



The Practitioner Preparation Program (PPP) Handbook

College of Education

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INTRODUCTION

Welcome

Welcome to the most exciting educational experience of your life! Preparing to become a teacher requires hard work and is a challenging, rewarding, and humbling experience. The Ashford University College of Education Practitioner Preparation Program is designed around standards that represent what beginning teachers need to know, what they need to be able to do, and what they need to be like. The program is approved for teacher licensure with the State of Iowa and recognized as one of the leading suppliers of teachers for the school districts along the Mississippi River. The program is implemented by knowledgeable and experienced faculty members who believe in the COE mission: “To prepare educators with professional expertise and integrity, in service to a diverse community as advocates for an educated, equitable, and just society.” With that, I welcome you to the world of teacher preparation! I am confident that you will be well-prepared to join the teaching ranks when you graduate from Ashford University.

Dr. Joen Rottler
College of Education Dean

Purpose of this Handbook

This handbook presents the College of Education admission procedures for regular, transfer, and baccalaureate degree-holding students; general and major program requirements; curricula for the various approval areas; and application, autobiography, and reference forms.

Please note that throughout this handbook, “teacher education” will be referred to as “practitioner preparation.” Satisfactory completion of all components of the Practitioner Preparation Program at Ashford University leads to recommendation for teacher licensure in the state of Iowa.

Each student must consult with his/her assigned academic advisor for exact requirements and semester offerings. Specific questions should be directed to the assigned academic advisor.

Programs

Elementary Education

Ashford University College of Education grants a Bachelor of Arts in Elementary Education. Individuals who are recommended for an Iowa teaching license will be allowed to teach kindergarten through eighth grade. Elementary endorsement areas include: Coaching K-8, English as a Second Language K-8, English/Language Arts K-8, History K-8, Instructional Strategist I K-8, Mathematics K-8, Middle School 5-8, Prekindergarten, Kindergarten PreK-K, Reading K-8, Science-Basic K-8, Social Studies K-8, and Teacher Elementary Classroom K-6.

Physical Education

Ashford University College of Education grants a Bachelor of Arts in Physical Education. Individuals who are recommended for an Iowa teaching license will be eligible for endorsements in Coaching K-12 and Physical Education K-12.

Secondary Education

Ashford University College of Education offers the following endorsements in secondary education: American History 5-12, Biological Science 5-12, Business-General 5-12, Business-Marketing/Management 5-12, Chemistry 5-12, English as a Second Language 5-12, English/Language Arts 5-12, General Science 5-12, Math 5-12, Instructional Strategist I 5-12, Psychology 5-12, Sociology 5-12, and World History 5-12.

Endorsements

The Primary Endorsement

An endorsement in a particular academic content area is required of all students in elementary or secondary education. (Coaching, Instructional Strategist I, ESL, or Middle School are not considered academic content areas).

Many students find that they can fulfill course requirements for more than one endorsement area although they may be required to take summer courses, heavier course loads during the fall and spring semesters, or additional semesters of coursework.

All students in education must designate one endorsement as the primary endorsement area. Course offerings are provided to accom-

modate the primary endorsement area. The program of courses resulting in licensure in secondary education is typically completed in nine (9) semesters (4 and 1/2 years) of full-time student status.

Other Available Endorsements

Students will graduate with a degree in their specified area of study and with a specific endorsement area(s) in which they will be recommended for an Iowa initial license. Students who wish to teach at the secondary level (fifth through twelfth grades) must fulfill requirements within their specific endorsement area(s) to successfully meet the minimum requirements established by the Iowa Board of Educational Examiners (BOEE) for that endorsement area(s) to be recommended for an Iowa initial teaching license.

English as Second Language Endorsement

The ESL endorsement allows a teacher to specialize in teaching ESL in K-12. While it is not permissible to receive the ESL endorsement by itself, it may be combined with the elementary, secondary, or physical education endorsements.

Instructional Strategist I Endorsement – Mild and Moderate

Two options are available for this endorsement – either K-8 or 5-12. Teacher candidates who fulfill the requirements for these endorsements will be authorized to provide instruction in all mild and moderate special education programs for the grade levels of the endorsement. In order to obtain this endorsement the candidate must also hold a regular education endorsement.

Middle School Endorsement

The middle school endorsement allows a teacher to specialize in teaching grades five through eight. While it is not permissible to receive the middle school (5-8) endorsement by itself, the middle school endorsement may be combined with any other elementary or secondary endorsement.

Coaching Authorization/ Endorsement

The following courses are required for students seeking the coaching authorization/endorsement:

PSY 104 Child & Adolescent Development
3 credits

PED 203 Exercise Physiology
1 credit

PED 211 Theories & Techniques of Coaching
1 credit

PED 242 Prevention & Care of Athletic Injuries
2 credits

Students in elementary or secondary education (or those who currently hold a valid Iowa teaching license) are eligible to pursue the K-12 Coaching Endorsement. Education students seeking the endorsement must earn a grade of “C-” or above in these required courses and meet all other requirements of the Practitioner Preparation Program.

Students in programs of study outside of Education are eligible for the K-12 Coaching Authorization. Students seeking the authorization must earn a grade of “C-” or above in these required courses and earn a minimum cumulative grade point average of 2.00 in all courses combined. Any student seeking either the coaching endorsement or the coaching authorization will be required to undergo and cover all costs associated with the criminal background check by the Department of Criminal Investigation.

Advisement and Accreditation

Advisement
Eligible students who declare a major in elementary education or in a program of study in secondary education are assigned an academic advisor who is a faculty member in the College of Education. The academic advisor assists the student in the selection of courses and monitors the student’s progress. Advisors work closely with students to help ensure that students will be prepared for successful futures

and will make timely progress towards graduation. In some cases, students are advised to modify their career goals.

A student seeking secondary education licensure is assigned two academic advisors – one advisor from the College of Education and one advisor from the content area. Both advisors work with the student to assure that education classes and content/major classes can be completed in a timely manner.

Accreditation

The program is accredited by the Iowa Department of Education for licensure approval and by the Higher Learning Commission. As the Iowa Department of Education rules and guidelines change, the Education Department adjusts its programs and requirements accordingly. This handbook presents program requirements that satisfy current Iowa regulations for licensure in addition to reflecting contemporary innovations in national educational research and practice.

Please Note All Practitioner Preparation Programs throughout Iowa are governed by the Iowa Department of Education and the Iowa Board of Educational Examiners. These two governing bodies may change the requirements expected of the graduates of teacher preparation programs throughout Iowa at any time. Therefore, students may experience a change in their program of study/graduation requirements in order to be recommended for an Iowa initial teaching license.

Missions, Vision, Goals, Tenets and Program Outcomes

Ashford University Mission Statement

The mission of Ashford University is to provide accessible, affordable, innovative, high-quality learning opportunities and degree programs that meet the diverse needs of individuals pursuing integrity in their lives, professions, and communities.

College of Education Mission Statement

The mission of the Ashford University College of Education is to prepare educators with professional expertise and integrity in service to a diverse community as advocates for an educated, equitable, and just society.

College of Education Vision

An Ashford University teacher education graduate will possess the dispositions, knowledge, and skills to provide high-quality learning opportunities to a diverse community of learners. The teacher will contribute to a just and equitable society by modeling an appreciation for diversity, an orientation to service, a global consciousness, and a responsible use of Earth's resources.

College of Education Tenets

Effective Practitioners possess the knowledge, skills, and dispositions that enable them to:

- Exhibit evidence of a high level of academic preparedness
 - Demonstrate skills in sound teaching methodology and instructional strategies
 - Create a classroom environment where students experience mutual respect and appreciation for diversity
 - Respect privacy, possess knowledge of mandatory reporting, and exhibit all critical professional behaviors
 - Participate in on-going professional development.
 - Meet the needs of diverse learners in a variety of settings.
 - Utilize a variety of assessments and use assessment data to drive instruction.
 - Reflect on the relationship between his/her instruction and student learning in order to improve teaching practice.
 - Communicate effectively in a variety of modalities including technological, verbal, nonverbal and written.
- Implement teaching strategies that promote the intellectual, physical, emotional, and social development of learners.

College of Education Program Outcomes

Graduates of the baccalaureate degree program will be prepared to:

- Exhibit evidence of a high level of academic preparedness; (standard #1) (tenet #1)
- Demonstrate skills in sound teaching methodology and instructional strategies; (standard #4 and #7) (tenet #1 and #6)
- Create a classroom environment where students experience mutual respect and appreciation for diversity; (standard #5) (tenet #7)
- Respect privacy, possess knowledge of mandatory reporting, and exhibit professional behaviors such as promptness, preparedness, adhering to contractual issues, and participating in on-going professional development; (standard #10) (tenet # 8)
- Meet the needs of diverse learners in a variety of settings; (standard #3) (tenet #5)
- Utilize a variety of assessments and use assessment data to drive instruction. (standard #8) (tenet #6)
- Acknowledge the important role of reflection in an educator's ability to self-evaluate and modify actions in the learning community, actively seeking input for professional development opportunities; (standard #9) (tenet #3)
- Communicate effectively in a variety of modalities including technological, verbal, nonverbal, and written; (standard #6) (tenet #2, # 4, #5 and #7)
- Implement teaching strategies that promote the intellectual, physical, emotional, and social development of learners. (standard #2) (tenet #1 and # 6)

Program Requirements

Professional Behavior and enrollment in courses in teacher education

The end result of completing the teacher education program is to be recommended for an Iowa Teaching License. The Iowa Board of Educational Examiners requires a federal criminal background check on all applicants prior to teacher licensure. The student is responsible for costs associated with the background check. Felony convictions, certain assaults convictions, child abuse or neglect convictions, and certain drug and alcohol convictions are among the convictions that will preclude the award of a teaching license. Ashford University asserts that students who enter the program and take course work in programs of teacher preparation must be eligible based on a background check to be recommended for a teacher license upon completion of program requirements.

Professional behavior and contact with children and youth

A student pursuing a program in teacher education at Ashford University must meet the professional behavior requirements in order to enroll in field experience, practicum, internship, or student teaching courses. Any student who fails to meet the criteria for professional behavior may be removed from or denied enrollment in any course where there is direct contact with children, youth, or young adults, such as a field experience, practicum, student teaching and/or internship. Professional behavior requirements are detailed in the dispositional benchmarks of the program standards (INTASC) and in student handbooks.

Repeating/Re-enrolling in Education Core Courses

Students who wish to repeat or re-enroll in Education Core Courses that they previously dropped must obtain the permission of the instructor, their Education advisor(s), and the Dean of the College of Education. Permission will be granted on a limited basis and conditions for enrollment in/continuation in the course will be articulated.

C-BASE/PRAxis I/Basic Skills Exam Requirement

Iowa colleges and universities with approved programs of teacher preparation are required by law to “administer a basic skills test to practitioner preparation candidates. Rules adopted shall require institutions to deny admission to the program to any candidate who does not successfully pass the test (Senate File 401).” This means that all students in teacher education in Iowa must pass a basic skills test before they are admitted to the Practitioner Preparation Program (PPP), and any student who does not pass the exam is denied admission to the PPP.

Ashford University has selected the C-BASE exam as the test instrument and the required sections include math and English. There are two subsections of the English section: reading/literature and writing. Students must earn a minimum score of 235 on the math section and a minimum score of 235 on the English section. The Praxis I and the Illinois Basic Competency Exam will also be accepted with a passing score. Students are encouraged to take the C-BASE/PRAxis I/ Illinois Basic Competency exam when they have just completed general education courses such as English Composition II (ENG 102), Introduction to Literature (ENG 105), and the math competency course (MAT 128). Students should not “put off” taking general education courses as they are often critical to successful completion of the basic skills test requirement. The exam should be taken prior to the student’s completion of EDU 200 Introduction to Education. Information is available in the Education Office.

Students are responsible for fees associated with the basic skills exam. A student with a documented disability as determined and approved by Ashford University’s ADA coordinator must provide a written request and his/her disability eligibility documentation to the College of Education Dean at least one week before the test date. A student must write his/her own exam. There is no limit to the number of times students may retake the basic skills exam. Students who fail any part of the basic skills exam should seek tutoring in the Flavian Achievement Center; they may also benefit from auditing ENG 101 or from participating in a math tutorial. Students who fail the reading and literature section of the exam may benefit from auditing ENG 105.

PRAXIS II for Elementary Majors

Elementary Education majors are required to pass the PRAXIS II exam prior to being recommended for licensure, and should complete this exam during the semester prior to student teaching. Please see the Education administrative assistant in room A445A or your Education Advisor if further clarification is needed.

Demonstration of Teaching Competencies with an Electronic Portfolio and Work Sample

Students are recommended for licensure when they have successfully completed all requirements for the degree, the endorsement(s), the student teaching semester, and have presented an approved portfolio demonstrating entry-level proficiency in required competencies, as well as an approved Teacher Work Sample.

Interstate New Teacher Assessment and Support Consortium (INTASC) standards serve as the criteria for assessment of Ashford University's Practitioner Preparation Program portfolio and work sample requirements.

Field Experiences/Practica/Student Teaching

You will be expected to complete field experience/practica/student teaching observation hours in various schools within a 30 mile radius of Ashford University. You will be responsible for your own transportation to and from these observation sites. Students may request placements outside of the 30 mile radius of Ashford University, but all requests must be approved by the Dean of the College of Education. The student will be charged additional fees for placements outside of the 30 mile radius.

PPP Assessment Checkpoints

The chart below provides the various mandatory checkpoints/gates and assessment requirements as the student progresses through the Practitioner Preparation Program at Ashford University. Student must successfully complete the checkpoint requirements to progress through the program.

KEY ASSESSMENTS & OTHER DATA	TIMELINES	MATERIALS/DATA COLLECTED	COE PERSON RESPONSIBLE	DATA ANALYSIS
CHECKPOINT ONE: INITIAL APPLICATION				
Admission to University	University Cut Off Dates	Application Materials	Registrar's Office	Enrollment numbers in College of Education
C-Base Exam or approved basic skills exam	September	Candidate scores	COE Administrative Assistant	Scores
GPA	Semester	GPA	Registrar	2.50 overall
CHECKPOINT TWO: ADMISSION TO PRACTITIONER PREPARATION PROGRAM (PPP)				
Initial Application to PPP	4th Thursday of semester	<ul style="list-style-type: none"> Application (reviewed and signed by advisor) References Resume Goals 	COE Faculty Advisors	Checklist on completion
GPA	Semester	GPA	Registrar	2.50 overall 2.70 in endorsement and education classes
PPP Interview	2 weeks after application due date	<ul style="list-style-type: none"> Two portfolio artifacts Table of Contents with corresponding artifact signatures for portfolio Interviews 	COE faculty Advisors PPIC	Checklist on completion Checkpoint rubric

KEY ASSESSMENTS & OTHER DATA	TIMELINES	MATERIALS/DATA COLLECTED	COE PERSON RESPONSIBLE	DATA ANALYSIS
CHECKPOINT THREE: ADMISSION TO STUDENT TEACHING				
Student Teaching Application	4th Thursday of semester	<ul style="list-style-type: none"> • Application (reviewed and signed by advisor) • References/Disposition • Degree audit • Resume • Reflection on goals/new goals 	COE Faculty Advisors	Checklist on completion
GPA	Semester	GPA	Registrar	2.50 overall 2.70 in endorsement and education classes
Student Teaching Interviews	1 week after applications due date	<ul style="list-style-type: none"> • Six additional portfolio artifacts • Portfolio Table of Contents • Interviews 	COE Faculty PPIC	Checklist on completion Portfolio Table of Contents Checkpoint rubric Acceptance in program rubric
Point of Placement	4 weeks into semester	• Six portfolio artifacts Goals	COE Faculty Advisors	Checklist on completion Portfolio Table of Contents Checkpoint rubric
Pre-Student Teaching	3 weeks prior to end of semester	<ul style="list-style-type: none"> • Minimum of two artifacts for each standard • Candidate information • Updated philosophy • Portfolio Table of Contents • Reflection on goals • Goals for student teaching • Letter of intent to Dean 	COE Faculty Advisors, Dean	Acceptance in student teaching checklist completion Portfolio Table of Contents

KEY ASSESSMENTS & OTHER DATA	TIMELINES	MATERIALS/DATA COLLECTED	COE PERSON RESPONSIBLE	DATA ANALYSIS
CHECKPOINT FOUR: PROGRAM COMPLETION				
Student teaching completion	Semester	Midterm Student Evaluation Rubric Final Student Evaluation Rubric Student Teacher Work Sample Iowa Teaching Standards Approval Form	Ashford University Supervisor, District Cooperating Teacher	<ul style="list-style-type: none"> Final Student Teacher rubric Work sample Completion reports
Praxis II (Elementary only)	Variable	Test	COE Dean/Administrative Assistant	Score Results
GPA	Semester	GPA	Registrar	2.50 overall 2.70 in endorsement and education classes
Exit Interviews	End of semester	Interview with COE Dean	COE Dean	Summary report

Admission and Retention Requirements

Typically, students apply for admission to the Practitioner Preparation Program (PPP) during the second semester of the sophomore year or first semester of the junior year. Students who are admitted to the PPP after this time may be required to attend summer school, carry an above-average course load, or attend extra semesters beyond the senior year to complete the program. The specific requirements for admission the PPP and other checkpoints/gates are detailed below.

Admission Requirements

The student must satisfy the following minimum requirements:

1. Have completed 42 semester hours, with successful completion of EDU 200 (or equivalent transfer course) and be currently enrolled in EDU 270 and EDU 250, or their equivalents for transfer students. If the student withdraws from or fails to successfully complete the course(s) during the semester in which application is made, the student will not be admitted to the PPP.
2. Have a minimum cumulative grade point average of 2.50 for all college work, based on information from the Registrar.
3. Have a minimum cumulative grade point average of 2.70 in all core Education courses with no grade lower than a "C-" in core Education courses and courses required for the endorsement(s). For further information, please refer to sections titled "Education Core Courses" and "Computing the Grade Point Average" in this handbook.
4. Have achieved at least a "C-" in English 102 (or the equivalent for transfer students).
5. Have earned scores of 235 or above on the English (reading/literature and writing) and math sections of the C-BASE exam or have successfully passed all sections of other basic skills exams accepted by the College of Education.
6. Present two positive recommendations: One recommendation should be from a teacher who supervised the student's field experience component or an individual who has observed the student interacting with children or youth. The second recommendation may be from a college instructor, an employer, or another individual qualified to address the student's potential as an educator.
7. Have filed with the Registrar a "Declaration of Major" form indicating intention to pursue a teaching degree and noting endorsement area(s).

8. Demonstrate professional behaviors such as responsibility, punctuality, initiative, and conduct consistent with the teaching profession. Any evidence to the contrary in the area of professional behavior will be given serious consideration by the PPP Committee and addressed in writing to the student. Serious concern in the area of professional behavior is considered sufficient grounds for denial of admission or retraction of admission to the Practitioner Preparation Program.

Application Procedures

1. The student completes the application materials for the Practitioner Preparation Program (PPP). Information is given at the mandatory informational meeting and is included in the University's online learning platform under "Information for Education Majors." The application form must include appropriate signatures and be accompanied by the autobiographical data form and the aforementioned letters of recommendation. Exceptions will be considered on a case-by-case basis.
2. The application, autobiographical data form, and letters of recommendation must be submitted to the Education Office by the required deadline. The Education Office must receive all application materials, including letters of recommendation, by noon of the deadline date. INCOMPLETE FILES WILL NOT BE REVIEWED and you will have to wait for the next semester to reapply for admittance into the PPP.
3. The student should be prepared to take part in a brief interview with 2-3 members of the Practitioner Preparation Committee. Interviews will take place approximately 1-3 weeks after the application due date, and students will receive advance notice of dates and times of interviews. The Practitioner Preparation Committee (PPC) meets to determine the student's acceptance status. Students will be notified in writing of acceptance or denial of admission approximately 1-3 weeks after the PPP interview.
4. Provide documentation of the use of an electronic portfolio with 2 completed artifacts uploaded into the College of Education's electronic portfolio to document progress toward the competencies of the INTASC standards.
5. The student will receive written notice of the conditions of acceptance or of the committee's reasons for denial. A student who has been denied admission to the Practitioner Preparation Program may later reapply for admission if deficiencies in academic performance or in other areas of the original application are corrected. Second applications are subject to the established deadlines. A student who has been denied admission to the PPP may not take 300-level Education Methods Courses.
6. Students who believe the decision of the Practitioner Preparation Committee (PPC) to deny admission to the Practitioner Preparation Program is an unfair or incorrect decision may appeal by following the procedure outlined below.

Appeal Procedure

If denied admission into the PPP, the students must:

1. Schedule an appointment with the Dean of the College of Education. At this meeting, the student may ask for clarification of the committee's decision.
2. If the student continues to believe the PPC's decision is unfair or incorrect, she/he should file a written appeal with the Dean of the College of Education. The appeal must be filed within 28 days following the established deadline of the PPP application. The written appeal should specifically address the reasons why the decision is incorrect or unfair and any applicable supporting documents should be attached.
3. The Dean of the College of Education will schedule a meeting of an Appeals Committee within seven days of receipt of the written notification from the student. The Appeals Committee will be comprised of the Dean of the College of Education and two other members of the PPC, with at least one who is a faculty member from a division other than Education. The student may select the faculty member from the College of Education and the faculty member outside of the College

of Education whom she/he wants to serve on the Appeals Committee. The student may also invite one staff person from the Student Success Office to attend the appeals meeting with him/her. The staff person from the Student Success Office will serve the student in the capacity of advocate, and this person does not take part in the Appeals Committee's deliberations, nor does this person have voting power regarding the decision of the Appeals Committee.

4. The Appeals Committee will review the written appeal and meet face-to-face with the student. The decision of the Appeals Committee will be put in the mail to the student within 48 hours after the appeals meeting is held.
5. The student may appeal the decision of the Appeals Committee to the Dean of the College of Education within seven (7) days of meeting with the Appeals Committee. The Dean of the College of Education should receive in writing the student's rationale for appealing the decision, any applicable supporting documents, and the written decision of the Appeals Committee. Both the student and a representative of the Appeals Committee will be allowed to review and rebut the other party's argument(s) before the Dean of the College of Education. The Dean's ruling shall be made no later than three (3) days after the completion of this fact-finding stage (including rebuttals, if any). The Dean of the College of Education makes the final decision on the appeal.

The following principles will apply to the appeal process:

- The initial burden of proof is with the student to demonstrate that the PPC's denial for admission to the PPP is incorrect or unfair.
- The PPC members and the student will respect the confidentiality of information related to the appeal.

Policy for Portfolio Checkpoint Meetings

- All education majors are required to present progress on their portfolio during the PPP interview, student teaching inter-

view, point of placement, and pre-student teaching checkpoints.

- Students must present all information indicated on the portfolio checklist. Cases of students who miss a meeting or come unprepared will be reviewed by the Dean of the College of Education. A letter will be placed in the student's file noting the student's inappropriate behavior. The Dean of the College of Education will review the student's circumstances and determine whether the student will need to wait until the next semester to complete the failed checkpoint or whether the checkpoint will be rescheduled.

Maintaining Eligibility

Students who are admitted to the Practitioner Preparation Program must continue to meet all eligibility requirements. A student must maintain a minimum cumulative grade point average of 2.50 and a minimum grade point average in Education core courses and endorsement courses of 2.70 to be eligible to participate in the Practitioner Preparation Program. A student whose cumulative grade point average falls below 2.50 and/or whose grade point average in Education Core Courses or endorsement courses falls below 2.70 will be not be eligible to take 300-level Education Core Courses, except for ESE 315. Students must continue to demonstrate professional behaviors such as responsibility, punctuality, initiative, and conduct consistent with the teaching profession to maintain eligibility in the Practitioner Preparation Program.

Academic Program Requirements

The Iowa Department of Education requires that "the general education component for practitioner preparation include but not be limited to those studies known as liberal arts which shall embrace the areas of the humanities, mathematics, biological and physical sciences, and the social and behavioral sciences" (C.S. 77.14(4)). The academic program leading to a degree in elementary education or a degree with a secondary education content specific endorsement includes the following required courses (some credits may be applied to the general education requirements at Ashford University):

- Two writing courses equivalent to the college’s writing competency requirement (grades of “C-” or higher)
- SPE 103 Oral Communication
- One fine arts survey course, such as ART 101 Art Appreciation or MUS 101 Masterpieces of Music
- One biological science course (BIO prefix)*
- One physical science course (CHE, ENV, or PHY prefix)*
- HIS 203 American History to 1865 or HIS 204 American History Since 1865
- PSY 101 Introduction to Psychology
- One literature course (ENG prefix)
- One mathematics course equivalent to (or higher than) the University’s mathematics competency requirement

*One Science course needs a lab

Education Core Courses

Students pursuing teacher education take general education requirements (see Ashford University Academic Catalog) and 100 and 200 level Education Core Courses during the first five to six semesters. Students who are admitted to the Practitioner Preparation Program may take 300 level courses with the EDU prefix. The 300 level curriculum and methods courses and accompanying practica are taken during the semester immediately preceding student teaching. Student teaching is viewed as a capstone course and is completed during the final semester of the educational program.

Students must have a grade point average of 2.70 or higher in Education Core Courses and endorsement courses to be admitted to the PPP. If at any time the student’s GPA in Education Core Courses or endorsement courses falls under 2.70, his/her membership in the PPP is revoked. Students must earn grades of “C-” or higher in all Education Core Courses and courses required for the endorsement areas. If students would like to keep a record of the Education core classes taken, they should record grades earned on the appropriate chart below.

CORE COURSE AND CREDITS – ELEMENTARY EDUCATION	GRADE EARNED	SEMESTER TAKEN
PSY 104 Child & Adolescent Development–3 credits		
MAT 223 Math for Educators–3 credits		
EDU 200 Intro to Education/Field Experience I–1 credit		
EDU 203 Child & Adolescent Literature–3 credits		
EDU 215 Educational Psychology–3 credits		
EDU 250 Foundations of American Education–2 credits		
EDU 270 Principles of Educ/Field Experience II–2 credits		
ESE 315 Survey of Exceptional Students – 3 credits		
ESE 317 Mild/Mod. Disabilities – 3 credits		
ESE 325 Behavior Management – 3 credits		
TWO OF THE FOLLOWING:		
PED 205 P.E. for Elementary Teacher–2 credits		
PED 230 Health Education/Elem.–2 credits		
ART 201 Art Skills/Classroom Educator–2 credits		
MUS 225 Musical Skills/Classroom Teacher–2 credits		
Once admitted to the PPP, Elementary Education majors are eligible to take 300 level EDU courses and must complete the following remaining Education Core Courses:		
EDU 301 Language Arts in the Elementary Schools- 3 credits		

CORE COURSE AND CREDITS – ELEMENTARY EDUCATION	GRADE EARNED	SEMESTER TAKEN
EDU 303 Reading Methods & Curriculum–3 credits		
EDU 305 Clinical Experience in Reading/Lang. Arts Methods – 1 credits		
EDU 311 Social Studies Curriculum & Methods–2 credits		
EDU 313 Elementary Curriculum & Methods of Science–2 credits		
EDU 315 Curriculum & Methods of Teaching Math/Elem.–2 credits		
EDU 317 Clinical Experience in Social Studies/Science/Math Methods – 1 credits		
EDU 310 Integrating Technology in the Classroom – 2 credits		
EDU 370 Human Relations Skills for Educators–1 credit		
EDU 458 Student Teaching Seminar – 1 credit		
*Student Teaching (total of 15 credits)		
EDU 450 (8 credits)		
AND EDU 451 (7 credits)		
*Students seeking an Instructional Strategist I endorsement will need to be placed in a Special Education classroom during EDU 450 or EDU 451		

CORE COURSE AND CREDITS– SECONDARY EDUCATION	GRADE EARNED	SEMESTER TAKEN
PSY 104 Child & Adolescent Development–3 credits		
EDU 200 Intro to Education/Field Experience I–1 credit		
EDU 215 Educational Psychology–3 credits		
EDU 250 Foundations of American Education–3 credits		
EDU 270 Principles of Education/Field Experience II–2 credits		
ESE 315 Survey of Exceptional Students–3 credits		
ESE 325 Behavior Management in the Classroom – 3 credits		
Once admitted to the PPP, students in Secondary Education are eligible to take 300 level EDU courses and must complete the following remaining Education Core Courses:		
ERE 312 Reading in Secondary Content Area – 3 credits		
EDU 330 General Methods of Secondary Education–3 credits		
EDU 331 Practicum: General Methods–1 credit		
EDU 340 Business Education Methods–3 credits and		
EDU 341 Practicum in Business Education – 1 credit		
OR		
EDU 342 Secondary Education – English Methods – 3 credits and		

CORE COURSE AND CREDITS– SECONDARY EDUCATION	GRADE EARNED	SEMESTER TAKEN
EDU 343 Practicum in Secondary English – 1 credit		
OR		
EDU 344 Secondary Education – Mathematics Methods – 3 credits and		
EDU 345 Practicum in Secondary Mathematics – 1 credit		
OR		
EDU 346 Secondary Education – Science Methods – 3 credits and		
EDU 347 Practicum in Secondary Science – 1 credit		
OR		
EDU 348 Secondary Education – Social Science Methods– 3 credits and		
EDU 349 Practicum in Secondary Social Science – 1 credit		
EDU 310 Integrating Technology in the Classroom–2 credits		
EDU 370 Human Relations Skills for Educators–1 credit		
EDU 458 Student Teaching Seminar – 1 credit		
*Student Teaching (total of 15 credits)		
EDU 460–8 credits AND		
EDU 461–7 credits		

*Students seeking an Instructional Specialist I endorsement will need to be placed in a Special Education classroom during EDU 460 or EDU 461

Computing the Grade Point Average

Each Ashford University student’s grades will be located in his/her individual account within the student portal at the completion of each grading period. Students should consult with their Education academic advisor or the Registrar’s Office for their current cumulative GPA in their endorsement area(s) or Education core classes, and/or their overall GPA.

Transfer students should consult the transcript(s) from the college(s) attended to ascertain the GPA. Credits earned at other institutions will be included when calculating the cumulative GPA and the GPA for Education Core Courses.

Student Teaching Semester

The Student Teaching Semester is offered in both fall and spring semesters. Student teachers are placed in area schools for a full semester of 15 weeks during their last semester. Student teaching starts with the beginning of the Ashford University semester and typically

concludes at the end of the Ashford University semester. Student teachers follow the assigned cooperating school’s academic calendar while they are student teaching. Students earning any elementary or secondary endorsements can student teach in a split placement of 8 weeks at one grade level and 7 weeks at another grade level or in one 15-week placement. Additional endorsements may require an extension of the student teaching placement by 4 weeks.

Student teachers must participate in seminars at Ashford University during the student teaching semester.

The Student Teaching Semester is a full-time professional experience and is not conducive to outside employment or additional coursework. To take additional coursework during the student teaching semester, the student must get the written permission of the College of Education Dean.

Admission Requirements:

For admission to the student teaching semester, the student must satisfy the following minimum requirements:

1. Have completed or are concurrently registered in all requirements for the degree and endorsements. Students will be permitted to student teach if they have incompletes or any course work remaining for the degree and/or the endorsement only with permission from the Dean of the College of Education.
2. Have a cumulative grade point average of 2.50 on all college work, based on information from the Registrar's Office.
3. Have a grade point average of 2.70 in all course work completed in the required College of Education core courses and endorsement(s), with no grade lower than a "C-". For further information, please refer to the section titled "Education Core Courses".
4. Present letters of recommendation from an instructor, personal reference, and cooperating teacher.
5. Present disposition assessments from the academic advisor, instructor, and self.
6. Demonstrate professional behaviors (dispositions) such as responsibility, punctuality, initiative, and conduct consistent with the teaching profession. Any evidence to the contrary in the area of professional behavior will be given serious consideration by the committee and addressed in writing to the student. Serious concern in the area of professional behavior is considered sufficient grounds for denial of admission or retraction of admission to the Student Teaching Semester and to the Practitioner Preparation Program.
7. Successfully complete an interview with members of the Practitioner Preparation Committee.
8. Submit an electronic portfolio of at least twenty artifacts completed to document progress toward competencies based upon INTASC standards.

Application Procedures:

1. During the semester prior to student teaching, students will complete the application materials. The application must include appropriate signatures and be accompanied by the required letters of recommendation. The application and letters of recommendation are submitted to the Education Office by noon of the established deadline. Students may request a particular school district for their placement but cannot be guaranteed their choice. (Typically, students will not be placed in a school that they or their children have attended or where a close relative is employed.)
2. The PPC interviews candidates and then meets to determine students' acceptance status. In most cases, students may expect to be admitted to the student teaching semester unless there are obvious deficiencies in their applications or interviewing skills. The PPC notifies students of their status within two weeks of the interviews.
 - Students who are accepted upon completion of an action plan for remediation must work with the advisor to develop and complete the action plan before full acceptance.
 - Students who are denied acceptance may be allowed to reapply.
 - Students who are denied acceptance may not be encouraged to reapply. In these cases, the reason(s) for denial are clearly stated in the letter.
3. Students who believe the decision of the Practitioner Preparation Committee (PPC) to deny admission to the Student Teaching Semester is an unfair or incorrect decision may appeal by following the procedure outlined in the section "Appeal of the Decision of the Practitioner Preparation Committee".
4. Students are notified of the actual teaching assignment as soon as formal arrangements are made with the appropriate school district.

Recommendations for Teacher Licensure

Any student seeking licensure will be required to undergo and cover all costs associated with the criminal background check by the Department of Criminal Investigation and the licensure fees of the Iowa Board of Educational Examiners.

Students must be approved participants and passed through all checkpoints/gates in the PPP in order to be recommended for a teaching license.

Students will be recommended for licensure when they have successfully completed all requirements for the degree, the PPP, the endorsement(s), the student teaching semester, and have presented an approved Teacher Work Sample demonstrating entry-level proficiency in required competencies.

Elementary Education majors must also take and successfully pass the PRAXIS II as a requirement of PPP and before being recommended for their Iowa initial license. To register for the PRAXIS II, please see your Education advisor or the Education Administrative Assistant located in A446.

Admission and Retention Requirements for Transfer Students

Ashford University accepts applications for admission to the PPP from transfer students who have attended accredited two-year and four-year colleges and universities and who are in good academic standing. Students are expected to check the "Information for Education Majors" for the established application deadline each semester. The Associate Registrar works collaboratively with the Dean of the College of Education to ensure that each transfer student is allowed the maximum transfer credits when choosing to attend Ashford University.

Admission to the University does not necessarily imply admission to the PPP. Transfer students who have completed 42 or more hours and the proper education courses may apply to the PPP if they meet the criteria listed in the section of this handbook entitled "Admission to the Practitioner Preparation Program." Specifically, students must hold a minimum cumulative grade point average of 2.50, a minimum grade point average of 2.70

in all core Education courses, and must have earned scores of 235 or higher on the English, writing, and math tests of the C-BASE exam to be eligible to apply for admission to the Practitioner Preparation Program. (Students are responsible for fees associated with the C-BASE exam or other basic skills exams.) Students also must successfully complete EDU 200 or equivalent and/or be concurrently enrolled in EDU 270 Principles of Education and EDU 250 Foundations of American Education in order to apply for admission to the PPP. For further information, please refer to sections titled "Admission to the Practitioner Preparation Program," "Education Core Courses," and "Computing the Grade Point Average." Credits earned at other institutions will be included when calculating the cumulative GPA and the GPA for Education Core Courses.

Students who transfer to Ashford University with an AA degree and choose to pursue Elementary, K-12 Physical Education, or Secondary Education shall be required to complete the following coursework (with a grade of C- or higher) in order to meet the State of Iowa general education requirements:

Humanities

Literature (with an ENG prefix)
Speech Communications
Fine Arts (history or survey course)
2 courses in writing (equivalent to Ashford University writing competency requirement)

Mathematics

1 course equivalent to (or higher than) Ashford University mathematics competency requirement

Biological & Physical Sciences

1 course in each area including at least one lab course

Social Sciences

American History

Behavioral Sciences

Psychology (General or Introductory)

Students who are planning to transfer to Ashford University should contact the College of Education's administrative assistant to

inquire about the scheduled dates of the C-BASE exam or another COE approved basic skills exam. The student should plan to take the writing, math, and English tests of the exam before entering Ashford University. Students should plan to take the C-BASE exam during their sophomore year or as soon as they have completed the general education requirements for English, literature, and math (English Composition I and II, Introduction to Literature, and Intermediate Algebra.)

All students in programs leading to initial teacher licensure in either elementary or secondary education must complete EDU 270 Principles of Education (and Field Experience II) at Ashford University.

It is the policy of the College of Education to require that all transfer students in Elementary Education take the majority of methods courses at Ashford University. No more than one course from each block of core methods courses can be transferred.

Fall Block Methods Courses:

EDU 301 Language Arts in the Elementary School

EDU 303 Introduction to Reading Curriculum & Methods

Spring Block Methods Courses:

EDU 311 Social Studies Curriculum & Methods

EDU 313 Elementary Curriculum & Methods of Science

EDU 315 Curriculum & Methods of Teaching Mathematics

EDU 305 Clinical Practicum in Reading & Language Arts accompanies the fall block methods courses while EDU 317 Clinical Practicum in Social Studies, Science, & Math accompanies the spring block methods courses.

It is the policy of the Education Department to require that all transfer students in programs leading to teacher licensure in secondary education take both of the 300 level methods courses and their respective practicum courses at Ashford University.

Admission and Retention Requirement for Individuals Holding a Baccalaureate Degree

A student who wishes to pursue teaching licensure and holds the minimum of a Bachelor's degree from a regionally accredited institution must meet the requirements for admission to the Practitioner Preparation Program (PPP) and must complete general courses required by the Iowa Department of Education. Students seeking elementary certification must successfully complete requirements for the elementary education degree and endorsement(s). Students seeking secondary education certification must successfully complete requirements for the appropriate teaching endorsement(s) and the Education Core Courses.

Admission to the University does not necessarily imply admission to the PPP. Transfer students who have completed 42 or more hours and the proper education courses may apply to the PPP if they meet the criteria listed in the section of this handbook entitled "Admission to the Practitioner Preparation Program." Specifically, in order to be eligible to apply to the PPP, students must have successfully completed Ashford University course equivalents of EDU 200 and/or be concurrently enrolled in EDU 250 and EDU 270, hold a minimum cumulative grade point average of 2.50, a minimum grade point average of 2.70 in all core Education courses and endorsement courses, and have earned a score of 235 or above on the English, writing, and math tests of the C-BASE exam or have successfully passed another basic skills test approved by Ashford University's COE. Students are responsible for fees associated with the C-BASE exam or other basic skills exams. For further information, please refer to sections titled "Core Education Requirements" and "Computing the Grade Point Average." Credits earned at other institutions will be included when calculating the in the cumulative GPA and the GPA for Education Core Courses.

All applicants, even those who hold a current, valid teaching license, must follow the following procedure:

1. An interested student applies for admission to the University, as noted in Ashford

University Academic Catalog. The application information can be obtained from The Office of Admissions, 1-800-242-4153 or 563-242-3400, or on the University's website, www.ashford.edu.

2. An applicant must indicate the specific endorsement area(s) and grade level (elementary or secondary) she/he intends to pursue so that the transcript can be accurately analyzed.
3. As part of the application process, the applicant should request official transcripts from all colleges and universities attended. If you are currently taking classes at another college or university, please inform the Associate Registrar of the exact course titles and number of credits per course so that a program of courses at Ashford University can be accurately devised.
4. The post-baccalaureate licensure-only student who does not hold a valid Iowa teaching certificate must meet the requirements noted in the section "Admission to the Practitioner Preparation Program" and the following criteria also apply:
 - a. For Item 4 in that section, if the student has completed the equivalent of English 102 more than ten years prior to the time of application to the program, the student should audit the class before applying for admission to the PPP. In the case where the student is currently employed in an area that utilizes writing skills, this requirement may be waived by the PPC if the student makes a statement specifying this information upon the PPP application form.
5. At least twenty-one semester hours in core education courses must be completed at Ashford University (not including the student teaching semester).
6. Other courses required by the state of Iowa for elementary and secondary education licensure must be fulfilled as noted in the section entitled "Admission and Retention Requirements for Transfer Students."

The post-baccalaureate licensure only student who has a current Iowa teaching license but is seeking an additional endorsement must meet the requirements noted in the section entitled "Admission to the Practitioner Preparation Program" and the following criteria also apply:

1. The student must present the current, actual teaching license to either the Associate Registrar or the Dean of the College of Education. One of these two individuals will make a photocopy of the license and it will be kept on file in the Education Office.
2. A transcript analysis must be conducted by the Dean of the College of Education. A \$100 fee will be charged. The fee is waived for AU alumni.
3. The student who is seeking to add an endorsement in the content areas, such as English/Language Arts, one or more of the sciences, one or more of the social sciences, reading, math, etc., or the student who is seeking to add the middle school endorsement must complete the required content and methodology courses in the particular endorsement area. The student's official program states the number and composition of these courses.
4. At least nine semester hours in the endorsement area(s) must be completed at Ashford University.
5. A student who has completed less than 12 semester hours of student teaching must complete additional practica as recommended in the student's official program.
6. Requirements delineated by the Iowa Department of Education for teacher licensure must be fulfilled.
7. Upon completing the course work for the additional endorsement, it is the student's responsibility to request appropriate forms and return forms and money order to the Recommending Official, who is the Dean of the College of Education.

Appendix

**Practitioner Preparation Program and Student
Teaching Applications/Reference Forms,
College of Education Lesson Plan Format and Examples**





Application for Admission to Practitioner Preparation Program

Revised 8/16/10
(Please print or type)

Last Name _____ First _____

Date of Application _____

Anticipated Date of Graduation/Completion of Program _____(semester)_____(year)

Campus Mailbox _____ Cell Phone # _____

Home Address _____

Home Phone # _____ E-mail Address _____

1. PLEASE COMPLETE THE FOLLOWING:

Elementary Education Place a check mark next to the endorsements you plan to complete before beginning your student teaching. Middle School, Instructional Strategist 1 and Coaching cannot be your only endorsement.

- _____ English/Language Arts: K-8
- _____ Reading: K-8
- _____ History: K-8
- _____ Math: K-8
- _____ Social Studies: K-8
- _____ Science: K-8
- _____ Middle School: 5-8
- _____ Coaching: K-12
- _____ Instructional Strategist 1: K-8
- _____ Pre K-K

Secondary Education Place a check mark next to the endorsements you plan to complete before beginning your student teaching. Middle School, Instructional Strategist 1and Coaching cannot be your only endorsement.

- _____ American History: 5-12
- _____ World History: 5-12
- _____ Psychology: 5-12
- _____ Sociology: 5-12
- _____ Middle School: 5-8
- _____ Biology: 5-12
- _____ Chemistry: 5-12
- _____ General Science: 5-12
- _____ English/Language Arts: 5-12
- _____ Math: 5-12
- _____ Coaching: K-12
- _____ Instructional Strategist 1: 5-12
- _____ Business-All: 5-12

PE Education:

- _____ PE K-12

Please check off items 2 through 7 as you complete them.

- 2.** I have completed at least 42 semester hours, including successful completion of (or concurrent enrollment in) EDU 270 Principles of Education II and EDU 250 Foundations of American Education (or the equivalents for transfer students).
- 3.** I have filed with the Registrar a Declaration of Major form indicating my intention to pursue elementary or secondary education, including endorsement area(s).
- 4.** I have earned scores of 235 on the C-BASE exam (English/writing and math), or turned in a passing score from a similar competency exam.
- 5.** I have given "Reference for Admission to Practitioner Preparation Program" forms to the following people: (Print names of references)

- 6.** I have completed the "Autobiographical Information" form, and it is attached to this application and entered under "candidate information" in my e-portfolio.
- 7.** I have attached my resume in the format downloaded from the Online Learning Platform.
- 8.** I have reviewed the program requirements with my advisor(s). My advisor(s) and I have determined that I meet the eligibility requirements to apply for admission to the PPP at this time (including a minimum cumulative GPA of 2.50, a minimum GPA of 2.70 in Education Core Courses, and no grade below "C-" in an Education Core Course or an endorsement course.)

Signature of Academic Advisor(s)

Date _____

Advisor(s)'s Comments (Optional)

Student Signature _____ Date _____



Reference for Admission to Practitioner Preparation Program

Revised 8/16/10

Reference for: Last Name _____ First _____ M.I. _____

To the person completing this reference: The above-named individual is an applicant for admission to the Practitioner Preparation Program at Ashford University. Please provide the Practitioner Preparation Program Interview Committee with your candid evaluation of the applicant's personal and academic preparedness for a baccalaureate degree program resulting in teacher certification. Thank you for your assistance.

1. Your name (please print): _____

2. Your position/title: _____

3. Address: _____

4. Your relationship to the candidate: _____

5. Check one:

_____ Recommend.

_____ Recommend with reservations.

_____ Do not recommend the candidate for the Practitioner Preparation Program.

6. Rationale

My reasons for the response to question #5 include:

7. Your signature and date: _____

Please return this form to:

Practitioner Preparation Program Interview Committee
Dr. Joen Rottler, Dean of the College of Education
Ashford University
400 North Bluff Blvd.
Clinton, Iowa 52732



PPP Checkpoint Rubric

Revised Fall, 2008/version 2

Student Name _____ Date _____

Evaluator(s): _____

Checkpoint (check one):
 1. PPP Interview
 2. Student Teaching Interview
 3. Point of Placement Checkpoint

REFLECTION PAPER			
	ON TARGET (2 POINTS)	ACCEPTABLE –REVI- SIONS SUGGESTED (1 POINT)	UNACCEPTABLE – REVI- SIONS NEEDED(0 POINTS)
REFLECTION (NOT PART OF PPP INTERVIEW)	Reflection describes prog- ress on the goal, includes proof of measurement, indi- cates benefit to the student, and states whether it will continue to be a goal.	Reflection is missing or inadequate in one or more of the criteria.	Reflection is either missing or inadequate in all areas.
RELATED TO INTASC STANDARDS	Goal(s) are clearly linked to the INTASC standards and are focused on becoming an effective teacher.	Goal(s) are either not linked to the correct INTASC standard, or are not related to becoming an effective teacher.	Goal(s) are not linked to the INTASC standards and are not related to becoming an effective teacher.
SPECIFIC AND MEA- SUREABLE	Goal(s) are stated in specific, measurable terms that clearly state what the student hopes to accomplish.	Goal(s) are lacking specific- ity or a measureable compo- nent. It is unclear what the student wants to accomplish.	Goals are not stated in specific, measureable terms. It is unclear what the student wants to accomplish.
STEPS TO ACHIEVE GOALS	There is a specific, appropri- ate plan for making progress on each goal(s).	There is a plan for progres- sion on the goal(s), but it lacks clarity or does not coincide with the goal(s).	There is no plan for achiev- ing the goal(s), or the plan is inappropriate.

Revisions/Improvements Needed on Goals: _____

PORTFOLIO SUBMISSION			
	ON TARGET (2 POINTS)	ACCEPTABLE – REVISIONS SUGGESTED (1 POINT)	UNACCEPTABLE – REVISIONS NEEDED (0 POINTS)
ORGANIZATION	Portfolio is completely and neatly organized. A reader can find things easily. The portfolio is pleasing to the reader's eyes.	Portfolio is fairly well organized. A reader has some difficulty in finding things. Most parts of the portfolio are pleasing to the reader's eyes.	Portfolio lacks organization. Most parts of the portfolio are not pleasing to the reader's eyes.
EASE OF NAVIGATION	All of the portfolio navigation links and/or attachments open without difficulties.	The majority of the portfolio navigation links and/or attachments open without difficulties.	Most of the portfolio navigation links and/or attachments open with difficulties.
LAYOUT AND TEXT ELEMENTS	The portfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for heading and subheading enhance the overall look of the portfolio. Background and colors enhance the readability and aesthetic quality of the portfolio.	Most sections of the portfolio are easy to read. Fonts, point size, bullets, italics, bold, and indentations for heading and subheading do not always enhance the overall look of the portfolio. Some formatting tools are under or over utilized. Background and colors are distracting in some places as they diminish the readability and aesthetic quality of the portfolio.	The portfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and subheadings do not enhance the overall appearance of the portfolio. Many formatting tools are under or over utilized. Many parts of the portfolio look empty or cluttered. Background and colors are distracting as they greatly diminish the readability of the text.

Revisions/Improvements Needed on Goals: _____

STUDENT PRESENTATION SKILLS			
	TARGET (2 POINTS)	ACCEPTABLE REVISIONS SUGGESTED (1 POINT)	UNACCEPTABLE – REVISIONS NEEDED (0 POINTS)
EYE CONTENT AND FACIAL EXPRESSIONS	Eye contact with interviewer(s) is consistent and appropriate. Facial expression indicates a positive attitude, enthusiasm, and a pleasant disposition.	Eye contact may be inconsistent or tend to exclude one of the interviewers. Facial expressions indicate a generally positive attitude.	Does not attempt to look at interviewer(s) during most of the interview. Very little facial expression or evidence of emotion shown.
CLARITY OF ORAL COMMUNICATION	Speaks in a clear, focused manner, using professional language. No noticeable vocalized pauses.	Oral communication is generally clear and professional, but student may be off topic occasionally or appear to be searching for words. Vocalized pauses may be noticeable.	Oral communication is either minimal or unfocused and off topic. Communication may include a considerable number of informal expressions, stock phrases, or vocalized pauses.
PROFESSIONAL COMPETENCE AND INITIATIVE	Student shows professional competence by being well organized, explaining rationale for artifacts, initiating plans for further growth, etc.	Student is beginning to show professional competence by having materials prepared, but he/she may still need prompting to begin presentation or explain rationale. Plans for growth may not be clearly thought out.	Student lacks enthusiasm and confidence throughout most of the presentation. Needs prompting to show artifacts and has no plan for further growth.
RESPONSE TO QUESTIONS	Student answers all questions in a confident, competent manner. Student expands appropriately on his/her responses with no prompting.	Student answers most questions in a confident, competent manner. Student needs prompting to expand on several brief responses or expands beyond what is appropriate.	Student is unable to answer many of the questions asked, or numerous follow-up questions are needed to help bring out the answers in students.

Revisions/Improvements Needed on Goals: _____

Student Signature _____

Evaluator Signature _____

Evaluator Signature _____



Application for Admission to Student Teaching Semester

Revised 8/17/10

College of Education

Application for Admission to Student Teaching

[Please print or type]

Please complete this form for admission to the Student Teaching Semester one year prior to your student teaching semester.

Date of Application _____

Intended Semester/Year of Student Teaching _____

Last Name _____ First _____ M.I. _____

Home Address _____

Home Phone # _____ E-mail Address _____

Please do not write in this section

Overall GPA (2.50 required): _____ Education GPA (2.70 required) _____

Endorsement(s) GPA (2.70 required) _____

CBASE Scores: English _____ Mathematics _____ OR Basic Skills Test _____

Reference received from: _____ (Practitioner)

Reference received from: _____ (Personal)

Reference received from: _____ (Instructor)

Disposition Assessment received from: _____ (Education Advisor)

Disposition Assessment received from: _____ (Instructor)

Concerns/Conditions: _____

Action of the Practitioner Preparation Committee (enter date):

Full Admission _____ Provisional Admission _____ Not Admitted _____

Please check the following items:

_____ I have met with my advisor, and I am eligible to apply for admission to the student teaching semester as I am in good standing within the Practitioner Preparation Program.

_____ I have a cumulative grade point average of 2.50 or above.

_____ I have a grade point average of 2.70 or above in education core courses.

_____ I have earned grades of C- or above in all Education core courses and in courses in the endorsement area.

_____ I have successfully fulfilled the CBASE exam with scores of 235 or above, or have passed an approved basic skills competency test.

_____ All required general education and education courses except Student Teaching will be completed prior to student teaching.

_____ I have attached a degree audit from the registrar

_____ I have attached a resume including my educational experiences thus far.

_____ I have attached the self assessment on dispositions.

_____ I have requested references from the following sources:

Cooperating Teacher: _____

Personal (employer, coach, etc.) _____

_____ I have requested a disposition assessment from:

Academic advisor _____

_____ I have requested a reference and disposition assessment from:

Instructor _____

_____ By my graduation date, I intend to have completed the following endorsement(s):

Elementary Education Place a check mark next to the endorsements you plan to complete before student teaching and circle your Primary Endorsement (Middle School and Coaching cannot be Primary Endorsements).

_____ English/ Language Arts K-8

_____ History K-8

_____ Math K-8

_____ Reading K-8

_____ Social Studies K-8

_____ Coaching K-12

_____ Middle School 5-8

_____ Science K-8

_____ Instructional Strategist 1: K-8

Secondary Education Place a check mark next to the endorsements you plan to complete before student teaching and circle your Primary Endorsement (Middle School and Coaching cannot be Primary Endorsement).

- | | |
|---|---|
| <input type="checkbox"/> American History 5-12 | <input type="checkbox"/> Biology 5-12 |
| <input type="checkbox"/> Business All 5-12 | <input type="checkbox"/> General Science 5-12 |
| <input type="checkbox"/> Chemistry 5-12 | <input type="checkbox"/> Math 5-12 |
| <input type="checkbox"/> English/Language Arts 5-12 | <input type="checkbox"/> Sociology 5-12 |
| <input type="checkbox"/> Psychology 5-12 | <input type="checkbox"/> Instructional Strategist 1: 5-12 |
| <input type="checkbox"/> Coaching, K-12 | <input type="checkbox"/> Middle School I 5-8 |
| <input type="checkbox"/> World History 5-12 | |

Advisor's or Co-advisors' signature(s) and date:

Signature of Applicant: _____

NOTE Students submitting late applications are unlikely to be granted admission to the student teaching semester.

Return this application to:

Ashford University
College of Education
400 North Bluff Blvd.
Clinton, Iowa 52732



Reference for Admission to Practitioner Preparation Program

Revised 8/16/10

Reference for: Last Name _____ First _____ M.I. _____

To the person completing this reference: The above-named individual is an applicant for admission to the Practitioner Preparation Program at Ashford University. Please provide the Practitioner Preparation Program Interview Committee with your candid evaluation of the applicant's personal and academic preparedness for a baccalaureate degree program resulting in teacher certification. Thank you for your assistance.

1. Your name (please print): _____

2. Your position/title: _____

3. Address: _____

4. Your relationship to the candidate: _____

5. Check one:

_____ Recommend.

_____ Recommend with reservations.

_____ Do not recommend the candidate for the Practitioner Preparation Program.

6. Rationale

My reasons for the response to question #5 include:

7. Your signature and date: _____

Please return this form to:

Practitioner Preparation Program Interview Committee
Dr. Joen Rottler, Dean of the College of Education
Ashford University
400 North Bluff Blvd.
Clinton, Iowa 52732



PPP Portfolio Checklist
Revised 8/17/10

ASHFORD UNIVERSITY PORTFOLIO CHECKLISTS

Name: _____

Grade Level _____

Endorsement(s) _____

PPP Interview **DATE** _____

_____ Electronic portfolio includes autobiographical information, philosophy of education, and 2 portfolio entries in electronic format demonstrating your knowledge and skills based on the INTASC standards

_____ A paper copy of the table of contents including the title of the two artifacts, date completed, and the appropriate signature verifying the artifact

_____ A paper copy of the 1 page summary of your goals for the semester. See the rubric on PPP checkpoints in the online learning platform for specific criteria.

_____ Goals were turned in one week prior to interview.

signature interviewer #1

signature interviewer #2

student signature

Student Teaching Interview **DATE** _____

_____ An up-to-date table of contents including the title of the artifact, date completed, and the appropriate signature for each entry submitted

_____ At least 6 new electronic portfolio entries demonstrating your knowledge and/or skills based on the INTASC Standards

_____ A one-page reflection on your progress on your goals, your new and/or continued goals, and your plan for achievement. See checkpoint rubric for criteria.

_____ Goals were turned in one week prior to interview.

signature interviewer #1

signature interviewer #2

student signature

Inability to demonstrate competence related to the INTASC standards can serve as grounds for dismissal from the Practitioner Preparation Program.

Philosophy statement rubric

	ON TARGET	ACCEPTABLE	UNACCEPTABLE
STATEMENT OF BELIEFS	Philosophy statement reflects student beliefs with regard to the role of the teacher, how students learn, and what type of knowledge is important.	Beliefs are missing in one of the key three areas, or are random statements.	Beliefs are missing or do not address the key areas.
HOW IT IS REFLECTED IN TEACHING	Philosophy includes how the beliefs are reflected in the classroom setting. Examples are provided.	Philosophy includes how the beliefs are reflected in the classroom setting, but lacks clarity and/or examples.	Philosophy does not include how the beliefs are reflected in the classroom setting.
BASED ON BEST PRACTICES	There is evidence of research, observation of student learning, and/or observation of effective teaching, that supports the specified beliefs. It is clear how the beliefs were developed.	There is evidence to support some of the beliefs, but it is unclear as to how some beliefs were developed.	There is no evidence provided to support beliefs.
MECHANICS	Accurate content organization, use of grammar, spelling, and punctuation are demonstrated.	There are some errors in organization, grammar, spelling and punctuation.	There are many errors. Revisions are required.



Lesson Plan Format

College of Education
Ashford University

COMPONENT	DESCRIPTOR
SUBJECT:	Name of the content area
TOPIC:	Broad topic being addressed
NATIONAL/STATE/DISTRICT STANDARD:	Title and numerical information
NATIONAL/STATE/DISTRICT BENCHMARK:	Title and numerical information
STRATEGY:	Strategy being used by the teacher
OBJECTIVE:	Statement that includes: <ul style="list-style-type: none"> • SWBAT = Students will be able to • Observable behavior • Conditions • Concept • Degree of achievement
MATERIALS:	List of items not normally found in a classroom
ACCOMMODATIONS:	Methods used by teacher to serve the needs of students with unique learning capabilities
ANTICIPATORY SET:	Specific actions by teacher to focus students' attention, review previous learning, and/or create interest in new learning
PROCEDURES:	Specific actions by teacher to proceed through lesson. This section may include additional sub components such as: <ul style="list-style-type: none"> • Modeling: Teacher models skill • Formative Assessment: Specific actions by teacher to determine student understanding of objective • Guided Practice: Students practice skill with assistance of teacher or peers • Formative Assessment: Specific actions by teacher to determine student understanding of objective • Independent Practice: Students practice skill independently
CLOSURE:	Specific actions by teacher and/or students to review or summarize objective
EVALUATION:	Formal documentation of student achievement of objective



Lesson Plan
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EDU 303 Elementary Reading Methods

SUBJECT: Reading

TOPIC: Context Clues

NATIONAL STANDARD: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

DISTRICT STANDARD: Students use context clues to understand multiple meaning words.

STRATEGY: Cloze Procedure and partner work

OBJECTIVE: SWBAT use context clues to make at least 5 reasonable guesses at the missing word in the non-fiction book of their choice.

MATERIALS: Introductory sentences (see anticipatory set below)
 Practice overheads (see attached)
 Pairs practice sheet (see attached)
 Whiteboards and markers
 Non-fiction books (blue bin)

ANTICIPATORY SET:

- Tell students to listen to you as you read the sentences again and raise their hands if they can guess which words fit as you stop after each blank.
- On my birthday, I blew out the (candles) on my (cake), opened my (presents) and said thank (you) to my party guests.
- Read the list again and call on students to give their guesses
- Say “you knew the right words to guess because of the CONTEXT CLUES. These are the words that come before and after a word you are not sure about. Today we will use context clues to help us find the meaning of more difficult words.

PROCEDURE: _____ = examples _____ = guided practice

- Put “Avalanche” overhead up
- Have students choral read the paragraph clapping once for each blank and thinking about what word might fit
- Model guessing the missing words by rereading the phrases that precede and follow each blank.
- Do a think aloud for each of the missing words.

Example: Since the title of the piece is “Avalanche and it relates to an earthquake, and since both of those are big disasters the earthquake must be very strong or powerful. It would make sense here if the missing word were “strong” or “powerful”. I will circle the words Avalanche and earthquake as the context clues that helped me. Let’s reread the sentence with “powerful in the blank and see if it makes sense.”

- Say “now you may guess a word that makes sense but is not an exact match for the missing word. That is what context clues do. They help you make sense of your reading. The word powerful could also be replaced with: strong, mighty, great, or forceful. They all make sense.”
- Repeat with the rest of the missing words.
- Have a students (acc. L.Z.) pass out the whiteboards and markers
- Put up “Volcano” overhead
- Have students stand up
- Read the overhead as a class hopping once for each blank and thinking about what word might fit (sit back down)
- Call on individual students to read a sentence aloud and give the rest of the class time to write their guess on the whiteboard.
- Count 1,2,3, show.
- Check for understanding and have one student tell which context clues they used to form their guess
- Write the word on the overhead and circle the context clues used to guess the word
- Repeat for the rest of the sentences.
- Pass out “The Restless Earth” paragraph while students clean their whiteboards and put them on the edge of their desk.
- Have students read the directions to their “next to me” partner (seated in fours) and work through the first sentence as a pair – filling in guesses and circling context clues.
- Circulate and conference with students who need assistance (collect white boards too).
- Have students pair up with their “across from me neighbor” and compare responses and notice any answers that are the same.
- Give a one-minute warning.
- Call on students to share any words they had that were identical – write on the board
- Call on students to share any words that were synonyms – write on the board
- Pass out non-fiction books in the blue bin
- Have students read for 15 minutes and record any new word they come across and record the context clues that helped with the meaning on a sheet of paper.
- Remind students to put their name on their papers and pass them to the front of the room.

CLOSURE:

- “Now when you come to a word you don’t know, you can try to use the CONTEXT CLUES to help you figure out what would make sense in your reading. Remember to THINK while you read and figure out what would make sense.
- Take turns in your group of four and tell one new word you found in your book and the context clues that helped you guess the meaning.

ASSESSMENT: listening to student responses in the introductory sentences, whiteboards and visual check as students work independently.

EVALUATION: TWC for at least 5 reasonable guesses based on context clues found in their non-fiction books.

AVALANCHE!

In May 1970 a _____ earthquake shook the Andes mountain in Peru. The ice cap from the _____ of Peru’s highest peak, Mount Huascarán _____, sending thousand of tons of rock _____ onto a glacier. A 262-foot high wall of snow, ice, rock and mud _____ down the mountain-side at more than 198 m.p.h. Within four minutes, the avalanche buried the _____ resort of Yungar. At least 25,000 people died in this _____.

SLEEPING GIANTS

There are at least 500 active volcanoes across the planet that _____ regularly. Every year an average of 50 actually _____. Fortunately, most of the happen in places where _____ or no people live, such as the seabed, and, as a result, many go _____. However, a few bring _____. The highest death tolls tend to occur in less developed _____, where there are no volcano warning _____ and communication is _____.

Name _____

DIRECTIONS: Read the following paragraph thinking about what would make sense in the blank spots. Read the paragraph a second time and where there are blanks, look at the preceding and following phrases to help you figure out what word would make sense. Write your guess on the line and circle any context clues that helped you guess.

The Restless Earth

Every year there are around one million earthquakes throughout the world. Most are _____ tremors that take place far below the ground. But occasionally, a much more powerful earthquake _____, unleashing the equivalent energy of several nuclear _____. When major earthquakes happen close to densely populated areas, they can cause _____ damage. They shake and split the surface of the earth, destroying whole cities, killing thousands of people and leaving many more _____ homeless. Earthquakes can also trigger _____ waves call tsunamis. These build up into walls of water that _____ low-lying coastlines, spreading the _____ over an even wider area. It has been _____ that during the last 100 years earthquakes have killed more than two million people across the _____.

If you finish the paragraph, turn this paper over and write a sentence with a missing word. See if your partner can guess the correct answer from your context clues.



Sample Lesson Plan

Secondary Math

Subject: Geometry

Topic: Triangle Review

School District Standards and Benchmarks:

Standard 3: Students investigate geometric shapes and structures and represent their relationships and characteristics.

Benchmark 1: Use visualizations, special relationships, and geometric models to solve problems.

Strategy: Collaborative Teaching

Objective: Student will be able to:

1. Use the triangle-angle sum theorem to measure of the third angle of a triangle given the other two.
2. Define, identify, and sketch right angles.
3. Define, identify, and sketch right triangles.
4. Identify the hypotenuse and legs of a right triangle.
5. Use the Pythagorean Theorem to find the length of a side of right triangle given the other two.

Students will achieve 85% or better on the assignment. Students scoring less than 85% will redo the assignment.

Materials: Worksheets, textbook, paper, pencils, white board, markers, website: www.mathweb.net/trig/flash/lesson1.html

Accommodations: A hearing impaired student will be seated in the front row.

Anticipator Set: Review: Naming angles and triangles, Triangle-angle-sum theorem.

- **(Teacher #1)Quiz** – write on whiteboard or use overhead projector

Instruct students to independently complete quiz. 3 minutes allowed.

1. A triangle has _____ sides and _____ angles. (3, 3)
2. True or false! A triangle is 3 dimensional (false)
3. The angles in a triangle always add up to _____ degrees. (180)
4. Each angle is named with a _____ letter. (capital)
5. Sides can be named with _____ (two letters matching the endpoints or a lower case letter matching the opposite angle).

6. Triangles are named _____ (with 3 uppercase letters naming the angles).

Group students into pairs by proximity. Each paired group collaborates to determine correct responses to quiz. 2 minutes allowed.

Formative Assessment: Discuss students' quizzes responses and check for accuracy.

Additional notes and examples:

- Angles are also sometimes named with three capital letters: a point on one side of the angle, the vertex of the angle, and a point on the other side of the angle.
- One example of the triangle-angle-sum theorem is shown on the web site. Complete other examples on the board if necessary. Examples should have 2 angles of a triangle, find the 3rd angle.

Procedures:

1. Right Triangles

- (Both Teachers) Class discussion covering the following content. Ask questions and call on or wait for students to think through answers and then verbally respond. Give them a few minutes for every student to answer problems in their notes before explaining/showing problem on the board.
- **(Teacher #2)** Content: (See website)
- A right angle is 90 degrees
- A right triangle has one right angle
- Ask students to find right triangles within the classroom or to think of other real-life examples.
- Legs are sides next to right angle, hypotenuse is the side opposite the right angle and is also the longest side.
- Draw a right triangle on the board. Have students draw it in their notes. Have them identify the legs and the hypotenuse in their notes. Show the answer on the board so they can check their work.

Formative Assessment: Informal observation of students' work for accuracy.

2. Pythagorean Theorem

Students complete the following Pythagorean Theorem area proof individually, then in pairs, then in groups of 3-4.

Explain the theorem, show some examples of how to use it, and let them practice.

Formative Assessment: Informal observation of students' work for accuracy.

Guided Practice:

(Both Teachers) Activity: Pythagorean Theorem Area Proof.

(See web site for animation of the proof.) Draw a right triangle in the middle of a page of graph paper or plain paper. Measure each side of the triangle and create a square connected to each side of the triangle. Then cut out the two smaller squares and cut them in pieces as necessary to fit exactly within the largest square, showing that the short sides squared are equal in area to the large side squared.

If Pythagorean Theorem was learned previously, review it by showing a video clip of Pythagorean Theorem from the Simpsons. (See website) Briefly discuss the mistakes in the Simpsons clip, correctly state the theorem, then show some examples and work practice problems.

Formative Assessment: Informal observation of students' work for accuracy.

Independent Practice:

(Both Teachers) The students will complete two worksheets for the lesson. Part of this will take place during class time and partly at home. Inform each student to use their time wisely and make sure they ask any questions they may have while in the classroom.

- **Worksheet 1**—answers should be written on notebook paper. All work needs to be shown.
- **Worksheet 2**—same as above.

Closure: (Teacher #1) Inform students the review is just an overview of the beginning of the next unit. Ask students for feedback or questions about the upcoming unit.

Evaluation: (Both Teachers) Each worksheet will be worth 10 points. Students will be graded on accuracy only. Students will achieve 85% or better on the assignment. Students scoring less than 85% will redo the assignment.

