

EDUCATION SECONDARY

Secondary Major in Education

A secondary major in Education at Iowa State University prepares candidates to teach at the middle school and high school levels.

K-12/Secondary Educator Preparation Programs eligible to pursue the secondary major in Education are:

- English Education
- History/Social Sciences Education - History
- History/Social Sciences Education - Political Science
- Mathematics Education
- Science Education – Biology
- Science Education – Chemistry
- Science Education – Earth Science
- Science Education – Physics
- World Languages and Cultures Education – French
- World Languages and Cultures Education – German
- World Languages and Cultures Education – Spanish

Additional Endorsements and Minors

Candidates pursuing the secondary major in Education have the opportunity to pursue additional endorsements and minors:

- K-12 Coaching Endorsement
- K-12 English as a Second Language Endorsement
- 5-12 Reading Endorsement
- Additional Science Endorsements
 - 5-12 Basic Science
- Additional Social Sciences Endorsements
 - 5-12 American Government
 - 5-12 Anthropology
 - 5-12 Economics
 - 5-12 Psychology
 - 5-12 Sociology
- Learning Technologies Minor

(See <https://education.iastate.edu/find-your-major/learning-technologies-minor/>)

Specific program requirements can be found within each department that houses the endorsement. Information on K-12 Coaching, K-12 English as a Second Language, 5-12 Reading, and K-12 Speech and Theatre can be found at: <https://iastate.app.box.com/s/m4tr3ogr9ouwmibz5dhv9catryr2jqf> (<https://iastate.app.box.com/s/m4tr3ogr9ouwmibz5dhv9catryr2jqf/>)

Student Learning Outcomes

Upon graduation, students should be able to:

The Learner and Learning

Standard #1: Learner Development.

Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge.

Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment.

Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction.

Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies.

Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology.

Integrate current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy.

Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility**Standard #9: Professional Learning and Ethical Practice.**

Engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Curriculum in Secondary Major in Education

Educator Preparation Program Admission Requirements

In addition to being admitted to Iowa State University and departmental programs/majors, educator preparation candidates must be admitted to the Educator Preparation Program prior to beginning advanced coursework.

Educator Preparation Program Admission Requirements are provided in Educator Preparation Policy.

- Decision Point 1 - Admission to the Educator Preparation Program (<https://iastate.box.com/s/n8eewbs3fznazf8alerv0qbf216fno7e/>)
- Decision Point 1 - Early Admission to the Educator Preparation Program for Transfer Students (<https://iastate.box.com/s/r3ap8wej7m3bmd0cehixe12epxtekkax/>)

In order to be eligible to student teaching (EDUC 417), candidates must have completed all degree program requirements and content specific coursework.

- Decision Point 2 - Requirements Students Must Meet Prior to Student Teaching (<https://iastate.box.com/s/hewm5y0era2j76cdvllaphappmsg43cs/>)

In order to be recommended for licensure, candidates must have completed all degree program requirements and be considered an educator preparation program completer.

- Decision Point 3 - Recommendation for Licensure (<https://iastate.box.com/s/tvfae96b3b1y87wbyfna2oonhmfoba7g/>)

All Educator Preparation Program candidates must complete the professional core coursework (information found under each program) and required pedagogy and field experience coursework for their program. In addition, all prospective teachers are required to meet general education requirements as a part of their preparation. They must complete studies in the following general education groups. General education courses may be found in many departments. Credits listed are minimum requirements. Specific departments and/or colleges may require specific coursework to meet these requirements or additional credits. Credits used to satisfy these general education requirements typically satisfy department and college general education requirements.

Educator Preparation General Education Requirements

Natural Sciences	6
Mathematics or Statistics	3
Social Sciences	9
Humanities	6
Communication Skills <small>Must include ENGL 150 and 250 or an equivalent</small>	9
Library Skills <small>LIB 160</small>	1
HD FS 102 or PSYCH 230	3
One course in American history or government	
One course that develops interpersonal or group presentation skills	

NOTE: Specific majors will provide approved options to meet these requirements.

Secondary major in Education Requirements for English, Social Sciences, Mathematics, World Languages, and Science Education Candidates

Educator Preparation Field Experiences:

EDUC 280L	Pre-Student Teaching Experience I: Secondary Education	0.5
EDUC 380A	Pre-Student Teaching Experience II: Core Experience	2
EDUC 417	Student Teaching	16
EDUC 480	Pre-Student Teaching Experience III	2

Educator Preparation Professional Core Coursework:

EDUC 202	Educational Technologies in the 7-12 Classroom	3
EDUC 204	Social Foundations of Education in the United States: Secondary	3

EDUC 219	Orientation to Teacher Education: FCS, History, Math, Science and World Language and Cultures Majors	1
EDUC 333	Educational Psychology	3
EDUC 395	Teaching Disciplinary Literacy	3
EDUC 406	Social Justice Education and Teaching: Secondary	3
SP ED 401	Teaching Secondary Students with Exceptionalities in General Education	3

Please check departmental information in regards to specific content and methods coursework.