

2010 - 2011

# Calumet College of St. Joseph Education Department Handbook



*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. If additional information is needed, please contact:

The Education Department  
Calumet College of St. Joseph  
2400 New York Avenue  
Whiting, Indiana 46394

Telephone: (219) 473-4385, (312) 721-0202, x 385

Toll Free number: (877) 700-9100 x 385, Fax: (219) 473-4259

[www.ccsj.edu](http://www.ccsj.edu)

**Select Academics**

**Select Education Department Site**

# 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, charter, and parochial school systems provide students with a quality curriculum. This linkage has resulted in the sharing of resources and collaboration for pre-service teacher department evaluation, practicum placements, continuous assessment, teaching, community learning experiences, and research efforts.

With accredited departments based on the requirements established by the Indiana Department of Education (IDOE) – Division of Professional Standards (DPS), 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*



*Empowering Individuals  
to Become Effective Educators*

# History of the Institution

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-eight 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 105,000 volumes, 3,500 microforms, 1000 video recordings and DVDs, and 300 print periodicals. In addition to the print subscriptions, the library offers electronic access to nearly 18,000 periodicals in over 44 databases, and that number is growing daily.

The library's most important print holdings include: 10,000 items dealing with contemporary theology, 8,000 items relating to education, nearly 6,000 items pertaining to American history (including some 3,000 that relate to Native American history), as well as the Missionaries of the Precious Blood collection and archives. The library also has a collection of archival material from Northwest Indiana. 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, IL. 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/Master of Arts in 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. to 12:00 p.m. or 5:00 p.m. to 9:00 p.m. The Transition to Teaching Program/Master of Arts in Teaching 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.

The Education Department has two master level programs. Leadership in Teaching, which is an eighteen month program outlined in the graduate handbook, and Master of Arts in Teaching. The Master of Arts program exists in two phases: Phase one is the initial licensure phase. Phase two leads to a Master degree for those who choose the option to continue and is an additional two semesters and fifteen credit hours. Individuals must register for Phase two within two years of completing Phase one.

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. Our 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 student 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.

The College's mission statement is now in the process of being revised. The following draft is now being considered by the Board of Trustees:

*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

\*\*Pending Board of Trustees and the Corporate Board's approval.

# 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 thirty-two 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, there are an equal number of males (53%) and females (47%) who are students at CCSJ, the majority of students are Catholic (44%), and reside in Lake County, Indiana (52%) with 8.4% in other Indiana counties and 38.4% from Illinois. Only 27% 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 Fall terms, the average age of students has been 32.9, 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. Calumet College of St. Joseph was ranked #1 in campus diversity among private Midwest Master's Universities, 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 1,138 Undergraduates (excluded Graduate Students) in the last 10 Fall terms. CCSJ offers two types of programs, traditional college and Degree Completion Programs. As of Fall 2008, 59% of CCSJ students are enrolled in the traditional college and 26% in the Accelerated Undergrad Programs. (The majority of the student population attends the college part-time (54%); 46% are full-time students).

# Student Support Services

## **Tutoring Center**

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation and note taking. In addition, students are provided with tutoring support to help pass a course, to improve a GPA, and to help prepare for continued education or a career. Tutors have a specific charge: to help students learn how to learn subject matter and to develop effective learning skills. Tutoring is open to CCSJ students, at no charge, and is available in most introductory courses. Tutoring in other levels of CCSJ courses and Praxis may also be available. For more information or to setup an appointment, you can contact the Tutoring Center at (219) 473-4287.

Further services such as the College-Level Examination Program (CLEP) tests are offered for successful students to earn credit for required classes through Student Support Services. In addition, a vocational interest inventory of career interests is available through Career Services. To contact Student Support Services and Career Services for consultations, please call (219) 473-4352.

## **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 **PRAXIS I (PPST)**. To register for **PLATO**, go to the Tutoring Center to complete the registration form and receive an instruction manual.

# Specker Memorial Library

Specker Library has a wide range of materials and services available to students. Feel free to ask for assistance about using them or to inquire about services not mentioned below. For more information, see the Library's web page: [www.ccsj.edu/library.shtml](http://www.ccsj.edu/library.shtml).

## **Books, periodicals and audio-visual materials in the Collection**

The Library owns more than 112,000 items, most of which are arranged by Library of Congress classification. Items can be found using Pegasus, the Library's online catalog, and searching by keyword, author, title subject, etc. Books and periodicals are shelved on the first floor and in the tower past the mural; use the Pegasus search filter to see only DVDs and videos. New items are listed on the Library's web page.

Ask at the Circulation desk for audio-visual items which are listed in Pegasus, but shelved at the Circulation desk.

Book drops are at the south end of the building (out-of-doors) and in the lobby near the Library entrance ramp if you return materials after hours.

## **Circulation Loan Periods**

Books (regular stacks) 3 weeks    Reference books and periodicals do not circulate

DVDs, CDs and Videos            1 week

Reserve materials                As specified for each item (in-house, one-day or three-day borrowing)

Materials may be renewed in person, over the phone at 219-473-4373, or online.

## **Electronic Resources (see Periodicals below)**

Many library resources are available electronically. This means they can be accessed from home, work or anywhere IF you are logged on to the CCSJ network.. Through the Library's web site (<http://www.ccsj.edu/library/databases.shtml>) you may access:

- databases and periodical indexes to find full-text journal articles from Academic Search Premier, Business Source Premier, Criminal Justice Periodical Index, ERIC & Professional Development Collection (education), Humanities International, Westlaw (which requires a OnePass account distributed by the library), PsycArticles, Psychological Reports and many others

- databases and periodical indexes to find abstracts of articles which can be requested free through ILLiad (see below)
- eBooks that can be checked out in Pegasus for your individual use

### **Interlibrary Loan (ILLiad)**

Set up a free account which includes fully subsidized borrowing from other libraries of both articles and books not owned by Specker Library. Journal articles (which you may keep) are delivered to your CCSJ e- mailbox online. Books are delivered to the Library and can be picked up and returned there.

### **Internet Access**

Internet access is available for student, faculty, and staff use on Library computers and in computer labs on the 4<sup>th</sup> floor. If you need help logging on, just ask any staff member.

Library guests: please sign in at the Circulation Desk.

### **Library Card/Student or Staff ID**

The College's photo identification card serves as the Library card and must be presented in order to check out Library materials. To pose for your photo, just come to the Library Circulation desk or participate in a new student orientation. We also issue these cards.

### **Library Hours**

- Fall, Spring & Summer Terms (traditional programs):

Monday – Thursday	8:30 a.m. - 9:00 p.m.
Friday	8:30 a.m. - 5:00 p.m.
Saturday	9:30 a.m. - 2:30 p.m.

Specker Library is closed on Sundays and all Holidays

- Intersession weeks (check website):
 

Monday – Friday	9:00 a.m. – 5:00 p.m.
Saturday	9:30 a.m. – 2:30 p.m. during August intersession, closed holiday Saturdays

### **Library Instruction**

Library staff members conduct tours for individuals and for classes. We are available on demand or by appointment to help you find and use Library resources efficiently and effectively. Contact the Circulation Desk or any staff member below and state your needs!

### **Library Phone Numbers**

Library & Circulation Desk	219-473-4373
Circulation Manager	219-473-4375
Circulation Supervisor	219-473-4332
Electronic Resources Librarian	219-473-4282
Library Director	219-473-4372
Archives (part-time)	219-473-4376

Please feel free to e-mail questions to: [library@ccsj.edu](mailto:library@ccsj.edu).

### **Lost And Found**

Lost items may be turned in and recovered at the Circulation Desk in the Library.

### **Audio-visual Materials**

Non-print materials, such as videos, DVDs, and CDs, are listed in Pegasus, the Library's online catalog, and available by asking at the Circulation desk. Playback equipment is available for use in the Library's screening room and for class projects. Audio-visual equipment (still cameras, camcorders, DVD players, etc.) needed for class assignments must be reserved at the Circulation Desk and checked out by the students' classroom instructor or by special request. Borrowers must demonstrate ability to operate equipment properly.

A microfilm reader/printer is available for those who own microfilm or who borrow it on Interlibrary Loan (ILL). We no longer collect microfilm.

### **Newspapers**

National newspapers in the Library include *The Wall Street Journal*, *National Catholic Reporter*, *The Chronicle of Higher Education*, plus Chicago and local papers. There is online access to additional current newspapers and historical *Chicago Tribune* issues (1841- ).

### **Online Catalogs**

To search Pegasus, Specker Library's online catalog, go to the library web page at [www.ccsj.edu/library/search.shtml](http://www.ccsj.edu/library/search.shtml). It includes all items located in the Library.

Local public library and regional academic library catalogs, plus others, are accessible through the Library's web page. Don't hesitate to ask for help using it – in person or by telephone.

### **Periodicals (see Electronic Resources above)**

Online periodical indexes, such as *Academic Search Premier*, *Humanities International*, *Grove Art Online*, *PsycArticles*, *Westlaw*, *ERIC*, *Professional Development Index* (education journals) and *Criminal Justice Periodical Index*, are available to those who can log-on to the CCSJ network. Many journals offer full-text articles, others can be obtained through ILLiad (see above). A list of current print periodical subscriptions is located on the Library's web site. Print periodicals cannot be checked out, but may be photocopied.

### **Photocopier**

The photocopier in the Library makes black and white or color copies for 10¢ and 25¢ respectively. It accepts nickels, dimes, quarters, plus \$1 and \$5 bills. Change may be obtained in the Business Office (Room 261) or the machine in the Study Buddy.

### **Reference Service**

Reference and research assistance is provided to any library user or class in a variety of ways: during Library hours, via e-mail at [reference@ccsj.edu](mailto:reference@ccsj.edu), by phone at 219-473-4372 or 219-473-4370 (Reference Desk) or by appointment. You may also ask at the Circulation Desk.

### **Replacing lost items**

Unless the actual cost is higher, patrons who fail to return items (lost items) will be charged \$35.00.

### **Reserve Material (for special short-term use)**

Instructors may place items on Reserve at the Circulation Desk in three categories: for In-Library Use Only, Overnight, or Three-day checkout. To insure that students have equal access, Reserve fines are \$2 per day for each overdue item.

The Specker Library staff is available and eager to serve students, faculty and staff with their information and research needs. Suggestions for additions to the collection are welcome. We encourage all members of the Calumet College of St. Joseph family to take full advantage of the Library's services.

*Calumet College of St. Joseph*

*Education Department*



*Empowering Individuals  
to Become Effective Educators*

# **Education Department Mission Statement**

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the education program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement educational experiences for our teacher candidates and professional educators that reflect current theory and best practice in the profession according to the three essential and interrelated pillars of professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

# Education Department Vision Statement

The Education Unit is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility. Through quality education, teacher candidates can contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Unit contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in community.

Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), the vision of the Unit empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and transformation. These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

# 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 unit is deeply committed to the Calumet College of St. Joseph educational mission to prepare diverse candidates for professional careers and graduate education. Consonant with the mission, the unit 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 academic, spiritual, moral, and ethical values in support of social justice and personal responsibility.

Drawing vision from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), this conceptual framework empowers teacher candidates to become effective P-12 educators, demonstrating the requisite knowledge, dispositions, and performances outlined in the guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). The conceptual framework of the Education Unit consists of three essential and inter-related pillars: 1) professional preparation, 2) continuous and critical reflection, and 3) ongoing personal and professional transformation.

The pillar of professional preparation provides teacher candidates with appropriate content knowledge and skills that reflect current scholarly research on effective teaching and best practices in the field. The pillar of continuous and critical reflection affords teacher candidates opportunities to evaluate research based best practices with a view towards appropriating the knowledge, dispositions, and performances that will foster effective teaching. The pillar of ongoing personal and professional transformation engages teacher candidates in a dual process of becoming an effective professional educator and consciously applying social justice values to service as quality involvement in society.

*Calumet College of St. Joseph*

*Education Department*

*Faculty and Staff*



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to Become Effective Educators*

# Education Department

## Full- Time Faculty

### **Dr. Michele Dvorak, PHJC**

Lecturer in Education, 1998  
Ed.D., University of San Francisco, 1998  
M.A., University of Dayton, 1985  
B.A., Alverno College, 1979

### **Dr. Jessica Madden**

Assistant Professor, Education, 2009  
Ph.D., Capella University, 2008  
M.S., Indiana Wesleyan University, 2003  
B.S., Calumet College of St. Joseph, 1998

### **Dr. Joi Patterson**

Director of Education, 2001  
Licensing Advisor, 2001  
Chair of Education Department, 2004-2007  
Associate Professor in Education, 2001  
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

### **Dr. John Shields**

Director, Leadership in Teaching Graduate Program, 2005  
Ph.D., Loyola University, 2004  
Associate 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**

Academic Advisor, 2005

Instructor in Education, 2002

Administrative Certification, Govenors State University, 1990

Ph.D. candidate, 2007

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

B.S., Southern Illinois University, 1977

# Education Department Part-Time Instructors

**Mrs. Kathleen Adduci**

Lecturer in Education, 2009  
M.A., National-Louis University, 1993  
B.S., St. Joseph College, 1970

**Mr. Ronald Blake**

Lecturer in Education, 2008  
M.A., Valparaiso University, 1969  
B.A., Valparaiso University, 1964

**Mr. Michael Brown**

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

**Dr. Christopher Buczinsky**

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

**Ms. Nancy Ellis**

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

**Mr. Christopher Gloff**

Lecturer in Education 2010  
M.A., Calumet College of St. Joseph, 2009  
B.S., Purdue University, 1992

**Ms. Eleanor Kasprzycki**

Lecturer in Education, 1995  
M.S., Purdue University, 2003  
B.S., Indiana University, 1995

**Mr. Michael Livovich**

Lecturer in Education, 2010  
Ph.D., Indiana State University, 1999  
M.A. Ball State University, 1977  
B.S. Ball State University, 1973

**Ms. Suzan LaPeer**

Lecturer in Education, 2008  
M.S., Purdue University, 1986  
B.A., Texas Women's University, 1975

**Mr. John Potocki**

Lecturer in Education, 2000  
M.A., Governor's State University, 1980  
B.S., Northern Illinois University, 1971

**Mr. Nick Pezzuto**

Lecturer in Education 2010  
M.A., Olivet Nazarene University, 2010  
M.A., Calumet College of St. Joseph, 2009  
B.S., DePaul University, 1991

**Ms. Margaret Speski**

Lecturer in Education, 2007  
M.A., Saint Xavier University, 1997  
B.S., Loyola University, 1988

**Ms. Lola Taylor**

Lecturer in Education, 2003  
M.S. Purdue University, 2000  
B.S. Ball State University, 1979

**Mrs. Angela Wells**

Lecturer in Education, 2003

M.S., Purdue University, 1999

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

**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

## **Mrs. Angela Wells**

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

## **Mrs. Cheryl Davis**

Education Program Manager, 2009

B.S., Calumet College of St. Joseph, 2010

# Education Committee

## **Chair of the Education Department**

Joi F. Patterson Ph.D., Associate Professor

## **Director of the Education Program**

Joi F. Patterson, Ph.D., Associate Professor

## **Director of the Graduate Program**

John Shields, Ph.D., Associate Professor

## **Education Department Faculty Representatives**

Mr. Bruce Wisowaty, Instructor

Sr. Michele Dvorak, Associate Professor

Dr. Jessica Madden, Assistant Professor

## **Education Staff Representatives**

Mrs. Angela Wells, Director of Field Experience

Mrs. Cheryl Davis, Education Program Manager

## **Faculty/Staff Representatives**

Mrs. Antonia Koslow, Instructional Technologist

Ms Virginia Rodes, Library Director

Mr. Alexandre DaSilva, Interim Director of Science Department

Mrs. Mary Severa, M.A., Graduate Program Coordinator

## **Cooperating School Representative**

Dr. Gary Jones, Director, K-12 Student Services and former Assistant Superintendent  
of the School City of Hammond

## **Student Representatives**

Mr. Alex Ramos

TBA

## **Alumni**

Mrs. Kim Kish

TBA

**External Evaluators**

Mrs. Dariel McGrath

Mrs. Kathi Adduci

Ms. Patricia Torreano

**Graduate Assistants**

Mr. Christopher Gloff

Mr. Nick Pezzuto

*Calumet College of St. Joseph*

*Education Department*

*Admission*



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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
- Criminal History Clearance (Use link on college's web-site)
- Interview with a member of the Education Committee (if applicable)
- Thirty hours of field experiences
- Pass Praxis I: reading, writing and math

## *Admittance to the Education Department for Transition to Teaching/Master of Arts in Teaching Students*

Transition to Teaching (T2T)/Master of Arts in Teaching (MAT), a federal/state mandated alternative teacher certification program, is designed to certify individuals who possess a bachelor's degree. The requirements for Transition to Teaching/Master of Arts in Teaching 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 Graduate Application with file

- Submit Criminal History Clearance
- Submit 2 letters of recommendation
- Submit current resume for file
- Complete successful interview with an Education Department faculty member
- Successfully complete Orientation

T2T/MAT 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/MAT 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 Criminal History Clearance
- Current Cardio Pulmonary Resuscitation (CPR) certification from the American Red Cross, American Heart Association or a company recognized by either the American Red Cross or American Heart Association.

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
- Professional portfolio
- Completed professional file
- Successful completion of:
  - Praxis I (Reading, Writing, Math)
  - 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 Criminal History Clearance (within 3 months)
- Completion of all prerequisite education and major content courses

The Teacher Candidate not approved for student teaching will receive a letter indicating a reason and/or 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.

\* It is against Calumet College and the Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which your child is enrolled or where a family member is employed as a building administrator. If you are placed in a school to complete a student teaching experience against Calumet College policies, your student teaching experience will be immediately terminated. If your student teaching experience is terminated, you must reapply for student teaching according to developed student teaching dates.

# 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
- Successfully complete CPR Certification Training
- Successfully complete Praxis I & II
- Submit license application (online)
- Submit ISPSB fee (online)

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

# Education Department Delivery Systems

## **ELEMENTARY COHORT PROGRAM**

- Designed for Full-Time Day or Evening Students

### ***Highlights Include***

- Leading to a Bachelor's degree and certification in elementary 18 month program  
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 of PRT prior to the next class beginning.
- Classical, philosophical, and pedagogical reading
- Preparation, Reflection and Transformation (P.R.T.) and student field/clinical experiences
- Performance based cohort model
- Concentrated Student Teaching (final 12 weeks of the program)
- Small class size

## **GRADUATE PROGRAMS**

### **TRANSITION TO TEACHING/MASTER OF ARTS IN TEACHING**

- Designed for Bachelor's/Master's degreed students

### ***Highlights Include:***

- Leading to a teaching certification and Master option\*
- 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/clinical experience
- 12 weeks of student teaching (Minimum)

\*Master of Arts (continuation)

- 15 additional credit hours
- Begins each January after completion of Phase I

### ***Secondary Content Areas Include:***

- Language Arts
- Business
- Social Studies
- Sciences
- P.E.
- Math
- Foreign Languages
- Journalism
- Music
- Visual Arts

## **MASTER OF SCIENCE IN EDUCATION**

### ***Highlights Include:***

- Leadership in Teaching
- 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 context

### ***Program Delivery:***

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

## **MIDDLE SCHOOL PROGRAM**

(Addition to an 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

*Calumet College of St. Joseph*

*Education Department*

*Course Requirements*



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# Teacher Candidate Documentation

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

## *Criminal History Clearance*

- Renewed annually  
You must use the link on the CCSJ website.

Click on the following links: Academics  
Undergraduate/Graduate Program  
Education  
Background Check

Complete the Safe Hiring Solutions LLC application. You must submit your payment to Safe Hiring Solutions to complete the process.

## *Education Philosophy*

- The original education philosophy areis developed during EDU 311 *Foundation in Education*, and is updated and resubmitted prior to student teaching.

## *Resume*

- The original resume is submitted during EDU 200 *Introduction to the Education Profession* and is updated and resubmitted prior to student teaching  
(note: 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	9 credit hours
Natural Sciences	8 credit hours
Social Studies	6 credit hours
Mathematics	9 credit hours
Arts	3 credit hours
Behavior Sciences	9 credit hours
Religion/Philosophy	9 credit hours
Computer Literacy	3 credit hours
Human Diversity	3 credit hours
General Education Capstone	3 credit hours
<b>Total</b>	<b>62 Credit Hours</b>

### *Professional Education Courses:*

61 Credit Hours

Content Minor would be an additional 15-20 Credit Hours

**Refer to Attachment 5: Elementary Education Degree**

## Secondary Education

Undergraduate degree in content area.

Must have a least 36 credit hours and a GPA of 3.0 in content area.

Completion of the Initial Phase of the MAT/T2T program – 18 Credit Hours.

**Refer to Attachment 6: Secondary Education License**

### **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 two (2) seminars each semester. These seminars address current issues, timely concerns, and employment procedures often not addressed elsewhere. All teacher candidates are required to attend all 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**

# Teacher Candidate 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:

- Professional disposition
- 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
- Flexible

**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, Smart Board, Grade Quick, Document Reader, 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 a local testing center or via paper/pencil through Praxis Series registration. Praxis II and the Reading Specialist (elementary only) can not be taken via computer and not at a local testing center. Information can be obtained at ETS.org. (The Educational Testing Service Network) as to locations.

***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:***

- Visual Art 149
- Biology 154
- Business 480
- Chemistry 151
- Earth Space 150
- Elementary Education 165
- English 153
- General Science 450
- Health 420
- Physics 149
- Social Studies 147
- Journalism No Test
- Library/Media 128
- Music 140
- Physical Education 150
- Reading 510
- Reading Specialist 370 Elementary Only (increases annually)
- Technology 590

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. A complete, up-to-date can be found at the IDOE web-site.

# 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*. Artifacts specifics are determined in each course.

## ***Professional Presentation Electronic 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 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: 2007-2008 Education Department Calendar) (Refer to Attachment 10: Education Calendar)**

### ***Professional Electronic 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)**

## 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*



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# Calumet College of St. Joseph Education Department Handbook

## *Attachment 1: Strategic Plan*



*Empowering Individuals  
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# Calumet College of St. Joseph Education Department

Date: \_\_\_\_\_



## Teacher Candidate Strategic Plan

STUDENT: \_\_\_\_\_ ADVISOR: \_\_\_\_\_

① Available:

Monday	Tuesday	Wednesday	Thursday	Friday

② Preference:

<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary	<input type="checkbox"/> Day Cohort	<input type="checkbox"/> Sat MAT	<input type="checkbox"/> Night MAT
-------------------------------------	------------------------------------	-------------------------------------	----------------------------------	------------------------------------

③ Course Plan

Year 1				Year 2		
Fall	Spring	Summer		Fall	Spring	Summer

Year 3				Year 4		
Fall	Spring	Summer		Fall	Spring	Summer

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Calumet College of St. Joseph Education Department Handbook

*Attachment 2: Notice of Requirements Not Met*



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## Calumet College of St. Joseph Education Department

2400 New York Avenue, Whiting, IN 46394 \* 219-473-4385



### 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, as 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"/> 3.0 G.P.A. in EDU       | <input type="checkbox"/> 2.75 G.P.A in Gen. Eds.            |

Please respond by supplying our office with evidence to show you have met the above deficiency within the next thirty- (30) days. Failure to comply will interfere with your ability to register for the next semester.

If you have any questions or concerns please contact our office immediately at the following:  
219-473-4385

Thank you for your immediate response,

Joi F. Patterson, Ph.D.  
Education Program Director  
[jpatterson@ccsj.edu](mailto:jpatterson@ccsj.edu)

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 3: Student Teaching Application*



*Empowering Individuals  
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# Calumet College of St. Joseph Education Department



2400 New York Avenue, Whiting, IN 46394 \* 219-473-4385

## STUDENT TEACHING APPLICATION

### **PART ONE: Overview:**

Today's Date \_\_\_\_\_

As part of the Teacher Candidate preparation process of the Education Department 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 Department 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 time and energy 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 Department (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.

\*It is against Calumet College and the Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which there is a conflict of interest, such as your child being enrolled or where a family member is employed as a building administrator. If you are placed in a school to complete a student teaching experience against Calumet College policies, your student teaching experience will be immediately terminated. If your student teaching experience is terminated, you must reapply for student teaching according to developed student teaching dates.

### **PART TWO: Teacher Candidate Contact Information:**

Education Department:       Traditional                       T2T/MAT  
    Elementary                       Secondary

Name of Teacher Candidate (please print):	
Student ID#	
Street Address:	
City, State, and Zip:	
Home Phone:	
Other Phone:	
Current e-mail address (please PRINT carefully):	

### **PART THREE: Start Date Request:**

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

Note: (Check Blackboard Education Program Site for exact student teaching start dates.)

## PART FOUR: Teacher Candidate Licensing Information:

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

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

**3. I request that the Education Department place me in one of the following approved schools, listed in order of my preference. (All line items must be complete.)**

<b><u>FIRST CHOICE</u></b>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	
<b><u>SECOND CHOICE</u></b>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	
<b><u>THIRD CHOICE</u></b>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	

## PART FIVE: Required Application Documents:

Before your application for student teaching placement is approved, the following documents must be **CURRENT** and **ATTACHED** to this application/file. 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.  
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.)  
Yes No

---

## PART SIX: COURSES:

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

Course no.	Course name:

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

Course no.	Course name:

---

## PART SEVEN: ASSESSMENT:

The following must be answered “yes” to qualify for student teaching:

I have taken and passed ALL of the Praxis I/PPST (Reading, Writing and Math).  
Yes No

I have a minimum overall GPA of 2.75 **and** a GPA of 3.0 in my content and pedagogical 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 student teaching 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 Department of Calumet College of St. Joseph in the current Student Teaching Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

I understand that once I am placed in a student teaching assignment, I am financially obligated to pay any cost that the institution has incurred on my behalf. If I subsequently cancel my student teaching placement or if I have an outstanding balance which prevents me from registering for student teaching, I will be required to submit a Student Teaching Cancellation Request and pay a cancellation fee of \$444.00, to be paid prior to making additional arrangements for further coursework or future student teaching assignments.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Date



**PART NINE: FOR EDUCATION DEPARTMENT USE.**


# Calumet College of St. Joseph Education Department Handbook

## *Attachment 4: Criminal History Clearance Instructions*



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# Background Check

From CCSJ Website Home Page

*Select:* Academics

*Select:* Undergraduate OR Graduate

*Select:* Education OR MAT

*Select:* Background Check

You will be linked to the site we use for background checks, Safe Hiring Solutions, LLC.

The fee is \$29.00 payable on line to them.

Follow the directions from there.

Once you have completed it, we will be able to view and/or print it for you file.

Link:

<https://safehiringsolutions.secure-screening.net/escreening/LoginEntrance.asp>

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 5: Elementary Education Checklists* *Bachelor Degree in Elementary Education Checklist* *Post Bachelor Degree in Elementary Education Checklist*



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# Calumet College of St. Joseph Education Department



## Elementary Education

REPA INDIANA DEPARTMENT OF EDUCATION – PROFESSIONAL STANDARDS BOARD

Revised 6/30/10

Student Name	Advisor	Date		
Course Number	Name	Cr. Hr.	Grade(Transfer)	Notes
<b>GENERAL EDUCATION</b>				
ENGL 103	Rhetoric & Composition	3		
ENGL 104	Rhetoric & Composition	3		
ENGL 111	The Literary Experience	3		
HUMN 110	Foundations of Western Culture	3		
ECON 160	Economic Theory and Personal Finance	3		
PHIL 200	Great Philosophical Ideas	3		
RLST 110/210	Social Justice	3		
RLST 130	Introductory to Religious Studies	3		
HIST 111/115/120	American or Western Civilization or World Civilization	3		
MFA 200/270	Introduction to Performing Arts or Visual Arts	3		
SOCL 210	General Sociology	3		
PSYC 100	Introduction to Psychology	3		
BIOL 111	General Biology	4		
SCIE 110	The Logic of Science	4		
MATH 103	Intermediate Algebra	3		
MATH 148	Math for Elementary Teachers I	3		
MATH 149	Math for Elementary Teachers II	3		
CMIS 115/225	Computer Literacy or Bus. Microcomputer Applications	3		
GENL 100	College Survival	2		
GENL 110	Becoming a Master Student	1		
GENL 299	General Education Capstone	3		
Subtotal		62		
<b>PROFESSIONAL EDUCATION</b>				
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 Strategies for the Classroom	3		
EDU 481	Developmental Reading	3		
EDU 483	Social Studies and Lang Arts in Elementary	3		
EDU 484	Corrective Reading	3		
EDU 485	Mathematics and Science in Elementary	3		
EDU 487	Integrated Arts, Music and PE./Health	4		
EDU 494	Student Teaching	12		
Subtotal		61		
	Content Minor	15-20		
<b>Total</b>		<b>132-135</b>		

## Elementary Content Minors: Choose at least one minor

### Social Studies Minor

Minor					Middle School Addition – Optional				
Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes	Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
HIST 110	American Civilization	3			SSC 225	Human Geography	3		
HIST 115	World Civilization	3			Upper Level	Social Science Content	3		
SOCL 210	Sociology	3			Upper Level	Social Science Content	3		
ECON 160	Economics	3			EDUC 426	Middle School Theories	3		
PLSC 220	American Political Systems	3			EDUC 421	Middle School Methods for Social Studies	1		
					EDUC 424		2		
Sub Total		15			Subtotal		15		
					Total		30		

### Language Arts Minor:

Minor					Middle School Addition – Optional				
Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes	Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
ENGL 111	The Literary Experience	3			ENGL 260/1	English Literature	3		
ENGL 250	Stories	3			ENGL 310	Shakespeare	3		
ENGL 255	Foundations of Western Literature	3			ENGL 430	Creative Writing	3		
ENGL 325	Advanced Composition				EDUC 426	Middle School Theories	3		
ENGL 480, 481, OR 482	Diversity in Literature	3			EDUC 421	Middle School Methods for Language Arts	1		
ENGL 460	Drama	15			EDUC 423		2		
					Subtotal		15		
					Total		30		

### Science Minor:

Minor					Middle School Addition – Optional				
Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes	Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
BIOL 111	General Biology	4			GEO 110	Earth Space Science	4		
BIOL 240	Conservation Biology	4			EDUC 426	Middle School Theories	3		
PHYS 100	Mechanical Universe	4			EDUC 421	Middle School Methods for Science	1		
SCIE 110	Logic of Science	4			EDUC 425		2		
CHM 110	General Chemistry	4			Subtotal		10		
Sub Total		20			Total		30		

### Mathematics Minor:

Minor					Middle School Addition – Optional				
Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes	Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
MATH 148	Math for Elementary I	3			MATH 220	Brief Survey of Calculus	3		
MATH 149	Math for Elementary II	3			MATH 171	Principles of Statistics	3		
MATH 103	Intermediate Algebra	3			MATH 201	Analytic Geometry	3		
MATH 104	Algebra/Trigonometry	3			EDUC 426	Middle School Theories	3		
MATH 110	Finite	3			EDUC 421	Middle School Methods for Mathematics	1		
					EDUC 428		2		
MATH 115	College Geometry	3			Subtotal		15		
Sub Total		18			Total		32		

### Visual Arts Minor:

Minor					Middle School Addition – Optional				
Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes	Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
MFA 200	Performing Arts	3			MFA 475	Digital Photography	3		
MFA 270	Visual Arts	3			MFA Electives	Media	6		
MFA 280 or 281	Art History	3			EDUC 426	Middle School Theories	3		
MFA 360	Drawing	3			EDUC 421	Middle School Methods for Visual Art	2		
					EDUC 429		1		
MFA 350	Painting	3			Subtotal		15		
Sub Total		15			Total		30		

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 6: Secondary Education Checklists* *Bachelor Degree I Secondary Education Checklist*



*Empowering Individuals  
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# Calumet College of St. Joseph Education Department

2400 New York Avenue, Whiting, IN 46394 \* 219-473-4385



## MAT Secondary Education

REPA INDIANA DEPARTMENT OF EDUCATION – OFFICE OF LICENSURE  
Revised 6/8/10

### Checklist:

- Transcript Review: \_\_\_\_\_
- Information Session
- Degree in Secondary Content Area
- 3.0 Grade Point Average in Content Area
- 3.0 Overall GPA or 2.5 GPA with 5 years experience in content area
- Minimum 36 Credit hours in Content Area
- Praxis I: Reading, Writing and Mathematics
- Resume
- Full Criminal Background Check
- Two letters of recommendation

### Content Course

	Course Name	Number	Grade
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Other:

<b>PROFESSIONAL EDUCATION</b>				
EDU 299	Education Seminar			
MAT 500	Educational Psychology	2		
MAT 502	Foundations of Education	2		
MAT 506	Adolescent Development	2		
MAT 508	Technology in Education	2		
MAT 512	Reading Strategies for Secondary	2		
MAT 516	Curriculum Development	2		
MAT 518	Measurement and Evaluation	2		
MAT 524	Educating the Exceptional Child	2		
MAT 526	Secondary Methods	2		
EDU 495	Student Teaching	0		
<b>Subtotal</b>		<b>18</b>		

Interview upon successful completion of above criteria

Notes:

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 7: INTASC Principles*



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## **Interstate New Teacher Assessment and Support Consortium (INTASC) Principles**

The ten INTASC principles are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

**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.

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

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

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

**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.

**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.

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

**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.

**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.

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

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 8: Disposition Rubric*



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# Calumet College of St. Joseph

## Education Department



### Instructor Professional Dispositions Assessment

Candidate Name: \_\_\_\_\_

Instructors' Name \_\_\_\_\_ Semester \_\_\_\_\_

Course Name: \_\_\_\_\_ Course Number: \_\_\_\_\_

The following dispositions are believed to be essential attributes for effective teaching. All students applying to the Education Program and candidates who have been admitted to this program will be evaluated by faculty and field supervisors regarding the demonstration of these behaviors.

**Directions:**

Place a checkmark in the column below that best describes the student's/candidate's behavior. When a student/candidate does not consistently demonstrate one or more of these behaviors, by the end of a course or field experience, an explanation is to be included in the comments section.

The comments section may also be used to describe behavioral concerns that are not identified on the list below. Place a checkmark in the "Not Selected Column" when you have chosen not to evaluate a disposition.

Behavior			
	<b>Constantly Demonstrates</b>	<b>Occasionally Demonstrates</b>	<b>Does Not Demonstrate</b>
Fulfills the attendance and punctuality requirements			
Demonstrates sensitivity to all students			
Demonstrates mutual respect to all teacher candidates			
Fulfills responsibilities			
Identifies and solves problems independently			
Cooperates, works well with others			
Solicits suggestions and feedback from others			
Maintains confidentiality			
Engages in self-reflection			
Demonstrates professional dress and demeanor			
Submits assignments in a timely manner			
Communicates with instructor effectively			

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Faculty signature

\_\_\_\_\_  
Date

# Calumet College of St. Joseph Education Department Handbook

*Attachment 9: 2010-2011 Education Calendar*



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# Education Calendar 2010 - 2011

2010		2011	
Aug. 21	T2T/MAT Group D Begins	Jan. 6	S.T. Orientation - Jan. 2011 group
Aug. 23	Elementary Cohort Begins	Jan. 10	Spring Semester Begins
Sept. 5	School Closed - Labor Day	Jan. 10	S.T. Begins - Jan. 2011 group
Sept. 9	S.T. Orientation - Sept. 2010 group	Jan. 14	S.T. Workshop - Oct. 2010 group
Sept. 11	S.T. Application Due - Jan. 2011 group	Jan. 16	No School - Martin Luther King Day
Sept. 13	S.T. Begins - Sept. 2010 group	Jan. 21	S.T. Ends - Oct. 2010 group
Sept. 17	S.T. Workshop - Sept. 2010 group	Jan. 22	S.T. Applications Due - Sept. 2011 Group
Sept. 21	Seminar - Topic Accreditation	Feb. 4	S.T. Presentation Portfolio Due - Sept.. 2011 group (Cohort only)
Sept. 24	S.T. Presentation Portfolio Due - Jan. 2011 group(Cohort only)	Feb. 10	S.T. Orientation - Feb. 2011 group
Oct. 2	S.T. Application Due - Feb. 2011 group	Feb. 14	S.T. Begins - Feb. 2011 group
Oct. 7	S.T. Orientation - Oct. 2010 group	Feb. 15	Seminar - 3 topics
Oct. 8	S.T. Workshop - Sept. 2010 group	Feb. 19	S.T. Applications Due - Oct. 2011 group
Oct. 11	S.T. Begins - Oct. 2010 group	Feb. 22	S.T. Interviews - Sept. 2011 group
Oct. 12	S.T. Interviews - Jan. 2011 group	March 4	S.T. Presentation Portfolio Due -Oct.. 2011 group (Cohort only)
Oct. 15	S.T. Presentation Portfolio Due - Feb. 2011 group (Cohort only)	April 22-23	No School - Easter Break
Oct. 15	S.T. Workshop - Oct. 2010 group	April 8	S.T. Ends - -12 wk Jan. 2011 group
Nov. 5	S.T. Workshop - Sept. 2010 group	April 19	Seminar - 2 topics
Nov. 9	S.T. Interviews - Feb. 2011 group	April 22	S.T. Ends - -14 wk Jan. 2011 group
Nov. 12	S.T. Workshop - Oct. 2010 group	May 2	Summer Section Begins
Nov. 15-16	Book Fair	May 13	S.T. Ends - 12 wk Feb. 2011 group
Nov. 16	Seminar -Pot Luck Topic Freedom Writers	May 15	CCSJ Graduation
Nov. 16	Alumni Function	May 27	S.T. Ends - 14 wk Feb. 2011 group
Nov. 24-26	No School - Thanksgiving Recess	May 28-30	No School - Memorial Day
Dec. 3	S.T. Workshop - Sept. 2010 group		
Dec. 10	S.T. Ends - Sept. 2010 group		
Dec. 18	December Graduation (Ceremony in May)		
Dec. 19-Jan. 3	No School - Christmas Break		

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 10: 2010-2011 Student Teaching Schedule*



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**Calumet College St. Joseph  
2010-2011 Student Teaching Dates**

<b>Start Date:</b>	<b>January 2010</b>	<b>March 2010</b>
	<b><i>Due Dates:</i></b>	<b><i>Due Dates:</i></b>
<b>Student Teaching Application</b>	September 5, 2009	November 7, 2009
<b>Presentation Portfolio*</b>	September 18, 2009	November 20, 2009
<b>Interview*</b>	October 6, 2009	December 8, 2009
<b>Orientation**</b>	January 7, 2010	March 4, 2010
<b>Student Teaching Begins***</b>	January 11, 2010	March 8, 2010
<b>Student Teaching Ends****</b>	April 9, 2010	June 4, 2010
<b>Start Date:</b>	<b>September 2010</b>	<b>October 2010</b>
	<b><i>Due Dates:</i></b>	<b><i>Due Dates:</i></b>
<b>Student Teaching Application</b>	January 9, 2010	February 13, 2010
<b>Presentation Portfolio*</b>	January 22, 2010	February 26, 2010
<b>Interview*</b>	February 9, 2010	March 23, 2010
<b>Orientation**</b>	September 9, 2010	October 7, 2010
<b>Student Teaching Begins***</b>	September 13, 2010	October 11, 2010
<b>Student Teaching Ends****</b>	December 10, 2010	January 21, 2011
<b>Start Date:</b>	<b>January 2011</b>	<b>February 2011</b>
	<b><i>Due Dates:</i></b>	<b><i>Due Dates:</i></b>
<b>Student Teaching Application</b>	September 11, 2010	October 2, 2010
<b>Presentation Portfolio*</b>	September 24, 2010	October 15, 2010
<b>Interview*</b>	October 12, 2010	November 9, 2010
<b>Orientation**</b>	January 6, 2011	February 10, 2011
<b>Student Teaching Begins***</b>	January 10, 2011	February 14, 2011
<b>Student Teaching Ends****</b>	April 8 or 22, 2011	May 13 or 27, 2011
<b>Start Date:</b>	<b>September 2011</b>	<b>October 2011</b>
	<b><i>Due Dates:</i></b>	<b><i>Due Dates:</i></b>
<b>Student Teaching Application</b>	January 22, 2011	February 19, 2011
<b>Presentation Portfolio*</b>	February 4, 2011	March 4, 2011
<b>Interview*</b>	February 22, 2011	March 29, 2011
<b>Orientation**</b>	September 8, 2011	October 13, 2011
<b>Student Teaching Begins***</b>	September 12, 2011	October 17, 2011
<b>Student Teaching Ends****</b>	December 9 or 23, 2011	January 20 or February 3, 2012

\* Traditional Candidates only under Rules 2002 only (not applicable to T2T/MAT)

\*\* Mandatory for both student teaching and cooperating teacher to attend

\*\*\* Bi-weekly on campus workshops are scheduled throughout student teaching

\*\*\*\* Subject to change due to special circumstances (minimum of 12 weeks for single content required)

For actual Praxis II test dates consult website: [www.ets.org/praxis](http://www.ets.org/praxis)

❖ **Effective January 2011, Student Teaching will be 14 weeks for dual content area**

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 11: Professional Portfolio Assessment Guide*



*Empowering Individuals  
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# Calumet College of St. Joseph Education Department



2400 New York Avenue, Whiting, IN 46394 \* 219-473-4385

## Professional Electronic Portfolio Assessment Guide

### To Be Completed by Student:

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Student Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Student Email: \_\_\_\_\_

### Department Use Only:

Review Date: \_\_\_\_\_ First Actual Score(s) \_\_\_\_\_

Initial: \_\_\_\_\_ Initial: \_\_\_\_\_ Initial: \_\_\_\_\_

Resubmit: Yes  No  Signature: \_\_\_\_\_

Review Date: \_\_\_\_\_ Resubmit Score(s) \_\_\_\_\_

Initial: \_\_\_\_\_ Initial: \_\_\_\_\_ Initial: \_\_\_\_\_

Resubmit: Yes  No  Signature: \_\_\_\_\_

Review Date: \_\_\_\_\_ Resubmit Score(s) \_\_\_\_\_

Initial: \_\_\_\_\_ Initial: \_\_\_\_\_ Initial: \_\_\_\_\_

### *Approval Effective 8/18/08:*

**Required Documents:** Philosophy of Education, 2 Letters of recommendation, Current resume

Required Documents Submitted: Yes  No

Presentation Portfolio **28 points** Licensing Portfolio **32 points**

Final Score: \_\_\_\_\_

Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Rubric:

### 4-Mastery:

**Teacher Candidate (TC)** performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

### 3-Competent:

**Teacher Candidate (TC)** performance exceeds ordinary expectations of a novice; illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

### 2-Standard:

**Teacher Candidate (TC)** performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.

### 1-Substandard:

**Teacher Candidate (TC)** performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

---

## Levels:

Knowledge Level: Shows competency or understanding

Disposition Level: Shows attitude, feeling or value

Performance Level: Show actual ability to demonstrate

---

## INTASC Principle I

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 for presentation for instruction Research on various theorists Position Papers on Content Specific Topics
Use of Interdisciplinary Approaches when teaching Content (may connect to literature, writing, the arts)	Lesson plans which clearly outlines interdisciplinary approach Work from students showing cross-curricular understandings Evidence of student involvement in planning themes units
Selects Content to Encourage Diverse Perspectives	Materials used (written plans and unit) that reflect motivation Selection of materials that incorporate positive images of any ethnic group, gender, etc.

---

**INTASC Principle II:**

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	<ul style="list-style-type: none"> <li>Case Studies</li> <li>Examples of differentiated curriculum and instruction</li> <li>Prepare age appropriate materials</li> <li>Diagnostic tools to assess student development</li> <li>Video or audiotapes with analysis</li> <li>Research/Reflection on theory of child development i.e. Piaget, Vygotsky, reflected in lesson plan.</li> <li>Prepare age appropriate lesson plan</li> <li>Classroom Environment Conducive to age</li> </ul>
Activates Prior Knowledge and Experiences	<ul style="list-style-type: none"> <li>Lesson plans which clearly outlines pre assessment</li> <li>Pre-assessment tools and strategies</li> <li>Evidence of connections to real-life experiences or the “big picture”</li> </ul>

**INTASC Principle III**

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	<ul style="list-style-type: none"> <li>Lesson/unit plans demonstrating a variety of teaching strategies</li> <li>Collaboration with support staff (special education, Title I, gifted education, etc)</li> <li>Plans showing integration of multiple intelligences</li> <li>Learning centers or supplemental activities</li> <li>Evidence of adaptations based on student’s I.E.P</li> <li>Evidence of implementation of diversity</li> </ul>
Selection of Resources to meet range of individual needs: special education to gifted	<ul style="list-style-type: none"> <li>Materials listed in plans and unit</li> <li>Literary collections covering a wide variety of abilities</li> <li>Learning centers with specific objectives to challenge learners</li> </ul>
Expectations for Learning and Achievement	<ul style="list-style-type: none"> <li>Objectives in plans demonstrating challenging material</li> <li>Student or parent interviews group, gender, etc.</li> <li>Clinical experience reflections related to diverse environments</li> <li>Instruction reflective of culture, abilities and or gender</li> </ul>

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**INTASC Principle IV**

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	Records of how materials were selected Unit plans: resource list and rationale Resources listed on written plans and unit Instructional strategies that support critical thinking and problem solving
Best Practices: Multiple teaching strategies, active learning, modeling	Video or audiotapes with analysis  Evidence of multiple intelligences in delivery of instruction and assessment  Use of learning centers or stations  Explanation of grouping procedures used in the classroom  Collection of pre-and-post test data to support teaching strategies used
Student teacher role in the instructional process	Video or audiotapes with analysis Demonstration of Bloom's taxonomy Samples that demonstrate critical thinking, problem solving and group projects

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**INTASC Principle V**

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 Time and Materials	Video or audiotapes with analysis Management plan Knowledge and implementation of management techniques Pacing guides
Positive Climate	Print Rich environment Visual displays i.e. bulletin boards, displays, posters Evidence of positive comments used routinely with students and or parents Evidence of mutual respect
Student Behavior	Establishment of classroom rules Evidence of consequences/rewards for behavior choices Evidence of cooperative group social skills being taught and used Evidence of students on task

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**INTASC Principle VI**

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

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Element	Possible Evidence
Oral and written expression	Video or audiotapes with analysis Communications with school staff, community, parents, etc.
Discussion techniques with student participation	Evidence of divergent questions in written plans Samples of student-generated questions Anecdotal observations of student discussions Student interviews and evaluations 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 Use of computer lab use Products created by students Samples of bulletin boards Use and implementation of various electronic software

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**Feedback:**

Knowledge \_\_\_\_\_

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**INTASC Principle VII**

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

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Element	Possible Evidence
Purposeful learning activities based on essential skills/district curriculum	Video or audiotapes with analysis Lesson plans aligned to Bloom's taxonomy Unit plans aligned to school's curriculum
Short-and-Long-Term Planning	Evidence of pre-test and references to prior learning to determine plans, Planning charts or web sites i.e. Gantt charts, Departmental integration unit plans
Lesson Plans: Monitoring and adjustment	Written expressions and/remedial plans Evidence of units/lesson plans that integrate one curricular goal with a goal from a different discipline (or a community project) Adjustments based on student feedback

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## **INTASC Principle VIII**

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

<b>Element</b>	<b>Possible Evidence</b>
Variety of formal and informal 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 and adjustments	Evidence of Instructional decisions based on student feedback  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	Rubrics or assessment criteria Use of computer software for feedback or record-keeping Improvement plan Parent conferences

## **INTASC Principle IX**

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.

<b>Element</b>	<b>Possible Evidence</b>
Reflection on teaching	Analysis of video and audiotapes Evidence of personal goal-setting and subsequent results
Relationships with colleagues	Evidence of leadership role within a school setting  Collaboration with colleagues  Interpretations of data and adjustments made based on objectives being met
Professional growth	Articles/books read and subsequent application of knowledge Attendance at professional meetings and subsequent classroom application Active participation in professional organization Examples of committee work Action research conducted within the classroom Professional development provided to faculty Evidence of journal subscriptions

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**INTASC Principle X**

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

<b>Element</b>	<b>Possible Evidence</b>
Participation in School/District Events and Projects	Evidence of participation in extra curricular activities Involving students in community projects Civic involvement 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  direct involvement with community organizations
Respectful and productive communications with families	Communications with parents (formal and informal) Classroom Newsletter and invitations Family learning projects Materials prepared for parent conferences Innovative connections with families Evidence of parent participation

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