoring field experience setting. Students will tutor in K-12 language arts, mathematics, and/or other secondary subject areas.

This survey course introduces the student to the theories/theorists, current issues in the education profession, and pedagogy fundamental to the education profession. Students will become knowledgeable about Dewey, Toffler, Banks, Bayles, Kohlberg, Brofenbrenner, and Gardner. Issues covered include the role of technology, meeting the needs of Special Education students, bilingual education, multi-cultural education, and school safety. Pedagogical strategies include instructional methodology, effective teaching practices, planning, implementation, and assessment. This course is also designed to screen applicants for admission to the Education Department. Students must get a criminal background check, take and receive passing scores on the PPST (Praxis I), the state required standardized teaching tests and interview with an education committee member.

EDU 299. Teacher Education Seminar

The Education Department offers three (3) seminars each semester. These seminars address current issues, timely concerns, and employment procedures often not addressed elsewhere. All teacher candidates are required to attend 2 of 3 seminars.

Course Relationship to INTASC and Indiana State Standards (academic, teaching and developmental)

The Education Department demonstrates and ensures that its Conceptual Framework adequately reflects the Indiana Professional Standards Board (IPSB) standards for excellence in teaching. In this, there must be a clear connection or linkage between the core themes or principles grounding the Conceptual Framework of Education Department and the Indiana State Standards, standards that include the INTASC Principles, as well as, State Developmental and Content Standards.

Refer to Attachment 7: INTASC Principles

Dispositions

Teacher candidates should display professional behavior and disposition throughout the educational program. Teacher candidates are required to meet the following criteria and guidelines to be considered as having an appropriate disposition for educators:

- Committed, positive, and enthusiastic
- Truthful and trustworthy
- Well prepared
- Warm and friendly and supportive of others
- Intrinsically motivated
- An ability to come across challenging situations and rebound with a means to improved performance
- Fosters productive and positive relationships with others while respecting and appreciating diversity
- The ability to cooperate and support the decisions of others and make relevant contributions to discussions
- Professional goals and objectives that correlate with required standards for educators
- High expectations for achievement
- Appropriate and professional responses to adverse situations
- Fosters a caring attitude and behavior toward the wellbeing of children
- Model a lifestyle of a productive and moral citizen

Refer to Attachment 8: Disposition Rubric

Technology

Enhancement of technological performance occurs through each requisite course with focused skills through the EDU 325 *Technology in Education* course. Throughout their courses, candidates engage in activities that include web-quests, Internet searches, PowerPoint presentations, multi-media resources, demonstration lessons, and reflections on the ethical uses of technology in today's culture. Candidates conceptualize and design technology-supported classroom learning experiences. In particular, candidate's use of *Blackboard* as a vehicle for support, communication, and learning provides a particular technological dimension.

The Education Department uses Black Board as its primary tool for communicating with students, disseminating important information, posting class syllabi, assignments and discussion. It is therefore necessary that teacher candidates access their e-mail and Black Board accounts on a regular basis.

Praxis Information

The Education Department provides information regarding the Praxis I examinations. A registration bulletin is available in the Education Department. Support services are available to prepare for the Praxis I examination in the form of tutoring and study guides. Praxis I: reading, writing, and math may be taken via computer through Sylvan Learning Center or via paper/pencil through Praxis Series registration. Praxis II and the Reading Specialist (elementary only) can not be taken via computer at Sylvan Learning Center.

Passing scores for the Basic Skills (Praxis I) are as follows:

- PPST Reading 176
- PPST Writing 172
- PPST Mathematics 175

Passing scores for Specialty Areas (Praxis II) are as follows:

- Art 149
- Biology 154
- General Science 450
- Business 480
- Chemistry 151
- Elementary Education 165
- English/Journalism 153
- Physics 149
- Social Studies 147
- Reading Specialist 370 Elementary Only (increases annually)

Note: Teacher Candidates must have passing Praxis scores at the time of applying for their license. PPST pass scores are subject to change at the state's discretion; advance notice is provided.

Portfolio

A portfolio is an organized, goal-driven documentation of professional growth. It is a collection of documents that provide tangible evidence of the wide range of knowledge and skills that the candidate possesses as a growing professional. Documents in a portfolio are reflective of the following objectives:

- Understanding of how students learn and how they differ
- Knowledge of what to teach
- Demonstration of how to teach effectively
- Effective implementation of technology
- Continuous personal and professional growth

These objectives are consistent with the Education Department's mission statement, INTASC Principles, and State Standards (academic, teaching, developmental). Documents contained in the portfolio are artifacts that demonstrate the above objectives. Artifacts are any tangible documentation of knowledge, disposition, and performance as they pertain to the individual teacher candidate's content and developmental areas. Procedures on how to develop a portfolio are presented in the course *EDU 300 Education Psychology*.

Pre-Professional Portfolio

The pre-professional portfolio is a working portfolio that is presented as a requirement for acceptance to student teaching. This working portfolio is reflective of class assignments that demonstrate the above objectives and is organized according to the INTASC Principles. The pre-professional portfolio can be submitted in the form of three-ring binder or electronically via Computer Disc (CD). While this portfolio is considered incomplete, it must still maintain professional work samples and appearance. The Pre-Professional Portfolio should be submitted a minimum of two weeks prior to the student teaching interview. **(Refer to Attachment 9: 2006-2007 Education Department Calendar) (Refer to Attachment 10: Education Calendar)**

Professional Portfolio

The professional portfolio is a presentation portfolio that is submitted as a requirement for licensing. This presentation portfolio is reflective of class assignments and actual student teaching experiences that demonstrate the above objectives and is organized according to the INTASC Principles. The professional portfolio must be submitted electronically via CD. The candidate will receive feedback on the overall portfolio performance. The professional portfolio should maintain high quality and professional work samples and appearance. Workshops are available throughout the year to in-service the candidate in the use of electronic software used to create the portfolio. The professional portfolio should be submitted a minimum of two weeks prior to applying for license. (**Refer to Attachment 11: Professional Portfolio Assessment Guide**)

Indiana Mentor Assessment Program (IMAP)

The Indiana Department of Education - Professional Standards Board (PSB), formerly the Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. The mission of the PSB is to enhance the quality of learning for Indiana's PK-12 students through establishing, maintaining, and ensuring adherence to performance-based standards for Indiana PK-12 education professionals throughout their careers. In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will be more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in PK-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, that demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio that includes evidence regarding lesson planning, student work, assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the PSB believes that Indiana will have teachers who are effective in helping all students learn.

Concluding Remarks

Calumet College of St. Joseph has guided competent teacher candidates into professionals who have continued as exemplary teachers. Throughout these years the Education Department has adapted to the changing responsibilities of education professionals.

The Education Department Director welcomes any comments or suggestions for the improvement of this handbook. Please call 219-473-4385.

Education Department

Student Handbook

Attachments



*Empowering Individuals
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CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 1



*Empowering Individuals
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Calumet College of St. Joseph

Date: _____

Teacher Candidate

Strategic Plan
Education Program

STUDENT: _____ ADVISOR: _____

① Available:

<u>Monday</u>	<u>Tuesday</u>	Wednesday	Thursday	Friday

② Preference:

<u>Traditional Day</u>	<u>Traditional Night</u>	Day Co-hort	Full Time	Part Time

③ Course Plan

Year 1			Year 2		
<u>Fall</u>	Spring	Summer	Fall	Spring	Summer

Year 3			Year 4		
<u>Fall</u>	Spring	Summer	Fall	Spring	Summer

Registration Processor: _____

Reviewer: _____

Counselor: _____

Comments: _____

CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 2



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph

Education Program

Notice of Requirements Not Met

Dear: _____,

Date: _____

The Education Program constantly monitors the status of each teacher candidate. Your progress is essential to meeting State and Institutional Standards. These standards are vital to your knowledge, disposition and performance as they impact directly on P-12 outcomes.

As you know, certain requirement must be met in order to be in good standing with the Education Program and retain your status as a continuing education student.

See Continuing Education Requirements: Phase I and II (Enclosed)

According to our records, the following requirements have not been met for you to continue as a teacher candidate:

- | | |
|--|---|
| <input type="checkbox"/> Current Resume | <input type="checkbox"/> Limited Criminal History Clearance |
| <input type="checkbox"/> Praxis I Passing Scores | <input type="checkbox"/> Praxis II Passing Scores |
| <input type="checkbox"/> Reading Specialist | <input type="checkbox"/> Transcripts |
| <input type="checkbox"/> Philosophy of Education | <input type="checkbox"/> 2.75 G.P.A in Gen. Eds. |
| <input type="checkbox"/> 3.0 G.P.A. in EDU | |

Please respond within one semester. Provide evidence to show that you have met the above requirement (s). Failure to correct the deficiency (ies) may interfere with your ability to register for the next semester.

If you have any questions or concerns please contact the Education Department immediately at the following: 219-473-4385- lhendrix@ccsj.edu or 219-473-4288 - lduimich@ccsj.edu

Thank you for your immediate response,

Joi F. Patterson, Ph.D.
Education Program Director
jpatterson@ccsj.edu

CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 3



*Empowering Individuals
to Become Effective Educators*



Calumet College of St. Joseph

Education Program

Education 10494/495

STUDENT TEACHING APPLICATION

Today's Date _____

PART ONE: Overview:

As part of the teacher candidate preparation process of the Education Program of Calumet College of St. Joseph, you are about to apply for a student teaching assignment and be placed at a school. You are asking a school corporation, including its superintendent, central office staff, one or more of its principals, and a cooperating teacher, as well as the faculty and staff of the Education Program of Calumet College, to commit the personnel, time, and resources to you for the successful completion of your student teaching. It is, therefore, important that you are ready to take on the expectations of a student teacher for the duration of the student teaching experience.

Once placed, you are expected to commit your best energies to the school community where you will do your student teaching. Declining a student teaching placement at any time may involve serious consequences for the school corporation (which has made numerous plans to accommodate your teaching experience) and the Education Program (whose credibility in the professional community and ability to work with this school corporation in the future may be jeopardized), as well as the successful completion of your own teacher preparation program.

PART TWO: Teacher Candidate Contact Information:

Education Program: Day Cohort Evening Cohort Traditional Evening
 T2T Elementary Secondary

Name of Teacher Candidate (please print): _____

Street Address: _____

City, State, and Zip: _____

Home Phone: _____ Other Phone: _____

Current e-mail address (please PRINT carefully): _____

(Be sure to keep your e-mail address current on Blackboard many communications about student teaching come through Blackboard.)

PART THREE: Student Teaching Start Date Request:

I am requesting to begin my student teaching experience on _____, _____, _____
(month) (day) (year)

Note: (Check Blackboard and/or Education Program announcements for exact student teaching start dates.)



PART FOUR: Teacher Candidate Licensing Information:

1. *When I complete the Education Program at Calumet College, I expect to be licensed in*

_____	_____
Developmental Area (Age)	Content Area(s)
_____	_____
Developmental Area (Age)	Content Area(s)

2. *I would, therefore, like to teach the following grades and/or content areas*

_____	_____
Developmental Area (Age)	Content Area
_____	_____
Developmental Area (Age)	Content Area

3. I request that the Education Program try to place me in one of the following three schools, listed in order of my preference. (All line items must be complete.)

FIRST CHOICE

- a. Name of School Corporation _____
- b. Name of School: _____
- c. Address of School: _____
- d. Phone number of School: _____
- e. Principal of School: _____

SECOND CHOICE

- a. Name of School Corporation: _____
- b. Name of School: _____
- c. Address of School: _____
- d. Phone number of School: _____
- e. Principal of School: _____

THIRD CHOICE

- a. Name of School Corporation: _____
- b. Name of School: _____
- c. Address of School: _____
- d. Phone number of School: _____
- e. Principal of School: _____

PART FIVE: Required Application Documents:



For your application for student teaching placement to be considered, the following documents must be CURRENT and ATTACHED to this application. Please check each item below, indicating that the corresponding documentation is attached. *Applications submitted without ALL documentation listed below will not be processed.*

 I have attached a *current* version of my resume to this application.
Yes No

 I have attached a *current* version of my philosophy of education to this application.
Yes No

 I have attached a *current* version of my criminal history clearance to this application.
Yes No Please note: A *current* criminal history clearance form has a date that is valid one year from the date issued. (The criminal history clearance should not expire prior to completion of student teaching.)

 I have attached a Calumet College transcript detailing all of my recent coursework.
Yes No

PART SIX: COURSES:

1. List the courses you are *currently* taking:

<u> </u> (course #)	<u> </u> (course name)
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

2. List *outstanding* courses (those that you have to take in the future):

<u> </u> (course #)	<u> </u> (course name)
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>



PART SEVEN: ASSESSMENT: The following must be answered “yes” to qualify for student teaching.

____ I have taken and passed ALL of the Praxis I Tests.
Yes No

____ I have taken and passed ALL of the Proficiency Tests
Yes No

____ I have a minimum overall GPA of 2.75 *and* a GPA of 3.0 in my content area.
Yes No

PART EIGHT: Student Candidate Commitment to Student Teaching:

I, the undersigned, hereby attest that this application is complete and is accompanied by the required documentation as detailed above..

Signature

Date

I, the undersigned, hereby request to be enrolled in EDU 494 or EDU 495 for the period indicated above and to be placed in a student teaching assignment corresponding to my licensing goals. I agree to follow the expectations for student teachers outlined by the Education Program of Calumet College of St. Joseph in the current Student Teaching Handbook.

Signature

Date

I understand that if I am placed in a student teaching assignment, and if I subsequently request a cancellation of my student teaching placement, I will be required to submit a student teaching placement cancellation request (via Blackboard or the Education Program Office) and provide a cancellation fee of \$315.00 (which must be paid *prior* to making additional arrangements for further coursework or future student teaching assignments). I also understand that I must complete my student teaching experience within two (2) years of completing Calumet College of St. Joseph Education Program courses.

Signature

Date

Name (printed)

Date

PART NINE: FOR EDUCATION PROGRAM USE.

CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 4



*Empowering Individuals
to Become Effective Educators*

PROCESS FOR LIMITED CRIMINAL HISTORY CHECK

Applicants for licensure as an educator in Indiana are required (IC 20-6.1-3-7.1) to submit a limited criminal history report with their application. The report must be obtained through the Indiana State Police Central Repository.

Limited Criminal History Information is defined as all arrest, indictment, information or other formal criminal charges less than one (1) year old that include a final disposition.

The address of the Central Repository is as follows:

Indiana State Police
Central Repository
Indiana Government Center North
100 North Senate Avenue
Room N302
Indianapolis, IN 46204-2259

If you have any questions about the limited criminal history report, please contact the Central Repository at (317)-232-8262, Monday through Friday.

The following process applies to requests for all original (standard, limited, reciprocal) licenses, substitute certificates; renewal and addition, and professionalization actions; and name changes, degree changes, and license corrections:

- Complete form 8053, including the requested personal information at the top of the form. Under *Reason for Request* check boxes 1 and 2 only. Note that the authority requested for box 2 is IC 20-6.1-3-7-1
- Note also that you are the requester and the subject of the request.
- Submit the following to the Central Repository at the address listed above:
Form 8053, a money order or cashier's check for \$7.00 (no personal checks) payable to the State of Indiana. The results will be returned to you.
Note: The request must be sent to the Indiana State Police in accordance with the state law.
- Make a copy for your records and then include your **original** limited criminal history report with your application for an Indiana teaching license and forward to the Indiana
- Professional Standards Board address listed below.

Note: You are not required to submit your fingerprints to obtain the limited criminal history check.

The limited criminal history report is valid for one year **after** the issuance of the criminal history report regardless of the number of license actions requested with the time frame.

The Indiana Professional Standards Board must retain the original copy of your limited criminal history report. Our office will not provide copies of the report.

REQUEST FOR LIMITED CRIMINAL HISTORY INFORMATION

Requesting Agency or Individual _____ (NAME) _____ (AREA CODE & TELEPHONE NUMBER)

Subject of Request: _____ (LAST NAME) _____ (FIRST NAME) _____ (M.I.) _____ (DATE OF BIRTH) _____ (ADDRESS) _____ (SEX) _____ (RACE) _____ (MISCELLANEOUS NUMBER)

REASON FOR REQUEST:

- 1. (X) Applicant has applied for employment with a non-criminal justice organization or individual.
- 2. (X) Applicant has applied for a license and criminal history data is required by law to be provided in connection with the license. Set out authority **IC 20-6.1-3-7.1**
- 3. () Applicant is candidate for public office or a public official.
- 4. () Is in the process of being apprehended by a law enforcement agency.
- 5. () Is placed under arrest for the alleged commission of a crime.
- 6. () Has charged that his rights have been abused repeatedly by criminal justice agencies.
- 7. () Is the subject of judicial decision or determination with respect of the setting of bond, plea bargaining, sentencing or probation
- 8. () Has volunteered services that involve contact with, care of, or supervision over child who is being placed, matched, or monitored by a social services agency or a not-for-profit corporation.
- 9. () Is being investigated for welfare fraud by an investigator of the state department of public welfare or a county department of public welfare.
- 10. () Is being sought by the parent locator service of a child support division of the state department of public welfare.
- 11. () Has been convicted of any of the following:
 - (A) Rape (IC 35-42-4-1), if the victim is less than eighteen (18) years of age.
 - (B) Criminal deviate conduct (IC 35-42-4-2), if the victim is less than eighteen (18) years of age.
 - (C) Child molesting (IC 35-42-4-3).
 - (D) Child exploitation (IC 35-42-4-6),
 - (E) Vicarious sexual gratification (IC 35-42-4-5).
 - (F) Child solicitation (IC 35-42-4-6).
 - (G) Child seduction (IC 35-42-4-7).
 - (H) Incest (IC 35-46-1-3), if the victim is less than eighteen (18) years of age.

REQUEST MADE PURSUANT TO IC 5-2-5-13?

- A. () Prospective adult volunteer for children (copy of non-profit status enclosed).
- B. () Home Health Agency (copy of non-profit status enclosed).
- C. () Department of Public Welfare Day Care/Foster Home Licensing of licensee.

WARNING PENALTY FOR MISUSE SEE REVERSE SIDE

A non-criminal justice organization or individual receiving a limited criminal history may not utilize it for purpose:
1. other than those stated in the request; or
2. which deny the subject any civil right to which the subject is entitled.

IC 5-2-5-5: Any person who uses limited criminal history for any purpose not specified in the request commits a Class A misdemeanor offense.

I affirm, under penalty of perjury, that the Limited Criminal History Information requested will be used as specified.

(SIGNATURE OF REQUESTER) (DATE)

(STREET ADDRESS)

(CITY) (STATE) (ZIP CODE)

FOR STATE POLICE USE ONLY

☐ No Record on File ☐ Record Inspected ☐ Record Released Fee \$ _____
☐ Information provided not verified by fingerprints.

(SIGNATURE OF DEPARTMENT EMPLOYEE) (DATE)

INSTRUCTION FOR COMPLETING REQUEST FOR LIMITED CRIMINAL HISTORY

REQUESTING AGENCY OR INDIVIDUAL	Name of individual or agency requesting the LCH. If Request is for a Home Health Care Agency, it must be specified on this line.
TITLE	Formal title of the requesting individual who signs As a requester at the bottom of the form.
SUBJECT OF REQUEST	Last name, first name and middle initial of the individual being checked - must include date of birth, address, sex, and race of individual. ONLY ONE INDIVIDUAL PER REQUEST FORM.
REASON FOR REQUEST:	Check the applicable line referring to your request. An organization making a request under IC-5-2-5-13A must include proof of their NOT FOR PROFIT status. A copy of their "Certificate of Good Standing" issued by the Secretary of State will suffice. Requests made pursuant to IC 5-2-5-13B the REQUESTING AGENCY line must show the State or County Welfare Department, along with individual department/agency name if applicable.
SIGNATURE OF REQUESTER	This line must contain the signature of the person making the request
DATE	The date of request.
STREET ADDRESS:	The requester's street address.
CITY, STATE, ZIP CODE:	The requester's city, state and zip code.

PLEASE PROVIDE ALL INFORMATION REQUESTED,
It will prevent return of the request form and speed up our response.
MAIL REQUEST TO ADDRESS LISTED BELOW:

Indiana State Police
Central Repository
Indiana Government Center North
100 North Senate Avenue
Room #302
Indianapolis, IN 46204-2259

CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 5



*Empowering Individuals
to Become Effective Educators*

Calumet College of St. Joseph
EDUCATION DEPARTMENT

Rules 2002 INDIANA DEPARTMENT OF EDUCATION – PROFESSIONAL STANDARDS BOARD

Student Name _____

Advisor _____

Date _____

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
GENERAL EDUCATION				
ENG 103	Rhetoric & Composition	3		
ENG 104	Rhetoric & Composition	3		
ENG 232	Global Perspective I	3		
ENG 233	Global Perspective II	3		
ENG 234	Global Perspective III	3		
PHL 200	Great Philosophical Ideas	3		
RST 110/210	Social Justice	3		
RST 130	Introductory to Religious Studies	3		
HIST 111	American Civilization	3		
HIST 230	World Civilization	3		
MFA 150	Speech Communication	3		
MFA 200	Introduction to Performing Arts	3		
MFA 270	Introduction to Visual Arts	3		
SOC 200	American Social Structure	3		
PSY 110	Human Nature and Behavior	3		
PSY 250	Psychology of Adjustment	3		
HSV 200	Substance Abuse	3		
SCI 150	Integrated Science	4		
MA 102	Integrated Math	3		
MA 150	Math for Elementary Teachers	3		
CIS 115	Computer Literacy	3		
Total		64		
PROFESSIONAL EDUCATION				
EDU 200	Introduction Teaching	3		
EDU 299	Education Seminar	0		
EDU 300	Education Psychology	3		
EDU 311	Foundation of Education	3		
EDU 313	Child Development	3		
EDU 325	Technology in Education	3		
EDU 342	Curriculum Development	3		
EDU 370	Measurement and Assessment	3		
EDU 391	Cultural Values in Education	3		
EDU 400	Children Literature	3		
EDU 430	Educating Exceptional Students	3		
EDU 436	Management Strat. for the Classroom	3		
EDU 481	Developmental Reading	3		
EDU 483	Soc Stud and Lang Arts in Elementary	3		
EDU 484	Corrective Reading	3		
EDU 485	Math and Science in Elementary	3		
EDU 486	Integrated Arts & Movements	4		
EDU 494	Student Teaching	12		
Subtotal		61		
Total		125		

Calumet College of St. Joseph
EDUCATION DEPARTMENT

Rules 2002 INDIANA DEPARTMENT OF EDUCATION – PROFESSIONAL STANDARDS BOARD

Student Name _____

Advisor _____

Date _____

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
GENERAL EDUCATION				
ENG 103	Rhetoric & Composition	3		
ENG 104	Rhetoric & Composition	3		
ENG 232	Global Perspective I or equivalent	3		
ENG 233	Global Perspective II or equivalent	3		
HIST 111	American Civilization or equivalent	3		
HIST 230	World Civilization or equivalent	3		
MFA 150	Speech Communication	3		
MFA 200	Introduction to Performing Arts or equivalent	3		
MFA 270	Introduction to Visual Arts or equivalent	3		
SOC 200	American Social Structure or equivalent	3		
PSY 110	Human Nature and Behavior	3		
SCI 150	Integrated Science or equivalent	4		
MA 102	Integrated Math or equivalent	3		
MA 150	Math for Elementary Teachers	3		
CIS 115	Computer Literacy or equivalent	3		
Total		46		
PROFESSIONAL EDUCATION				
EDU 200	Introduction Teaching	3		
EDU 299	Education Seminar	0		
EDU 300	Education Psychology	3		
EDU 311	Foundation of Education	3		
EDU 313	Child Development	3		
EDU 325	Technology in Education	3		
EDU 342	Curriculum Development	3		
EDU 370	Measurement and Assessment	3		
EDU 391	Cultural Values in Education	3		
EDU 400	Children Literature	3		
EDU 430	Educating Exceptional Students	3		
EDU 436	Management Strat. for the Classroom	3		
EDU 481	Developmental Reading	3		
EDU 483	Soc Stud and Lang Arts in Elementary	3		
EDU 484	Corrective Reading	3		
EDU 485	Math and Science in Elementary	3		
EDU 486	Integrated Arts & Movements	4		
EDU 494	Student Teaching	12		
Subtotal		61		
Total		107		

Note:

18 residency credit hours (not including student teaching) required for post-bachelor degree

CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 6



*Empowering Individuals
to Become Effective Educators*

Calumet College of St. Joseph

EDUCATION DEPARTMENT

Rules 2002 INDIANA DEPARTMENT OF EDUCATION – PROFESSIONAL STANDARDS BOARD

Student Name _____

Advisor _____

Date _____

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
GENERAL EDUCATION				
ENG 103	Rhetoric & Composition	3		
ENG 104	Rhetoric & Composition	3		
ENG 232	Global Perspective I or equivalent	3		
ENG 233	Global Perspective II or equivalent	3		
PHL 200	Great Philosophical Ideas	3		
RST 110/210	Social Justice	3		
RST 130	Introduction to Religious Studies	3		
MFA 150	Speech Communication	3		
MFA 200	Introduction to Performing Arts	3		
MFA 270	Introduction to Visual Arts	3		
MFA 270	Introduction to Visual Arts or equivalent	3		
SOC 200	American Social Structure or equivalent	3		
PSY 110	Human Nature and Behavior	3		
PSY 250	Psychology of Adjustment	3		
HSV 200	Substance Abuse	3		
SCI 150	Integrated Science or equivalent	4		
MA 102	Integrated Math or equivalent	3		
CIS 115	Computer Literacy or equivalent	3		
Total		55		
PROFESSIONAL EDUCATION				
EDU 200	Introduction Teaching	3		
EDU 299	Education Seminar	0		
EDU 300	Education Psychology	3		
EDU 311	Foundation of Education	3		
EDU 314	Adolescent Development	3		
EDU 325	Technology in Education	3		
EDU 341	Reading Strategies in Secondary	3		
EDU 342	Curriculum Development	3		
EDU 370	Measurement and Assessment	3		
EDU 391	Cultural Values in Education	3		
EDU 430	Educating Exceptional Students	3		
EDU 436	Management Strat. for the Classroom	3		
EDU 471	General Method	1		
EUD 470?	Content Method	2		
EDU 495	Student Teaching	12		
Subtotal		48		
Total		103		

Note:

18 residency credit hours (not including student teaching) required for post-bachelor degree

Calumet College of St. Joseph
EDUCATION DEPARTMENT

Rules 2002 INDIANA DEPARTMENT OF EDUCATION – PROFESSIONAL STANDARDS BOARD

Student Name _____

Advisor _____

Date _____

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
GENERAL EDUCATION				
ENG 103	Rhetoric & Composition	3		
ENG 104	Rhetoric & Composition	3		
ENG 232	Global Perspective I or equivalent	3		
ENG 233	Global Perspective II or equivalent	3		
MFA 150	Speech Communication	3		
MFA 270	Introduction to Visual Arts or equivalent	3		
SOC 200	American Social Structure or equivalent	3		
PSY 110	Human Nature and Behavior	3		
SCI 150	Integrated Science or equivalent	4		
MA 102	Integrated Math or equivalent	3		
CIS 115	Computer Literacy or equivalent	3		
Total		34		
PROFESSIONAL EDUCATION				
EDU 200	Introduction Teaching	3		
EDU 299	Education Seminar	0		
EDU 300	Education Psychology	3		
EDU 311	Foundation of Education	3		
EDU 314	Adolescent Development	3		
EDU 325	Technology in Education	3		
EDU 341	Reading Strategies in Secondary	3		
EDU 342	Curriculum Development	3		
EDU 370	Measurement and Assessment	3		
EDU 391	Cultural Values in Education	3		
EDU 430	Educating Exceptional Students	3		
EDU 436	Management Strat. for the Classroom	3		
EDU 471	General Method	1		
EUD 470?	Content Method	2		
EDU 495	Student Teaching	12		
Subtotal		48		
Total		82		

Note:

18 residency credit hours (not including student teaching) required for post-bachelor degree

**Calumet College of St. Joseph
Education Program**

**English Secondary Education Composite Major
Rules 2002 Indiana Professional Standards Board**

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
PROFESSIONAL CONTENT EDUCATION				
Eng 260	English Literature I	3		
Eng 261	English Literature II	3		
Eng 270	American Literature I	3		
Eng 271	American Literature II	3		
Eng 310	Shakespeare	3		
Eng 320	English Language	3		
Eng 370	Literary Theory	3		
Eng 430	Creative Writing	3		
Eng 440	20 th Century Poetry	3		
Eng 460	Drama	3		
Eng 480*	African American Literature	3		
Eng 481*	Cont Latin American Authors	3		
Eng 482*	Native American Studies	3 *choose 1		
Eng 311	Writing for the Media I	3		
MFA	Choose 1 from Journalism	3		
TOTAL		45		

**Calumet College of St. Joseph
Education Program**

**Science Secondary Education Composite Major
Rules 2002 Indiana Professional Standards Board**

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
PROFESSIONAL CONTENT EDUCATION				
BIO 111	Biology I	4		
BIO 112	Biology II	4		
BIO 240	Conservation Biology	4		
CHEM 110	Introduction to Inorganic Chemistry	4		
PHY 221	General Physics	4		
SCI	Earth and Space Science	4		
PRIMARY	CHOOSE FROM THE FOLLOWING	27		
	• Life Science			
	• Chemistry			
	• Physics			
	• Earth/Space Science			
	• Physical Science			
<i>Total</i>		51		

51 credit hours – Major

24 credit hours – Minor

Notes:

Science licensing requires selection of at least one (1) primary area from the following:
life science, chemistry, physics, physical science, earth/space science

**Calumet College of St. Joseph
Education Program**

**Social Sciences Secondary Education Composite Major
Rules 2002 Indiana Professional Standards Board**

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
PROFESSIONAL CONTENT EDUCATION				
Economics		18 hrs		
ECN 150	Introduction to General Economic Theory	3		
ECN 210	Principles of Economics I	3		
ECN 211	Principles of Economics II	3		
ECN 335	Economics of Social Issues	3		
ECN 440	Urban Economics	3		
ECN 480	International Business			
Historical Perspectives		18 hrs		
HST 111	World Civilization I	3		
HST 112	World Civilization II	3		
HST 230	American Civilization I	3		
HST 240	American Civilization II	3		
HST 324	The American Immigrant Experience	3		
HST 390	History of Latin America	3		
HST 431	Urban History	3		
Government/Citizenship		18 hrs		
PLS 220	American Political System I <i>(or SSC/PLS 230 American Political System II)</i>	3		
PLS 310	Political Participation	3		
PLS 312	Urban Politics	3		
PLS 315	United States Constitutional History	3		
PLS 340	Comparative Political System	3		
PLS 420	Civil Rights and Civil Liberties	3		
PLS 450	Modern Political Thought	3		
Psychology		18 hrs		
PSY 100	Introduction to Psychology	3		
PSY 210	Research for Behavioral Sciences	3		
PSY 250	Psychology of Adjustment	3		
PSY 300	Education Psychology	3		
PSY 320	Social Psychology	3		
PSY 335	Abnormal Psychology	3		
PSY 342	Psychology of Adolescence	3		
PSY 356	Brain and Behavior	3		
PSY 496	Topics in Psychology	3		
Sociology		18 hrs		

SOC 210	General Sociology	3		
SOC 315	Urban Sociology	3		
SOC 316	Social Problems	3		
SOC 317	Masters of Sociological Theory	3		
SOC 321	Multiculturalism	3		
SOC 350	Social Structure and Conflict in American Society	3		
Total		54		

Note:

Choose 3 of the following 6 areas: Economics, Historical Perspectives, Government/Citizenship, Psychology, Sociology, and Geographical Perspectives

**Calumet College of St. Joseph
Education Program**

**Business Secondary Education Composite Major
Rules 2002 Indiana Professional Standards Board**

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
PROFESSIONAL CONTENT EDUCATION				
ACT 210	Principles of Accounting 1	3		
ACT 211	Principles of Accounting 2	3		
ACT 300	International Accounting	3		
ECN 210	Principles of Economics 1	3		
ECN 211	Principles of Economics 2	3		
ECN 480	International Economics	3		
MTH 160	Quantitative Tools for Management	3		
MGT 220	Management, Thought and Principle	3		
MGT 330	Law and Manager	3		
MGT 400	Marketing and Management	3		
MGT 320	Human Resource Management	3		
MGT 360	Communication for Management	3		
MGT 460	Office Management Procedures	3		
CIS 225	Business Micro Application	3		
CIS 270	Text Editing Concepts	3		
TOTAL		45		

Notes:

A basic core of subject matter shall total twenty-four (24) semester hours distributed over the following:

1. Accounting
2. Business Law
3. Business organization and management
4. Economics
5. Finance
6. Marketing

The holder of the business education license is eligible to teach all business courses, except shorthand and vocational business, at all levels (K-12).

To be licensed in technology, the business education major must complete 24 hours in computer/technology courses.

**Calumet College of St. Joseph
Education Program**

**Visual Arts Secondary Education Composite Major
Rules 2002 Indiana Professional Standards Board**

Course Number	Name	Cr.Hr.	Grade(Transfer)	Notes
PROFESSIONAL CONTENT EDUCATION				
MFA 110	Design Workshop	3		
MFA 310	Print Make Workshop	3		
MFA 350	Painting	3		
MFA 355	Multi-Media Graphics	3		
MFA 360	Drawing I	3		
MFA 361	Drawing II	3		
MFA 330	Sculpture Workshop	3		
MFA 430	Advanced Sculpture Workshop	3		
MFA 280	History of Art I	3		
MFA 281	History of Art II	3		
MFA 390	Advanced Design	3		
MFA 410	Advanced Printmaking	3		
MFA 450	Advanced Painting	3		
MFA 463	Black and White Photography	3		
MFA 464	Advanced Photography	3		
TOTAL		45		

Notes:

36 hours – Major

24 hours – Minor

The holder of the visual arts major is eligible to teach visual arts in all grades (K-12). The holder of a visual art minor is eligible to teach in grades 7-12 when the basic preparation level is in secondary education.

CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 7



*Empowering Individuals
to Become Effective Educators*

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC)

Model Standards for Beginning Teachers Licensing and Development

Principle #1: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

Knowledge

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- The teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
- The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: *The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*

Knowledge

- The teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.
- The teacher understands that students’ physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

- The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- The teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

- The teacher assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- The teacher accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Knowledge

- The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students’ strengths as the basis for growth.
- The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

- The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

- The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other. The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

- The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

- The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

- The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- The teacher uses 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 student assume responsibility for identifying and using learning resources.
- The teacher constantly monitors and adjusts strategies in response to learner feedback.
- The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- The teacher understands how social groups function and influence people, and how people influence groups.
- The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

- The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, 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.
- The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- The teacher maximizes 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.
- The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

- The teacher understands communication theory, language development, and the role of language in learning.
- The teacher understands how cultural and gender differences can affect communication in the classroom.
- The teacher recognizes the importance of nonverbal as well as verbal communication.
- The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

- The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- The teacher supports and expands learner expression in speaking, writing, and other media.
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

- The teacher values both long term and short term planning.
- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collegial activity.

Performances

- As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

- The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

Knowledge

- The teacher understands the characteristics, uses, advantages and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

- The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

- The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

Knowledge

- The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions

- The teacher values critical thinking and self-directed learning as habits of mind.
- The teacher is committed to reflection, assessment, and learning as an ongoing process.
- The teacher is willing to give and receive help.
- The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

- The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- The teacher draws upon 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.

Principle #10: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*

Knowledge

- The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

- The teacher values and appreciates the importance of all aspects of a child's experience.
- The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher respects the privacy of students and confidentiality of information.
- The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

- The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- The teacher can identify and use community resources to foster student learning.
- The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- The teacher acts as an advocate for students.

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION PROGRAM

Attachment 8



*Empowering Individuals
to Become Effective Educators*

Beginning Teachers

Rubrics for Professional Dispositions

This rubric for professional dispositions is used to guide candidates in thinking about what constitutes professional behavior and dispositions in the program and its courses. INTASC principles, IPSB standards, and Charlotte Danielson's Enhancing Professional Practice outlines the rubrics for candidate dispositions in schools.

Distinguished	Proficient	Basic	Unsatisfactory
<u>Attitude/behavior toward work</u>	<u>Attitude/behavior toward work</u>	<u>Attitude/behavior toward work</u>	<u>Attitude/behavior toward work</u>
Actively and consistently shows high level of commitment to doing one's best work; consistently well prepared for class; in control of and ready to engage the reading and the cohort; initiates productive dialogue; observant reader. Relates readings and discussions to one another and to INTASC, IPSB, and CF. Advances discussion. Shows independent work while also engaged in collegial and collaborative work. Exhibits leadership in working with groups.	Often shows commitment to doing one's best work; well prepared for and generally in control of and ready to engage reading and cohort. Often initiates productive dialogue. Sometimes relates reading and discussions to one and to INTASC, IPSB, and CF. May advance discussion. Often exhibits independent work while usually collegial and collaborative. Contributes to group work, perhaps with guidance.	Occasionally does one's best work. Minimally prepared for class; unsure about readings and engages reading and cohort only with encouragement. May participate in dialogue. Occasionally connects readings to discussion or to INTASC, IPSB, and CF. Seldom advances discussion. Needs prodding and continued guidance to do independent work. Absorbs from rather than contributes to group work.	Unable to do good work, by either inclination or ability. Not prepared for class. Does not respond to urgings to engage texts or class in discussion of ideas and approaches to teaching. Indifferent to INTASC, IPSB, and CF. Inhibits discussion by comments or body language. Does not respond to prodding to improve. Impedes or even sabotages group work.
<u>Attitude/behavior toward self</u>	<u>Attitude/behavior toward self</u>	<u>Attitude/behavior toward self</u>	<u>Attitude/behavior toward self</u>
Demonstrates intrinsic motivation. Seeks to actively benefit from others--authors, cohort members, and all teachers. Seeking and discovering new ideas in reading INTASC, IPSB, CF, and discussion. Uses that knowledge to "awaken teacher within" others. Intellectually engaged with educational issues both in and outside the classroom. Possesses good sense of humor. Exhibits ability to encounter obstacles and bounce back with eagerness to improve and seeks means on how to improve. Understands self extremely well and provides accurate assessment of own talents, abilities, and shortcomings. Uses knowledge of	Generally demonstrates intrinsic motivation. Benefits from others as the occasion presents itself. Pleased to discover new ideas in reading INTASC, IPSB, CF, and discussion. Generally succeeds in using that knowledge to "awaken teacher within." Enjoys discussing educational issues but not the usually the one who initiates discussion. Laughs readily. With encouragement, encounters obstacles and improves. With guidance, understands self well and generally accurately assesses own talents, abilities, and shortcomings. Needs help in using knowledge of self to engage in entirely successful reflection to continue to improve as	Extrinsically motivated, does as told in syllabus or class. Requires encouragement to recognize benefits that others have to offer. Discovers useful ideas in INTASC, IPSB, CF, and discussion only as pointed out by others. Not "awakening teacher within" or engaging educational issues both in and outside of classroom. Straight faced majority of the time. Has to be prodded to pay attention to obstacles and to improve. Largely indifferent to self-improvement and means for achieving that improvement. Uses knowledge of self to engage in successful reflection only when urged to so; continued reflection makes minimal difference in quality of teaching.	Demonstrates extrinsic motivation. Sees syllabus and standards as a check-off list. Not reflective about INTASC, IPSB, CF, readings, or classroom ideas. Not engaged with teaching as a calling or career. No conception of "awakening teacher within" self, let alone others. Glum. Unable to laugh at self or with others. Exhibits little or no ability to encounter obstacles; resists recognizing shortcomings in performance. Provides distorted assessment of own talents, abilities, shortcomings. Understands self less well than others understand him/her. Reflection is limited in amount and especially quality; teaching remains the same.

self during consistent reflection to continue to improve as a teacher.	a teacher.		
Distinguished	Proficient	Basic	Unsatisfactory
<u>Attitude/behavior toward others</u>	<u>Attitude/behavior toward others</u>	<u>Attitude/behavior toward others</u>	<u>Attitude/behavior toward others</u>
Actively creates productive relationships with others, both in and out of class. Readily listens to and appreciates the perspective that others may have and is sensitive, even before speaking, to others' views. Functions as a colleague, offering challenging ideas and suggestions that reflect supportive critique. Demonstrates prudence or practical wisdom, even foresight. For instance, can apply INTASC, IPSB, CF, and readings to daily teaching or classroom, accurately and well. Helps to create a culture of respect, excitement, and collaboration. Demonstrates leadership in working with groups; reveals talent for working collegially and collaboratively. Listens well.	Enjoys more than creates productive relationships with others. May listen to others but may also talk over or past the ideas of others. Tries and generally succeeds as a colleague, offering ideas and suggestions that frequently assist others. Needs guidance on recognizing how to apply INTASC, IPSB, CF, and readings to daily teaching or classroom, accurately and well but grateful for and using insights. Wants and desires a culture of respect, insight, and collaboration. Functions well in groups, often encouraging others. Aids the group leader in promoting collegiality and collaboration but is not the leader. Listens well.	Not much inclined to work with others. When encouraged, discovers that others may have a different perspective. Hardly a colleague; gives simple advice rather than listening and thoughtfully evaluating and responding. Views INTASC, IPSB, CF, and readings as minimal help to teaching. Teaches as once taught rather than draws upon insights of others. Inclined to work in isolation rather than in a culture of collaboration. Requires prodding to work in a group. Plans counter-statements while others speak instead of absorbing perspectives and insights. Talks rather than listens.	Not a colleague; works in isolation, not contributing to group. Unwilling to help others develop their ideas or solve teaching problems and questions. Disregards INTASC, IPSB, CF, and readings. Unwilling and unable to draw upon insights of others. Values own ideas only. Works in isolation if works at all. Indifferent to group process or product. Rarely talks except to demean, devalue, or deprecate. Does not listen; tells others how to think.

CALUMET COLLEGE OF ST. JOSEPH
EDUCATION PROGRAM

Attachment 9



*Empowering Individuals
to Become Effective Educators*

AUGUST						
S	M	T	W	R	F	S
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27	28	29	30	31		
SEPTEMBER						
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3	HOLIDAY	5	6	7	8	9
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JUNE						
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JULY						
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CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 10



*Empowering Individuals
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2006- 2007 Student Teaching Dates

Start Date:	September 6, 2006	October 10, 2006
	<i>Due Dates:</i>	<i>Due Dates:</i>
Student Teaching Application	February 2, 2006	March 18, 2006
Presentation Portfolio*	February 13, 2006	March 31, 2006
Interview*	February 21, 2006	April 20, 2006
Orientation**	August 29, 2006	October 5, 2006
Student Teaching Begin***	September 6, 2006	October 10, 2006
Student Teaching End****	November 22, 2006	January 19, 2007
Start Date:	January 16, 2007	March 5, 2007
	<i>Due Dates:</i>	<i>Due Dates:</i>
Student Teaching Application	September 16, 2006	November 4, 2006
Presentation Portfolio*	September 29, 2006	November 17, 2006
Interview*	October 19, 2006	December 14, 2006
Orientation**	January 11, 2007	March 1, 2007
Student Teaching Begin***	January 16, 2007	March 5, 2007
Student Teaching End****	April 20, 2007	June 2, 2007
Start Date:	September 10, 2007	October 15, 2007
	<i>Due Dates:</i>	<i>Due Dates:</i>
Student Teaching Application	January 13, 2007	February 17, 2007
Presentation Portfolio*	January 26, 2007	March 2, 2007
Interview*	February 15, 2007	March 15, 2007
Orientation**	September 6, 2007	October 11, 2007
Student Teaching Begin***	September 10, 2007	October 15, 2007
Student Teaching End****	December 14, 2007	January 25, 2008

- * Not applicable for Transition to Teaching Students (Cohort Only)
- ** Mandatory for both student teaching and cooperating teacher to attend
- *** Bi-weekly on campus workshop are scheduled throughout student teaching
- **** Subject to change due to special circumstances (minimum of 12 weeks required)

CALUMET COLLEGE OF ST. JOSEPH EDUCATION PROGRAM

Attachment 11



*Empowering Individuals
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CALUMET COLLEGE OF ST. JOSEPH

Professional Electronic Portfolio Assessment

Student Name: _____ Date: _____

Observed by: _____

Personal Information

Required Element	Other Possible Evidence
Current resume	Praxis
Education Philosophy	Certificates
Letters of recommendations	Proficiency record
Criminal history clearance	
Acceptance Letter	

Principle # 1

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Element	Possible Evidence
Knowledge of Content	Resource references in lesson plan units Learning packets that demonstrate knowledge of content/skills Lesson plans, web sites, or outlines in which concept is clearly explained Research conducted in presentation for instruction
Use of Interdisciplinary Approaches when teaching content (may connect to literature, writing, arts)	Lesson plans Work from students showing cross-curricular understandings Evidence of student involvement in planning themes units Reference or feedback from colleagues in other disciplines
Selects Content to Encourage Diverse Perspectives	Materials used (written plans and unit) Selection of materials that incorporate positive images of any ethnic group, gender, etc. Journal reflections Selection of materials to break down stereotypes

Principle #2:

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Element	Possible Evidence
Developmental Characteristics of Students	Case studies or observation notes Examples of differentiated curriculum Adaptations of materials and of lesson plans Diagnostic tools used to get to know students Video or audiotapes with analysis

	Samples of checklist used to record developments
Activates Prior Knowledge and Experiences	Written lesson and unit plans
	Video and audiotapes with analysis
	Journal reflections
	Evidence of connections to real-life experiences to the “big picture”

Principle #3:

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Element	Possible Evidence
Teaching to Individual Abilities	Lesson plans demonstrating a variety of teaching strategies
	Feedback from support staff (special education, Title I, gifted education, etc)
	Journal entries
	Plans showing integration of multiple intelligences
	Learning centers or supplemental activities
	Samples of differentiated curriculum for select students
Selection of Resources to meet range of individual needs: Special education to Gifted	Evidence of adaptations based on student’s I.E.Ps
	Materials listed in plans and unit
	Literary collections covering a wide variety of abilities
	Evidence of manipulatives and hands-on learning
Expectations for Learning and Achievement	Learning centers with specific objectives to challenge learners
	Objectives in plans demonstrating challenging material
	Student or parent interviews
	Journal reflections or observations

Principle #4:

The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Element	Possible Evidence
Selecting resources for general instruction	Resources listed on written plans and unit
	Study trip objectives matched to curriculum and student needs
	Unit plans: resource list and rationale
	Records of how materials were selected: your criteria
Best Practices: Multiple teaching strategies, active learning, modeling	Video or audiotapes with analysis
	Evidence of multiple intelligences in delivery of instruction and assessment
	Anecdotal observations of small group instruction or cooperative groups
	Use of learning centers or stations
	Explanation of grouping procedures used in the classroom
Student teacher role in the instructional process	Collection of pre-and-post test data to support teaching strategies used
	Journal reflections
	Video or audiotapes with analysis

Evaluations from supervisors

Principle #5:

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Possible Evidence
Management of Transitions	Video or audiotapes with analysis
	Journal reflections
	Classroom map to demonstrate traffic flow and management of materials
	Management plan
	Procedures developed and how they are taught
Management of Time and Materials	Journal reflections
	Video or audiotapes with analysis
	Procedures for handling materials
Directions and Procedures	Written plans or procedures
	Management plan
	Video or audiotape with analysis
	Handouts from workshops with summaries/evidence of how this new knowledge was applied to the classroom
Pacing	Videotape and analysis
	Journal reflections
Performance of Non-Instructional Duties	Anecdotal or journal reflections
Positive climate for intrinsic motivation	Environmental print (display, bulletin boards, etc.)
	Documented opportunities for students to share with others
	Affective inventories with students
	Student or parent interviews
	Anecdotal observations of explicit community-building activities
	Videotapes and analysis
	Evidence of positive comments used routinely with students
	Your beliefs about discipline
Establishing Expectations and Behavior	Examples of rule-setting or clarifying experiences
	Evidence of consequences/rewards for behavior choices
	Videos, audiotapes, journal, reflections
Monitoring student behavior	Evidence of cooperative group social skills being taught and used
	Video, audiotapes, journal reflections
Response to student misbehavior	Recorded logs tracking individual behavior problems and responses
	Record keeping or notes to parents
	Comments from school support staff
	Videos, audiotapes, and journal reflections

Principal #6:

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Element	Possible Evidence
Oral and written expression	Video or audiotapes and analysis Communications with school staff, community, parents, etc.
Quality of questions	Video and audiotapes with analysis Evidence of divergent questions in written plans Samples of student-generated questions
Discussion techniques with student participation	Anecdotal observations of student discussions Student interviews and evaluations Video or audiotapes with analysis Summaries/analysis of class or community meetings
Use of media and technology: Felt/magnetic boards, charts, film/overhead projectors, computers, internet, PowerPoint, distance learning	Resources in lesson and unit plans Feedback from media staff Log of activity on computers or in labs, showing continuous use of technology Photographs, transparencies, web sites, etc. Products created by students

Principle #7:

The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Element	Possible Evidence
Purposeful learning activities based on essential skills/district curriculum	Proficiency statement or references in lesson plans and units
Short-and-Long-Term Planning	Lesson plans and unit plans Journal reflections Evidence of pre-test and references to prior learning to determine plans Planning charts or web sites
Lesson Plans: Monitoring and adjustment	Written expressions and/remedial plans Video or audiotapes with analysis, journal reflections

Principle #8:

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Element	Possible Evidence
Variety of formal and informal	Student journal entries used for assessment

assessment strategies	Samples of teacher-made quiz/test/diagnostic tools
	Student rubrics for self-evaluation
	Samples of authentic/alternative assessments
	Collection of before/during/after samples showing student growth (student portfolios)
	Anecdotal records
Assessment data used in lesson planning/adjustments	Instructional decisions
	Pre-post test used to analyze instructional effectiveness
	K.W.L. charts and adjustments to plans
	Interpretations of data and adjustments made based on objectives being met
Evaluates criteria and feedback	Student journal and portfolios
	K.W.L. charts and adjustment plans
	Gantt Chart
	Written comments on students work
	Rubrics or assessment criteria
	Journal reflections
Recording and monitoring assessment data	Written evidence of regular assessments
	Use of computer for feedback or record-keeping
	Gradebook, spreadsheet, charts, graphs

Principle #9:

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Element	Possible Evidence
Reflection to teaching	Journal reflections
	Analysis of video and audiotapes
	Evidence of personal goal-setting and subsequent results
Relationships with colleagues	Anecdotal observations from staff/administrators
	Evidence of leadership role within a teaching team
	Minutes and/or notes of successful team planning
	Material shared with colleagues
Professional growth	Articles/books read and subsequent application of knowledge
	Attendance at professional meetings and subsequent classroom application
	Active memberships in professional organization
	Examples of committee work
	Action research conducted within the classroom
	Articles written or presentations to faculty
Student teaching requirements	

Principle #10:

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Element	Possible Evidence
Participation in School/District Events and Projects	Evidence of participation in extra curricular activities
	Involving students in community projects

	Civic involvement
	Handouts or artifacts from events
	Samples of materials prepared for meetings, classes, etc., in which a leadership role was assumed
Sensitivity to students needs and awareness of community resources	Contact with support services within or outside of the school
	Documented contact with community agencies
	Anecdotal observations from school staff
Respectful and productive communications with families	Communications with parents (formal and informal)
	Newsletter and invitations
	Family learning projects
	Materials prepared for parent conferences
	Innovative connections with families
	Feedback from parents
	Logs of parent contacts and subsequent actions

