

UNDERGRADUATE EDUCATION INFORMATIONAL DOCUMENT



TABLE OF CONTENTS

Teacher Education Handbook.....	3
Teacher Candidate Disposition Rating Scale.....	19
Teacher Education Track-Sheets.....	20
Education Rubrics.....	39
Student Teaching Handbook.....	44

TEACHER EDUCATION STUDENT HANDBOOK

2010-2011



Issued To: _____

**Division of Education and Health Sciences
Bethel University
McKenzie, Tennessee**

**BETHEL UNIVERSITY
TEACHER EDUCATION STUDENT HANDBOOK**

TABLE OF CONTENTS

SECTION I

College of Education Mission.....	3
Education Program Mission.....	4
Conceptual Framework.....	5
Coherence	6
Teacher Education Governance	6
Teacher Education Committee.....	7

SECTION II

Progress Checklist.....	8
Teacher Licensure Programs.....	9
Description of Field Experience and Student Teaching	10
Requirements for Admission to Teacher Education (TEP I)	11
Appeals Process for TEP I.....	12
Requirements for Admission to Student Teaching (TEP II).....	13
Testing Information: ACT, Praxis I (PPST), PLT, Praxis II	14
Licensure Application Procedures	15
Directory of Personnel	16

SECTION III

Insert Your Program of Studies Here

SECTION IV

Insert Your Student Teaching Handbook Here

BETHEL UNIVERSITY MISSION STATEMENT

Bethel's mission is to create opportunities for members of the learning community to develop to their highest potential as whole persons - intellectually, spiritually, socially, and physically - in a Christian environment.

Definitions

By the words, "create opportunities," the university offers the means for persons to have choices and options open before them and to develop the confidence and maturity to choose appropriately.

By the term, "learning community," the university extends its mission to all persons who seek development of the whole person and who would choose to pursue this aspiration through Bethel University. The learning community of Bethel University includes undergraduate students in traditional and non-traditional programs, graduate students, faculty, staff, the local community, and the Cumberland Presbyterian Church.

By the term, "whole persons," the university intends that, in the true spirit of the liberal arts education, the undergraduate education encompasses all dimensions of the human being, which are, in reality, inseparable.

Intellectual development focuses on the cognitive aspect of the human; cognitive development incorporates analysis, critical reflection, and synthesis of knowledge of multiple disciplines.

Social development focuses on the affective and behavioral aspects of the human; social development incorporates the ability to interact and communicate with other humans with civility and tolerance.

Physical development focuses on the corporeal aspect of the human; physical development incorporates respect for the body as integral to the cognitive, social, and spiritual dimension of the human experience.

Spiritual development focuses on the metaphysical aspect of the human; spiritual development incorporates the ideas of faith, morality, and practice.

By the term, "Christian environment," the university draws upon the thought of St. Ignatius that the collegiate environment should facilitate knowledge and contemplation such that actions are based on unbiased reason and reasonable faith.

Education Program Mission Statement

The mission of the Education Program of Bethel University is to uphold the mission of the university and to prepare students for careers in public education. The Education Program is designed to instill a love of lifelong learning and service through teaching others.

Relationship of the Program Mission To The University's Mission

The Education Program is designed to encourage lifelong learning and a love of serving others through careers in the teaching profession. Educational ethics, leadership skills, critical thinking, effective communication, and appreciation of cultural diversity are taught as major aspects of good teaching.

The Conceptual Framework for Bethel University College of Liberal Arts Education Unit

The 2009 revised theme of the Bethel University conceptual framework is “Teachers as Servant Leaders”. Upon reflection of the 2003 Conceptual Framework model, the education faculty concurred that while the current conceptual framework continues to incorporate the concept of lifelong learning, the current model is more focused on the teacher candidate’s qualities that we wish to encourage.

Our conceptual framework is designed to create a knowledge base that encourages our teacher candidates to practice effective teaching, leadership and service in personal and professional life.

The conceptual framework is a knowledge-based collaboration that is continuously evaluated and updated in regularly scheduled unit meetings and Teacher Education Committee meetings. The framework outlines the various paths of development for candidates, providing direction, goals, outcomes, and evaluations.

Figure 1, Conceptual Framework Model, graphically illustrates the circle of learning and teaching that is pursued by reflective servant- leaders. The open hands represent the cohesiveness of the education unit with the Bethel University mission to create a caring community which is committed to service based upon unbiased reason and reasonable faith. The hands embrace an appreciation of common perspectives in global diversity as they encompass the globe. The light emanating from the globe represents the continuous pursuit of knowledge by our teacher candidates, thereby serving to light the way for others through leadership in the profession. The tree growing from the top of the globe demonstrates the concept that the overall goal of teaching, serving and leading is to promote the intellectual, affective, social, aesthetic, psychomotor and spiritual growth of our teacher candidates. This ultimately positively influences the same type of growth in their K-12 students.



Coherence

The Bethel University education unit conceptual framework includes the following components, all of which are closely coordinated with the vision, mission, philosophy, purpose and goals of Bethel University College of Liberal Arts:

- the vision and mission of the unit, which are coordinated with the vision and mission of Bethel University College of Liberal Arts;
- the unit's philosophy, purpose, and goals;
- knowledge bases, including theories, research, the wisdom of practice, and education policies;
- candidate proficiencies aligned with expectations in professional, state, and institutional standards;
- the system by which candidate performance, program quality, and unit operations are regularly assessed.

Unit faculty recognizes the conceptual framework as a reflection of the vision and mission of Bethel University's College of Liberal Arts. The conceptual framework serves as the basis for assessment and revision of the program and course content.

TEACHER EDUCATION GOVERNANCE

The governing body of the Education Program is the Teacher Education Committee (TEC). The TEC sets policy and hears appeals concerning education matters. The TEC is appointed each year by the Academic Dean. The members include all education faculty, a faculty member representing each of the licensure programs, an educational practitioner, and two education students. You may address TEC concerns to the chair of the Division of Education and Health Sciences, Dr. Shannon Godwin.

TEACHER EDUCATION COMMITTEE 2010-2011

Dr. Shannon Godwin, -----Division Chair, Education/Health Sciences

Dr. Trudy Abel-----Assistant Professor of Education

Dr. Sheila O'Briant-----Assistant Professor of Education

Dr. Janet Reid-----Associate Professor of Education

Ms. Kathy Winchester-----Associate Professor of Education

Dr. Alan Cross -----Professor of Music

Dr. Jane Hardin-----Professor of Chemistry

Dr. Roger Johnson-----Professor of Physics & Computer

Dr. Sarah Kidd-----Associate Professor of History

Dr. Jim Scruton /Mrs. Sharon Scruton -----Professor/ Associate Professor of English

Dr. Deborah Thompson-----Professor, Health, PE, Recreation

Ms. Shirley Martin -----Registrar, Certification Officer

Mrs. Veda Haney-----Practitioner

Mr. Terry Howell -----Practitioner

Kevin Smothers-----Student

Cassidy Wilson-----Student

Ms. Cindy Mallard-----Academic Dean

PROGRESS CHECKLIST

Secondary and K-12 education students must have an advisor in education and an advisor in their major field of study. Both advisors should be consulted each semester.

<u>Check</u>	<u>Recommended Time</u>	<u>Task or Action</u>
___	Your first semester	Ask for an Education Advisor at the Education Office.
___	Every Semester	See your education and major field advisors.
___	Sophomore year	Take EDU 212C
___	January, Sophomore year or soon after as possible	Register and take PRAXIS I, unless your ACT is 22 or SAT is 920. Get application by registering at www.ets.org .
___	By Spring, Sophomore year	Submit all TEP I application materials to the Education Office
___	September, Junior year	Register to repeat any part of PRAXIS I not Passed.
___	Spring, Sophomore year,	Have the Education secretary set up an interview with the Teacher Education Committee (if conditionally admitted to TEP).
___	Fall, Junior year	When you have completed 60 hours request a Plan of Study from the Registrar.
___	<u>Beginning</u> of Spring, Junior year	Register to take PRAXIS II: PLT and Specialty Area Tests.
___	Summer or Fall, Senior year	Repeat any part of PRAXIS II not passed. All PRAXIS II <u>must be passed</u> before Student Teaching.
___	<u>Beginning</u> of the semester <u>prior to</u> the Student Teaching term	Apply for Student Teaching (TEP II) by Sept. 15 or Jan. 31. Get applications from Education Office.
___	<u>Beginning</u> of Fall, Senior year	Apply for Graduation. See Registrar.
___	Senior year	Apply for TN teaching license during the student teaching semester. To apply for licensure in another states, contact the state's certification officer.

TEACHER LICENSURE PROGRAMS

Bethel University offers eight teacher licensure programs that students may pursue in preparation for a career in teaching. Each of these programs has three components: a general education core (Common and Program Core), a major in the subject area, and a minor in professional education.

The licensure areas, each with its own general education core requirements, are as follows:

- Biology, grades 7-12: Take the major in General Biology and the minor in Professional Education: Subject Areas.
- Chemistry, grades 7-12: Take the major in General Chemistry and a minor in Professional Education: Subject Areas.
- Elementary, grades K-6: Take the major in Child Learning and Development and the minor in Professional Education: Elementary.
- English, grades 7-12: Take the major in English (Emphasis Literature and Education) and the minor in Professional Education: Subject Areas.
- History, grades 7-12: Take the major in History (Emphasis Economics) and the minor in Professional Education: Subject Areas.
- Mathematics, grades 7-12: Take the major in Mathematics and the minor in Professional Education: Subject Areas.
- Music, grades K-12; (conditionally approved) Take the major in Music Education and the minor in Professional Education: Subject Areas
- Physical Education, grades K-12: Take the major in Physical Education and the minor in Professional Education: Subject Areas.
- Special Education (Modified Program) grades K-12: Take the major in Exceptional Learning and Development and the minor in Professional Education: Special Education.

A checklist of course requirements for your program may be obtained from your education advisor or the Education Office. Insert this list in Section III of this Handbook.

FIELD EXPERIENCE AND STUDENT TEACHING

Description of Field Experience

As part of your course requirements, education majors must participate in at least two separate field experiences. Each field experience consists of twenty clock hours of documented practice in a public school classroom and attendance at weekly seminars. Field experience students are placed in local public schools by Bethel's Director of Field Experiences. Students engage in a variety of learning opportunities, including observation and participation in classroom activities in a K-12 setting; examination of various foundational influences in practice, and limited teaching practice in a K-12 setting.

Foundations of Teacher Education, EDU 212C, must be completed with a C or better prior to taking any Field Experience. EDU 335 Curriculum, Instruction and Assessment and EDU313C, Classroom Management have Field Experiences embedded in them.

Description of Student Teaching

After you have been admitted to TEP II and passed all PRAXIS II PLT and Specialty Area tests, you will participate in a semester of student teaching. This includes full-day classroom teaching in two different public school settings and a weekly student teaching seminar. During your teaching experience, you will apply theory, methods, curricula, and materials to your classroom teaching. This is accomplished through the development and implementation of lesson plans, detailed journal and log entries, and selection and use of materials/resources.

The student teaching seminar complements the classroom teaching experience. During the seminar, students review lesson planning, teaching methods, and evaluation techniques used in student teaching practice. Students are encouraged to discuss their various experiences and observations. Topics such as media usage, K-12 curricular patterns, cultural diversity, and current issues are also presented and discussed.

**REQUIREMENTS FOR ADMISSION
TO TEACHER EDUCATION PROGRAM (TEP I)**

Before students can take upper level education courses (i.e., restricted education courses), they must be admitted into the Teacher Education Program (TEP I). Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee.

Requirements for admission:

- ___ 1. Application form completed, signed, and on file.
- ___ 2. Favorable recommendations on file from two Bethel College instructors (one education instructor and one not in education).
- ___ 3. Acceptable essay on applicant's interest in teaching (see instructions on form TEP I).
- ___ 4. Scores on the PRAXIS I (Pre-Professional Skills Test) equal to or higher than: Reading 174, Math 173, Writing 173 on the pen and paper test; or scores equal to or higher than Reading 321, Math 318, Writing 319 on the computer-taken test. The PRAXIS I is waived for students who score 22 or higher on the ACT or 920 or higher on the SAT. (Students attempting to qualify for admission to a restricted education course must have scores on all sections of PRAXIS I on file at Bethel University prior to the first day of class.)
- ___ 5. Overall grade point average of 2.5 or higher.
- ___ 6. Education 212C with a grade of C or higher.
- ___ 7. At least forty semester hours of college work completed, including at least 12 semester hours at Bethel University.
- ___ 8. Satisfactory approval by the Teacher Education Committee
- ___ 9. Fingerprint and TBI background check clearance

APPEALS PROCESS FOR TEP I

Students who fail to pass the PRAXIS I after having taken it twice may appeal to the Teacher Education Committee for a review of application for admission. Students who present strong credentials/evidence on all other admission criteria may be considered by the Teacher Education Committee for conditional admission to the Teacher Education Program.

Requirements for Conditional Admission:

- ___ 1. Student must maintain a cumulative grade point average of 2.75.
- ___ 2. Conditional admission status will be changed to full admission when the student:
 - A. successfully passes the PRAXIS I, or
 - B. is approved for TEP II.
- ___ 3. Conditional admission status will be changed to rejection status when:
 - A. the student's cumulative grade point average falls below 2.75, **or**
 - B. the student is placed on disciplinary probation.

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING (TEP II)

The student will be ready for student teaching after successful completion of the professional education sequence and 80% of the major. Application for student teaching (TEP II) must be filed with the director of student teaching at the *beginning of the semester prior to the student teaching semester*. **Applications must be filed no later than September 15 for spring semester student teaching or January 31 for Fall semester student teaching.** (NOTE: An application must be filed even if you previously filed applications and then withdrew from student teaching.)

Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee effective on the first class day of any designated term.

Candidates for Student Teaching must meet the following criteria:

- ___1. Admitted to TEP I., passed background check
- ___2. Minimum cumulative grade point average of 2.50.
- ___3. Minimum grade point average of 2.75 in the major field.
- ___4. Minimum grade point average of 2.75 in the Professional Education minor.
- ___5. All Professional Education requirements must be completed or in progress and 80% of the major must be completed or in progress.
- ___6. No grade lower than a "C" may be applied toward a Professional Education Minor.
- ___7. Successful interview with the Teacher Education Committee.
- ___8. All PLT and PRAXIS II Specialty Area tests must be passed before the beginning of Student Teaching.

Note: Students cannot be enrolled in any courses (including courses by correspondence) or any PAR course during the student teaching semester unless by special permission granted by the education department chair.

TESTING INFORMATION REGARDING THE PRAXIS I, ACT, PLT, and SPECIALTY AREA TESTS

As part of the requirements for admission to the Teacher Education Program (TEP I), students must take the PRAXIS I Pre-Professional Skills Test (PPST). Passing scores on the PRAXIS I must be equal to or higher than: Reading 174; Math 173; Writing 173; or equal to or higher than Reading 321; Math 318; Writing 319 on the computer based (CBT) tests. The PRAXIS I is waived for students who score 22 or higher on the ACT (Enhanced), or 920 or higher on the SAT. The PRAXIS I may be taken after successful completion of ENG 111 and MTH 111. PRAXIS I registration information may be accessed on the internet through ETS (Educational Testing Service).

All teacher education students must take the Principles of Learning and Teaching Exam, PLT 522, 523, or 524 and PRAXIS II appropriate specialty area tests. These tests are offered three times a year: in the fall, spring, and summer (see the PRAXIS Registration booklet for dates, deadlines, prices, and instructions or go to the website:ets.org.) The Progress Checklist indicates when you should take the different portions of PRAXIS II.

Be careful to select the specialty area test(s) *currently* required by Tennessee for your licensure area; specialty area requirements change from time to time. *Bethel College does not have information on Specialty Area tests required by other states.* If you are **interested in licensure in another state, you must contact that state's certification or licensure office for information.**

Specialty area tests required as of September 1, 2010 are listed below:

(Subject to change; see your advisor.)

Biology 7-12	Test # 235, and Choice of 233 OR 433
Chemistry 7-12	Test # 245 and 431
Elementary K-6	Test # 011, 201, and 014
English 7-12	Test # 041, and 043
History 7-12	Test # 941
Mathematics 7-12	Test # 061, 065
Music (Vocal/Gen.) K-12	Test #111 and 113
Physical Education K-12	Test # 091, 092
Special Education (Modified) K-12	Test # 543, 201

Tutoring services and TEA sponsored workshops are available to help you prepare for testing. See your advisor for details. You are strongly advised to purchase a study guide for each test and work through the guide one or two months before the test date.

LICENSURE APPLICATION PROCEDURES

It is your responsibility to complete an application for teacher licensure with the registrar during your final semester. When you have completed all Bethel requirements for licensure and passed all portions of the required Praxis, the Registrar will submit your application for a Tennessee Teacher License.

To apply for a license or certificate in another state, you must contact that state's Department of Education, Office of Teacher Certification or Licensure, and request application forms and instructions. Bethel University does not have information on licensure or certification in other states.

DIRECTORY

President: **Robert Prosser, DL, DD**
Campbell Hall, President's Suite
(731) 352-4003

Academic Dean:
(Interim) **Ms. Cindy Mallard**
Campbell Hall, Room 205
(731) 352-4037

Registrar: **Shirley Martin**
Campbell Hall, Room 101
(731) 352-4047

Chairman,
Division of Education and Health Sciences: **Shannon Godwin, Ed. D.**
Campbell Hall, Suite 308-Room C
(731) 352-4025

Co-Director of Student Teaching/Field Experience,
Assistant Professor of Education: **Sheila O'Briant, Ed.D.**
Campbell Hall, Suite308A
(731) 352-6928

Associate Professor of Education: **Janet Reid, Ph. D.**
Campbell Hall, Room 300-B
(731) 352-4236

Assistant Professor of Education: **Trudy Abel, Ph. D.**
Campbell Hall, Room 300-A
(731) 352-

Co-Director of Student Teaching / Field Experience,
Associate Professor of Education: **Kathy N. Winchester, M.A.**
Campbell Hall, Room 300-C
(731) 352-4026

Administrative Assistant for Education Program : **Angela Saylor**
Campbell Hall, 308-B
(731) 352-6407
Fax (731)352-6742
Business Office
Campbell Hall, Ground Floor
(731) 352-4020

Burroughs Learning Center
(731) 352-4081
Bethel Bookstore
Located in Student Center
(731) 352-4090

Secondary and K-12 education students must have an advisor in both education and their major field of study. Both advisors should be consulted each semester.

Your Major Field Advisor: _____

Your Education Advisor: _____

BETHEL UNIVERSITY
Education Department

TEACHER CANDIDATE DISPOSITION RATING SCALE
Teacher as Reflective Servant Leader

The purpose of this document is to obtain written documentation of teacher education candidates' leadership development. The results of this data will be used solely for that purpose. At the end of each education course, professors will discuss the form with the student and the signed copy will be given to the Education Department Administrative Assistant to be placed in the student's file.

Student _____ Course _____ Term _____

OVERALL EFFORT IN MEETING EXPECTATIONS OF PROFESSIONAL BEHAVIOR:
Judgment, Motivation, Attitude, Dependability, Quality

EXCELLENT (4) AVERAGE (3) POOR (2) UNSATISFACTORY (1)

Respect (of self & others; appreciation of individual diversity)

4 3 2 1

Judgment (self control, patience)

4 3 2 1

Motivation (volunteers questions/answers; participates in discussions; eager to help others)

4 3 2 1

Attitude toward course work (positive attitude about assignments; never critical)

4 3 2 1

Dependability (punctual for class/assignments; communicates with instructor; reliable as team member)

4 3 2 1

Quality of work (work reflects best efforts; follows instructions for assignments)

4 3 2 1

Absences _____ **Tardies** _____

Additional Comments:

Instructor and student have discussed this evaluation as well as a plan of action for the remainder of the Teacher Education Program.

Instructor's Signature _____ **DATE** _____

Student's Signature _____ **DATE** _____

Child Learning and Development Major

Name

Common Core

COE 101 - College Orientation Experience
 ENG 101 - Expository Writing
 ENG 111 - Writing about Literature
 ENG 201 - Western Lit. and the Arts I
 ENG 202 - Western Lit. and the Arts II
 REL 111 - Understanding Old Testament
 REL 112 - Understanding New Testament
 MTH 111 - College Algebra or higher level
 BIO 100 & 100L - Intro to Biology I
 HIS 211 - History of United States I
 HIS 212 - History of United States II
 HEA 201 - Personal Health
 PED activity (1 hr)

Program Core

COE 401 (if not comp EDU 444)
 HEA 312 - First Aid, Responding to Emer
 PED activity (1 hr)
 PSY 211 - Human Growth & Development
 SAT 110 - Public Speaking & Comm
 SCI 111 & 111L - Earth & Space Science
 SOC 111 - Principles of Sociology
 EDU 323 - Educational Psychology

CLD Major

ART 401 - Art for Life: Elements & Activities
 ENG 301 - The English Language
 ENG 305 - Child & Adolescent Literature
 HEA 314 - The School Health Program
 EDU 215 - Problem Solv in Elem Math
 MUS 407 - Music Skills & Act for Life
 PED 332 - Principles of Motor Dev
 ELD 314 - Survey of Child w/Excep
 SOC 214 - The Family
 CIS 326 - Information Technology

Elective Courses

Minor Required

Note: All students seeking licensure in Elementary Education (K-6) must minor in Professional Education (Elementary).

Professional Education (Elementary)

(Open only to Child Learning and Development majors K-6 licensure)

EDU 210 - Found of Teacher Education
 EDU 313C - Classroom Management
 EDU 335 - Curr Instr & Assessment
 EDU 412 - Tch Lang Arts & Soc Stud in Elem Sch
 EDU 413 - Tch Math & Science in Elem Sch
 EDU 414 - Tch Reading in Elem Schools
 EDU 417 - Reading Diag & Remediation
 EDU 421 - Legal & Ethical Issues

Professional Education Semester

EDU 444

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT K-6	0522			155
Elem. Ed: CIA	0011			159
Read Acr Curr: Elem	0201			151

Exceptional Learning and Development Major

Name

Common Core

COE 101

ENG 101

ENG 111

ENG 201

ENG 202

REL 111

REL 112

MTH 111 or higher level

BIO 100 & 100L

6 hours from:

HIS 201 **students cannot receive credit for

HIS 202 HIS 202 AND HIS 215

HIS 205 **students cannot receive credit for

HIS 210 HIS 210 AND HIS 211 or HIS 210 AND HIS 212

HIS 211

HIS 212

HIS 215

HEA 201

PED activity (1 hr)

Program Core

BIO 200 & 200L

COE 401 if not comp ELD 443

HEA 312

EDU 215

PED activity (1 hr)

PSY 211

SAT 110

SOC 111

ELD Major

HEA 314

CIS 326

PED 332

PED 333

EDU 323

ELD 314

ELD 424

ELD 425

ELD 426

ELD 427

ELD 437

ELD 438

Elective Courses

Minor Required

Note: All students seeking licensure in Special Education [Modified Program (K-12)] must minor in Professional Education (Special Education).

Professional Education (Special Education)

(Open only to Exceptional Learning and Development majors)

Minor

EDU 212C

EDU 313C

EDU 335

EDU 403 or 406

EDU 412

EDU 413

EDU 414
EDU 417

Professional Teaching Semester

ELD 443

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT 7-12	0524			159
SPED: Core Know.&Mild to Mod	0543			153
Read Acr Curr: Elem	0201			151

Elem K-6 Add-On

ENG 305
ART 401 or MUS 407
SCI 111 & L

PRAXIS Scores

Elem Ed K-6 End. Area	CODE	SCORE	DATE	PASSING SCORE
Elem Ed: Curr, Instr, Asses	0011			159
Elem Ed: Cont Knowledge	0014			140

Minor in Professional Education - Suggested Sequence of Study

Sophomore year (1st Semester) EDU 212C Foundations of Education - 3 hours
CIS 326 Information Technology - 3 hours
ELD 314 Survey of Exceptional Children - 3 hours

Sophomore year (2nd Semester) EDU 323 Educational Psychology - 3 hours
EDU 313C Classroom Management - 3 hours (incl 20 hrs field exp)
ELD 438 Differentiated Instruction - 3 hours

Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment - 3 hours
(includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)

*Take Praxis Test Code 0524 PLT 7-12 w/passing score of 159

Junior year (2nd Semester) EDU 414 Teaching Reading in Elem. Schools - 3 hours
EDU 417 Reading Diagnosis and Remediation - 3 hours
EDU 215 Problem Solving in Elem. Mathematics - 3 hours

*Take Praxis Test Code 0201 Reading across Curr. Elementary w/passing score 151

*Take Praxis Test Code 0543 SPED Core Knowledge & MildModerate w/passing score 153

(All Praxis Test must be completed with the required passing score prior to Student Teaching)

Senior year (1st Semester) EDU 412 Teach. Lang. Arts & Social Studies in Elem. Schools - 3 hours
EDU 413 Teaching Math & Science in Elem. Schools - 3 hours
ELD 437 Procedural Law - 3 hours

Senior year (2nd Semester) ELD 444 Prof. Student Teaching Semester (Elementary) - 12 hours

Biology Major

Name

Common Core 38 hrs

COE 101 - College Orientation Experience
 ENG 101 - Expository Writing
 ENG 111 - Writing about Literature
 ENG 201 - Western Lit. and the Arts I
 ENG 202 - Western Lit. and the Arts II
 REL 111 - Understanding the Old Testament
 REL 112 - Understanding the New Testament
 MTH 111 - College Algebra or higher level
 BIO 111 & 111L - Intro to Biology I

6 hours from:

HIS 201 - Human Culture I	**students cannot receive credit
HIS 202 - Human Culture II	for HIS 202 AND HIS 215
HIS 205 - Africa and the Americas	**students cannot receive credit for
HIS 210 - United States Experience	HIS 210 AND HIS 211
HIS 211 - History of the United States I	or HIS 210 AND HIS 212
HIS 212 - History of the United States II	
HIS 215 - Europe and the World	
HEA 201 - Personal Health	
PED activity (1 hr)	

Program Core (for students seeking teacher licensure in Biology 7-12) 31 hrs

MTH 123 - Pre-Calculus
 MTH 202 - Intro to Statistics
 CHE 111 & 111L - General Chemistry I
 CHE 112 & 112L - General Chemistry II
 PHY 105 & 105 L - Concepts in Physics
 or
 PHY 211 & 211L - General Physics
 SAT 110 - Public Speaking & Communication
 SOC 111 - Principles of Sociology
 PSY 211 - Human Growth & Development
 HEA 312 - First Aid, Responding to Emer.
 PED activity (1 hr)
 COE 401 or EDU 445

Biology Major 32-40 hrs

BIO 112 & 112L - Intro to Biology II
 BIO 304 & 304L - Genetics
 BIO 311 & 311L - Intro to Microbiology
 BIO 401 & 401L - Ecology
 BIO 302 & 302L - Comp Chordate Morphology
 BIO 312 & 312L - Environ. Phys of Animals
 or
 BIO 309 & 309L - Human Anatomy & Phys I
 BIO 310 & 310L - Human Anatomy & Phys II
 BIO 200* & 200L* - Human Biology
 SCI 111 & 111L - Earth & Space Science
 *not required if BIO 309 and 310
 have been completed

Elective Courses

Minor Required

Note: All students seeking licensure in Biology (7-12) must minor in Professional Education (Subject Areas).

Professional Education (Subject Areas) 24 hrs

Minor

CIS 326 - Information Technology
 EDU 210 - Foun of Teacher Education
 EDU 313C - Classroom Management

EDU 323 - Educational Psychology
 EDU 335 - Curr Instr & Assessment
 EDU 400 - Tch Science in Secon Schools
 EDU 421 - Legal & Ethical Issues
 EDU 445 - Prof Student Tch Semester
 ELD 314 - Surv of Child w/Excep

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT 7-12	0524			159
Biology: Cont Know	0235			148
Biology: Cont Essays	0233			146
or				
Gen Science: Cont Essays	0433			130

Minor in Professional Education - Suggested Sequence of Study

Sophomore year (1st Semester) EDU 210 Foundations of Teacher Education - 3 hours
 CIS 326 Information Technology - 3 hours

Sophomore year (2nd Semester) EDU 323 Educational Psychology - 3 hours

Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment - 3 hours
 (includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)

ELD 314 Survey of Children w/Exceptionalities - 3 hours

Junior year (2nd Semester) EDU 313 C Classroom Management - 3 hours
 (includes 20 hours of field experience)

EDU 414 Teaching Reading in Elementary Schools - 3 hours

(Only for English Majors)

***Take Praxis Test PLT 7-12 Code 0524 w/a passing score of 159

***ALSO: Take Content Area Praxis Test for your License Area as soon as you have completed the majority of the courses in your major

(All Praxis Test must be completed with the required passing score prior to Student Teaching)

Senior year (1st Semester) EDU 421 Legal & Ethical Issues - 3 hours

EDU 400 Teaching Science in Secondary Schools - 3 hours

or EDU 403 Teaching English in Secondary Schools - 3 hours

or EDU 405 Teaching Social Studies in Sec. Schools - 3 hours

or EDU 406 Teaching Mathematics in Sec. Schools - 3 hours

or EDU 408 Teaching Physical Edu. In Sec. Schools - 3 hours

Senior year (2nd Semester) EDU 445 Prof. Student Teaching Semester (Secondary) - 12 hours

Or EDU 446 Prof. Student Teaching Semester (K-12) - 12 hours

Chemistry Major

Name

Common Core 38 hrs

COE 101 - College Orientation Experience
 ENG 101 - Expository Writing
 ENG 111 - Writing about Literature
 ENG 201 - Western Lit. and the Arts I
 ENG 202 - Western Lit. and the Arts II
 REL 111 - Understanding the Old Testament
 REL 112 - Understanding the New Testament
 MTH 111 - College Algebra or higher level
 CHE 111, 111L - General Chemistry I

6 hours from:

HIS 201 - Human Culture I	**students cannot receive credit for
HIS 202 - Human Culture II	HIS 202 AND HIS 215
HIS 205 - Africa and the Americas	**students cannot receive credit for
HIS 210 - United States Experience	HIS 210 AND HIS 211
HIS 211 - History of the United States I	or HIS 210 AND HIS 212
HIS 212 - History of the United States II	
HIS 215 - Europe and the World	
HEA 201 - Personal Health	
PED activity (1 hr)	

Program Core 20-21 hrs

MTH 200 - Applied Calculus
 or
 MTH 230 - Calculus I
 SCI 111, 111L - Earth & Space Science
 SAT 110 - Public Speaking & Communication
 SOC 111 - Principles of Sociology
 PSY 211 - Human Growth & Development
 HEA 312 - First Aid, Responding to Emer
 PED activity (1 hr)
 COE 401 or EDU 445

Chemistry Major with Licensure 37 hrs

BIO 111, 111L - Intro to Biology I
 CHE 112, 112L - General Chemistry II
 CHE 311, 311L - Organic Chemistry I
 CHE 312, 312L - Organic Chemistry II
 CHE 320, 320L - Analytical Chemistry
 CHE 330 - Survey of Physical Chemistry
 CHE 412 - Biochemistry
 CHE 430 - Advanced Inorganic Chemistry
 PHY 211, 211L - General Physics I
 PHY 212, 212L - General Physics II

Elective Courses

Minor Required

Note: All students seeking licensure in Chemistry (K-12) must minor in Professional Education (Subject Areas).

Professional Education (Subject Areas) Minor

CIS 326 - Information Technology
 EDU 210 - Foun of Teacher Education
 EDU 313C - Classroom Management
 EDU 323 - Educational Psychology
 EDU 335 - Curr Instr & Assessment
 EDU 400 - Tch Science in Secon Schools
 EDU 421 - Legal & Ethical Issues
 EDU 445 - Prof Student Tch Semester
 ELD 314 - Surv of Child w/Excep

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT 7-12 0524	159			
Chemistry: Cont Know	0245			152
Gen Science: Cont Know Pt 1	0431			145

Minor in Professional Education - Suggested Sequence of Study

Sophomore year (1st Semester) EDU 210 Foundations of Teacher Education - 3 hours

CIS 326 Information Technology - 3 hours

Sophomore year (2nd Semester) EDU 323 Educational Psychology - 3 hours

Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment - 3 hours

(includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)

ELD 314 Survey of Children w/Exceptionalities - 3 hours

Junior year (2nd Semester) EDU 313 C Classroom Management - 3 hours

(includes 20 hours of field experience)

EDU 414 Teaching Reading in Elementary Schools - 3 hours

(Only for English Majors)

***Take Praxis Test PLT 7-12 Code 0524 w/a passing score of 159

***ALSO: Take Content Area Praxis Test for your License Area as soon as you have completed the majority of the courses in your major

(All Praxis Test must be completed with the required passing score prior to Student Teaching)

Senior year (1st Semester) EDU 421 Legal & Ethical Issues - 3 hours

EDU 400 Teaching Science in Secondary Schools - 3 hours

or EDU 403 Teaching English in Secondary Schools - 3 hours

or EDU 405 Teaching Social Studies in Sec. Schools - 3 hours

or EDU 406 Teaching Mathematics in Sec. Schools - 3 hours

or EDU 408 Teaching Physical Edu. In Sec. Schools - 3 hours

Senior year (2nd Semester) EDU 445 Prof. Student Teaching Semester (Secondary) - 12 hours

Or EDU 446 Prof. Student Teaching Semester (K-12) - 12 hours

English Major

Name

Common Core 38 hrs

COE 101

ENG 101

ENG 111

ENG 201

ENG 202

REL 111

REL 112

MTH 111 or higher level

Lab Science Course

6 hours from:

HIS 201 **students cannot receive credit for

HIS 202 HIS 202 AND HIS 215

HIS 205 **students cannot receive credit for

HIS 210 HIS 210 AND HIS 211 or HIS 210 AND HIS 212

HIS 211

HIS 212

HIS 215

HEA 201

PED activity (1 hr)

Program Core 30 hrs

SEM/YR GRADE

SPA 111

SPA 112

SPA 211

SPA 212

ART 213 or 214

or

MUS 201

or

PHI 211

PSY 211

SOC 111

EDU 414

SAT 110

HEA 312

COE 401 or EDU 445

English Major 33 hrs

ENG 301

ENG 311

ENG 312

ENG 321

ENG 334

9 hrs from

ENG 421

ENG 422

ENG 423

ENG 424

ENG 490* *ENG 490 is not an option for licensure students

9 hours from any other English

course 300 or above**

** Licensure students must take ENG 305 as part of these 9 hours

Elective Courses

Minor Required

Note: All students seeking licensure in English 7-12 must minor in Professional Education.

Professional Education Minor

CIS 326
 EDU 212C
 EDU 313C
 EDU 323
 EDU 335
 EDU 403
 EDU 421
 EDU 445
 ELD 314

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT 7-12	0524			159
Lang, Lit, Comp: Cont Know	0041			157
Lang, Lit, Comp: Pedagogy	0043			145

Minor in Professional Education - Suggested Sequence of Study

Sophomore year (1st Semester) EDU 212C Foundations of Education - 3 hours
 CIS 326 Information Technology - 3 hours

Sophomore year (2nd Semester) EDU 323 Educational Psychology - 3 hours

Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment - 3 hours
 (includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)
 ELD 314 Survey of Children w/Exceptionalities - 3 hours

Junior year (2nd Semester) EDU 313 C Classroom Management - 3 hours
 (includes 20 hours of field experience)
 EDU 414 Teaching Reading in Elementary Schools - 3 hours

(Only for English Majors)

***Take Praxis Test PLT 7-12 Code 0524 w/a passing score of 159

***ALSO: Take Content Area Praxis Test for your License Area as soon as you have completed the majority of the courses in your major

(All Praxis Test must be completed with the required passing score prior to Student Teaching)

Senior year (1st Semester) EDU 421 Legal & Ethical Issues - 3 hours
 EDU 400 Teaching Science in Secondary Schools - 3 hours
 or EDU 403 Teaching English in Secondary Schools - 3 hours
 or EDU 405 Teaching Social Studies in Sec. Schools - 3 hours
 or EDU 406 Teaching Mathematics in Sec. Schools - 3 hours
 or EDU 408 Teaching Physical Edu. In Sec. Schools - 3 hours

Senior year (2nd Semester) EDU 445 Prof. Student Teaching Semester (Secondary) - 12 hours
 Or EDU 446 Prof. Student Teaching Semester (K-12) - 12 hours

History Major**Name****Common Core 38 hrs**

COE 101

ENG 101

ENG 111

ENG 201

ENG 202

REL 111

REL 112

MTH 111 or higher level

Laboratory Science Course

6 hours from:

HIS 201 **students cannot receive credit for

HIS 202 HIS 202 AND HIS 215

HIS 205 **students cannot receive credit for

HIS 210 HIS 210 AND HIS 211 or HIS 210 AND HIS 212

HIS 211

HIS 212

HIS 215

HEA 201

PED activity (1 hr)

Program Core (for students seeking a BS with teacher licensure) 15 hrs

HEA 312

3 hrs ECO or GEO

200 level or above

PSY 211

SAT 110

PSY 111 or SOC 111

COE 401 or EDU 445

History Major 33 hrs

HIS 201

plus 3 additional hrs

HIS numbered 200 level

HIS 498

plus 24 additional hrs

numbered 300 level or above

(Maximum 6 hrs in HIS 460)

Elective Courses**Minor Required**

Note: All students seeking licensure in History (7-12)
must minor in Professional Education (Subject Areas).

Professional Education (Subject Areas) 24 hrs**Minor**

CIS 326

EDU 212C

EDU 313C

EDU 323

EDU 335

EDU 405

EDU 421

EDU 445

ELD 314

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT 7-12	0524			159
World & US History	0941			136

Minor in Professional Education - Suggested Sequence of Study

Sophomore year (1st Semester) EDU 212C Foundations of Education - 3 hours
CIS 326 Information Technology - 3 hours

Sophomore year (2nd Semester) EDU 323 Educational Psychology - 3 hours

Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment - 3 hours
(includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)

ELD 314 Survey of Children w/Exceptionalities - 3 hours

Junior year (2nd Semester) EDU 313 C Classroom Management - 3 hours

(includes 20 hours of field experience)

EDU 414 Teaching Reading in Elementary Schools - 3 hours

(Only for English Majors)

***Take Praxis Test PLT 7-12 Code 0524 w/a passing score of 159

***ALSO: Take Content Area Praxis Test for your License Area as soon as you have completed the majority of the courses in your major

(All Praxis Test must be completed with the required passing score prior to Student Teaching)

Senior year (1st Semester) EDU 421 Legal & Ethical Issues - 3 hours

EDU 400 Teaching Science in Secondary Schools - 3 hours

or EDU 403 Teaching English in Secondary Schools - 3 hours

or EDU 405 Teaching Social Studies in Sec. Schools - 3 hours

or EDU 406 Teaching Mathematics in Sec. Schools - 3 hours

or EDU 408 Teaching Physical Edu. In Sec. Schools - 3 hours

Senior year (2nd Semester) EDU 445 Prof. Student Teaching Semester (Secondary) - 12 hours

Or EDU 446 Prof. Student Teaching Semester (K-12) - 12 hours

Math Major**Name****Common Core 39 hrs**

COE 101

ENG 101

ENG 111

ENG 201

ENG 202

REL 111

REL 112

MTH 111 or higher level

PHY 221, 221D, 221L

6 hours from:

HIS 201 **students cannot receive credit for

HIS 202 HIS 202 AND HIS 215

HIS 205 **students cannot receive credit for

HIS 210 HIS 210 AND HIS 211 or HIS 210 AND HIS 212

HIS 211

HIS 212

HIS 215

HEA 201

PED activity (1 hr)

Program Core (for students seeking teacher licensure in Mathematics 7-12) 20-22 hrs

SAT 110

PHY 222, 222D, 222L

MTH 202 or 350

PSY 211

SOC 111

HEA 312

PED activity (1 hr)

COE 401 or EDU 445

Mathematics Major 37 hrs

MTH 230

MTH 231

MTH 232

MTH 320

MTH 321

MTH 335

MTH 341

MTH 342

MTH 411

MTH 412

3 hrs of Math courses

numbered 300 or above

Elective Courses**Minor Required**

Note: All students seeking licensure in Math (7-12) must minor in Professional Education (Subject Areas).

Professional Education (Subject Areas) 24 hrs**Minor**

CIS 326

EDU 212C

EDU 313C

EDU 323

EDU 335

EDU 406

EDU 421

EDU 445

ELD 314

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT 7-12	0524			159
Math: Content Knowledge	0061			136
Math: Pedagogy	0065			125

Minor in Professional Education - Suggested Sequence of Study

Sophomore year (1st Semester) EDU 212C Foundations of Education - 3 hours
CIS 326 Information Technology - 3 hours

Sophomore year (2nd Semester) EDU 323 Educational Psychology - 3 hours

Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment - 3 hours
(includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)

ELD 314 Survey of Children w/Exceptionalities - 3 hours

Junior year (2nd Semester) EDU 313 C Classroom Management - 3 hours
(includes 20 hours of field experience)

EDU 414 Teaching Reading in Elementary Schools - 3 hours

(Only for English Majors)

***Take Praxis Test PLT 7-12 Code 0524 w/a passing score of 159

***ALSO: Take Content Area Praxis Test for your License Area as soon as you have completed the majority of the courses in your major

(All Praxis Test must be completed with the required passing score prior to Student Teaching)

Senior year (1st Semester) EDU 421 Legal & Ethical Issues - 3 hours

EDU 400 Teaching Science in Secondary Schools - 3 hours

or EDU 403 Teaching English in Secondary Schools - 3 hours

or EDU 405 Teaching Social Studies in Sec. Schools - 3 hours

or EDU 406 Teaching Mathematics in Sec. Schools - 3 hours

or EDU 408 Teaching Physical Edu. In Sec. Schools - 3 hours

Senior year (2nd Semester) EDU 445 Prof. Student Teaching Semester (Secondary) - 12 hours

Or EDU 446 Prof. Student Teaching Semester (K-12) - 12 hours

Music Education Major**Name****Common Core 38 hrs**

COE 101

ENG 101

ENG 111

ENG 201

ENG 202

REL 111

REL 112

MTH 111 or higher level

Lab Science Course

6 hours from:

HIS 201 **students cannot receive credit for

HIS 202 HIS 202 AND HIS 215

HIS 205 **students cannot receive credit for

HIS 210 HIS 210 AND HIS 211 or HIS 210 AND HIS 212

HIS 211

HIS 212

HIS 215

HEA 201

PED activity (1 hr)

Program Core 10-13 hrs

COE 401 or EDU 446

SOC 111

PSY 211

Laboratory Science Course

or 3 hrs of MTH above

MTH 111 in addition to

MTH hrs completed in

Common Core

**All students seeking licensure
must complete a course in
First Aid/CPR

Music Education Major 34 hrs

MUS 010

(7 semesters with a grade of P)

MUS 121, 121L

MUS 122, 122L

MUS 221

MUS 226

MUS 227

MUS 228

MUS 229

MUS 301

MUS 302

MUS 303

MUS 304

MUS 346

MUS 380

MUS 436

Emphasis in Vocal/General K-12 22 hrs

MUS 435

Ensembles totalling seven

hrs with at least four hrs

from vocal ensembles

Eight hrs of applied voice,

piano, or guitar

Four hrs in one other applied

music area or class piano

(If the principle applied

instrument is not piano,

these hrs must be applied

piano or class piano)

Instrumental K-12 22 hrs

MUS 325

Ensembles totalling seven hrs

with at least four hrs from
instrumental ensembles

Eight hrs of applied brass,
woodwinds or percussion

Four hrs of applied piano
or class piano

Elective Courses

Minor Required

Note: All students seeking licensure in Music Education (K-12)
must minor in Professional Education (Subject Areas).

Professional Education (Subject Areas) 24 hrs

Minor

CIS 326

EDU 212C

EDU 313C

EDU 323

EDU 335

EDU 421

EDU 445

ELD 314

PRAXIS Scores

	CODE	SCORE	DATE	PASSING SCORE
PLT K-6	0522			155
PLT 7-12	0524			159
Music: Conc & Processes	0111			145
Music: Cont Know	0113			150

Minor in Professional Education Suggested Sequence of Study

**Sophomore year (1st Semester) EDU 212C Foundations of Education – 3 hours
CIS 326 Information Technology – 3 hours**

Sophomore year (2nd Semester) EDU 323 Educational Psychology – 3 hours

**Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment – 3 hours
(includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)
ELD 314 Survey of Children w/Exceptionalities – 3 hours**

**Junior year (2nd Semester) EDU 313C Classroom Management – 3 hours
(includes 20 hours of field experience)
EDU 414 Teaching Reading in Elementary Schools – 3 hours
(Only for English Majors)**

***** Take Praxis Test PLT 7-12 Code 0524 w/a passing score of 159**

*****ALSO: Take Content Area Praxis Test for your License Area as soon as you have completed the majority of the courses in your major
(All Praxis Test must be completed with the required passing score prior to Student Teaching)**

**Senior year (1st Semester) EDU 421 Legal & Ethical Issues – 3 hours
EDU 400 Teaching Science in Secondary Schools – 3 hours
or EDU 403 Teaching English in Secondary Schools – 3 hours
or EDU 405 Teaching Social Studies in Sec. Schools – 3 hours
or EDU 406 Teaching Mathematics in Sec. Schools – 3 hours
or EDU 408 Teaching Physical Edu. in Sec. Schools – 3 hours
or MUS check with advisor**

**Senior year (2nd Semester) EDU 445 Prof. Student Teaching Semester (Secondary) – 12 hrs
Or
EDU 446 Prof. Student Teaching Semester (K-12) – 12 hours**

Physical Education Major

Name

Common Core

COE 101

ENG 101

ENG 111

ENG 201

ENG 202

REL 111

REL 112

MTH 111 or higher level

BIO 100 & 100L

6 hours from:

HIS 201 **students cannot receive credit for

HIS 202 HIS 202 AND HIS 215

HIS 205 **students cannot receive credit for

HIS 210 HIS 210 AND HIS 211 or HIS 210 AND HIS 212

HIS 211

HIS 212

HIS 215

HEA 201

PED activity (1 hr)

Program Core

MTH 202

BIO 200 & 200L

PSY 211*

SOC 111

PED 108

PED 123

PED 213

PED activity (2 hrs)

HEA 312

HEA 314*

SAT 110

COE 401 or EDU 445

PE Major

HEA 330**

PED 211

PED 216

PED 217

PED 311

or

PED 312

or

PED 314

PED 313

PED 321

PED 322

PED 331

PED 332*

PED 333

PED 401 * Required for students seeking licensure
in Physical Education (K-12).

or ** Required for students not seeking

PED 402 teacher licensure.

PED 413

PED 415

PED 416**

Elective Courses

Minor Required

Note: All students seeking licensure in Physical Education (K-12)

must minor in Professional Education (Subject Areas).

Professional Education (Subject Areas)

(Open only to students majoring in a Secondary or K-12 licensure program)

Minor

CIS 326

EDU 212C

EDU 313C

EDU 323

EDU 335

EDU 408

EDU 421

EDU 445

ELD 314

PRAXIS Scores	CODE	SCORE	DATE	PASSING SCORE
PLT 7-12	0524			159
PE: Cont Know	0091			152
PE: Move, Form-Anal & Des	0092			148

Minor in Professional Education - Suggested Sequence of Study

Sophomore year (1st Semester) EDU 212C Foundations of Education - 3 hours

CIS 326 Information Technology - 3 hours

Sophomore year (2nd Semester) EDU 323 Educational Psychology - 3 hours

Junior year (1st Semester) EDU 335 Curriculum, Instruction & Assessment - 3 hours

(includes 20 hours of field experience and must have met all requirements for the Teacher Education Program)

ELD 314 Survey of Children w/Exceptionalities - 3 hours

Junior year (2nd Semester) EDU 313 C Classroom Management - 3 hours

(includes 20 hours of field experience)

EDU 414 Teaching Reading in Elementary Schools - 3 hours

(Only for English Majors)

***Take Praxis Test PLT 7-12 Code 0524 w/a passing score of 159

***ALSO: Take Content Area Praxis Test for your License Area as soon as you have completed the majority of the courses in your major

(All Praxis Test must be completed with the required passing score prior to Student Teaching)

Senior year (1st Semester) EDU 421 Legal & Ethical Issues - 3 hours

EDU 400 Teaching Science in Secondary Schools - 3 hours

or EDU 403 Teaching English in Secondary Schools - 3 hours

or EDU 405 Teaching Social Studies in Sec. Schools - 3 hours

or EDU 406 Teaching Mathematics in Sec. Schools - 3 hours

or EDU 408 Teaching Physical Edu. In Sec. Schools - 3 hours

Senior year (2nd Semester) EDU 445 Prof. Student Teaching Semester (Secondary) - 12 hours

Or EDU 446 Prof. Student Teaching Semester (K-12) - 12 hours

Bethel University
Education Department
Presentation Rubric

Name: _____
 Date of Presentation: _____

Teacher: _____
 Title of Work: _____

	4	3	2	1	Points
<u>Organization</u>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation due to lack of organization.	Audience cannot understand presentation because there is no sequence of information.	_____
<u>Content Knowledge</u>	Student demonstrates full knowledge (more than required) with explanations and elaboration.	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have a grasp of the information; student cannot answer questions about the subject.	_____
<u>Visuals</u>	Student uses visuals to reinforce screen text and presentation.	Visuals related to text and presentation.	Student occasionally used visuals that rarely support text and presentation.	Student used no visuals.	_____
<u>Mechanics</u>	Presentation has no misspelling or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Student's presentation had four or more spelling errors and/or grammatical errors.	_____
<u>Delivery</u>	Student uses a clear voice and correct, precise pronunciation of terms, refers to power point without reading it. Professionally dressed.	Student's voice is clear. Student pronounces most words correctly. Reads power point but adds comments. Somewhat professionally dressed	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. Reads entire power point, but looks at audience. Casually dressed.	Student mumbles, incorrectly pronounces terms, speaks too quietly, no eye contact. Inappropriately dressed. Reads power point with back turned to audience.	_____
	Total/Grade =				_____

Teacher Comments:

18 pts - 20 pts A

16 pts - 17 pts B

14 pts – 15 pts C

12 pts – 13 pts D

**Bethel University
Education Department
Rubric for a Written Assignment**

Student Name _____
Date _____

Course Name _____
Assignment _____

	Excellent (4) A	Good (3) B	Average (2) C	Unacceptable (1) D
Focus	Is clearly focused. Is well organized.	Is clearly focused. Is generally well organized.	Is somewhat focused.	Has serious weakness in focus, development, and/or organization.
Key Ideas	Clearly illustrates and develops key ideas with depth of thought evidenced	Illustrates and develops key ideas.	Illustrates and develops, although perhaps not completely, some of the key ideas.	Fails to develop key ideas.
Syntax	Demonstrates syntactic variety; Shows originality and clarity of thought. Uses appropriate writing style.	Demonstrates syntactic variety. Is generally free of errors in mechanics, usage, sentence structure and diction. Uses appropriate writing style with minor errors.	May have some errors in mechanics, usage, sentence structure, and diction. Uses appropriate writing style but contains major errors.	Reveals a pattern of errors in mechanics, usage, sentence structure and diction. Does not adhere to appropriate writing style.

TOTAL SCORE = _____

GRADE = _____

A= 10-12

C= 4-6

B= 7-9

D=3

Bethel University
Education Department
Rubric for Reflective Writing

Student Name _____
 Date _____

Course _____
 Assignment _____

Category	Excellent 5	Good 4	Average 3	Poor 2	Unacceptable 1	Total
Process	Clearly identifies and illustrates strengths and weaknesses, by specifically stating areas of occurrence and reasons for their occurrence.	Identifies strengths, and weaknesses by stating areas in which they occur, although does not explain reasons why they occur.	Identifies general strengths and weaknesses but gives only a few areas in which they occur and does not explain these.	Identifies some general strengths and weaknesses but does not explain or illustrate these.	Reflection addresses strengths and weaknesses in vague or incomplete terms.	
Writing Style	Communicates effectively to audience. Writer's voice is evident throughout reflection. Does not use clichés or colloquialisms. Thoughts are well organized and presented with no ambiguity. The writing is focused throughout the reflective piece. Writer supports and elaborates on ideas to enhance meaning.	Communicates effectively to audience. Writer's voice is evident in many parts of the material. Scattered use of clichés and colloquialisms. Thoughts are organized and logically presented. Some portions of the material are more developed and focused than others. Writer supports some ideas with examples.	Communication is directed at a general audience and needs elaboration. Writer's voice is clouded through the use of clichés or colloquialisms. Thoughts are general, random, or are not presented in a manner that can easily be followed. The material presented is scattered with gaps and needs transitions. Writer presents ideas in general terms with few examples.	Communication is incomplete and unelaborated. Writer's voice cannot be discerned either because the communication lacks focus or development, or because the use of jargon is excessive. Thoughts are presented in very general or incomplete terms.	Communication is disjointed and unelaborated. Communication lacks focus or development. Thoughts are presented in incomplete terms. There is an obvious need for additional information.	
Critical Thinking	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Development	Well-developed; shows evidence of reflection and/or metacognition; new ideas are introduced and reflects a good grasp of concepts presented.	Shows somewhat developed evidence of reflection and/or metacognition; some new ideas are introduced and reflects a fair grasp of the concepts presented.	Shows some evidence of reflection but not well-developed; only a few new ideas are introduced but reflects a grasp of concepts presented.	Shows little evidence of reflection and are not well developed; reflects only minimal grasp of concepts; no new ideas introduced.	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	

A = 18-20 points

B = 16-17 points

C = 14-15 points

D = 12-13 points

Grade _____

Bethel University

Service Learning Evaluation

Service learning experiences provide students the opportunity to serve people from diverse populations within the community while exercising leadership skills. Students must attach their personal reflections of this experience before submitting for credit.

Name of Student _____ Name of Service Organization _____
 Date(s) of Service _____ Time _____
 Spent _____
 Student Signature _____ Date: _____
 Supervisor Signature _____ Date _____

	3	2	1
Dependability	On time, stays for duration of program, brings designated supplies	Average dependability	Late, leaves early or didn't not bring designated supplies
Professional Behavior	Professional in attire, manners, attitude, and demeanor	Some discretion in attire, manners, attitude, and demeanor	Unprofessional attire, manners, attitude, and demeanor
Level of involvement	Actively involved with participants through entire program in communication, activities and assistance	Off task, on phone, or not present part of the time	No involvement, just physically present

Total Points = _____

Student _____ Date _____ Grade _____

Lesson _____

Evaluation of Micro-Teaching Using Lesson Design for _____

Introduction: 0-10 points

Involved the learner
 Labeled the learning
 Related to Previous learning
 Related to Future learning
 Related to students' lives

Strategies: 0-40 points

Revealed your role
 Used definitions, examples, illustrations effectively
 Used modeling correctly
 Built Background
 Monitored the learning
 Included two teacher centered and two student centered strategies
 Diverse student _____ condition _____
 Adaption _____
 Included HOTS

Preparation for lesson: 0-30 points

Adequate knowledge of the subject
 Materials were grade appropriate
 Media /Materials used _____, _____,
 _____,

Objective was on the board

Teacher Actions: 0-10 points

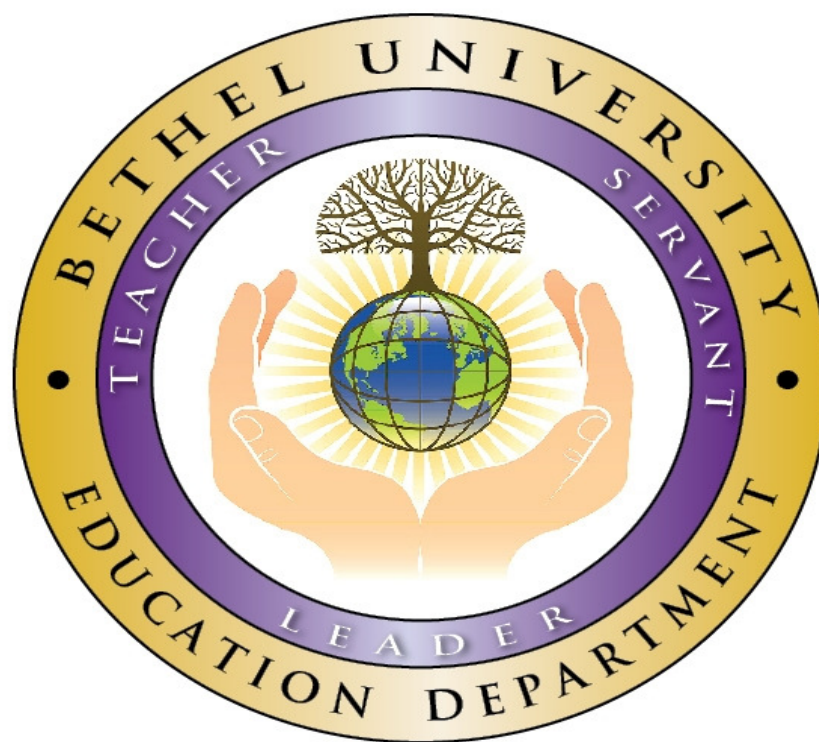
Professionally attired
 Used standard English
 Showed enthusiasm in teaching

Conclusion: 0-10 points

Re-emphasized the objectives

STUDENT TEACHING HANDBOOK

FALL 2011



Teacher Education Program

Bethel University
College of Liberal Arts
McKenzie, Tennessee

TABLE OF CONTENTS

Section	Page
Directory of Personnel.....	1
Bethel University Mission Statement.....	2
Education Program Mission Statement.....	3
Education Theme and Conceptual Framework.....	4
Teacher Licensure Programs.....	6
Program Policies.....	7
Student Teaching Required Activities and Projects.....	10
Suggested Sequential Plan for Student Teaching.....	12
Roles and Responsibilities: The Teacher Candidate.....	15
Roles and Responsibilities: The Supervising Teacher.....	16
Roles and Responsibilities: The School Administrator.....	17
Roles and Responsibilities: The University Supervisor.....	18
Questions and Answers for the Supervising Teacher.....	19
NEA Code of Ethics.....	22

Bethel University is accredited by the commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404/679-4501) to award baccalaureate and master's degrees. Bethel University is approved by the Tennessee Board of Education as a teacher preparation institution for the State of Tennessee.

Bethel University does not discriminate on the basis of race, color, national and ethnic origin, religion, sex, disability, or age in administration of its educational policies, admissions policies, scholarship and loan programs, athletics, or other school-administered programs. Bethel University is committed to meet Section 504 guidelines for handicapped persons.

COLLEGE OF LIBERAL ARTS DIRECTORY OF PERSONNEL

Dr. Robert Prosser, President.....	731-352-4240
Mr. Walter Butler, Executive Vice President.....	731-352-4232
Ms. Cindy Mallard, Academic Dean.....	731-352-4037
Dr. Shannon Godwin, Chair, Division of Education and Health Sciences.....	731-352-4025
Dr. Trudy Abel, Education Faculty.....	731-352-6930
Dr. Janet Reid, Education Faculty.....	731-352-4236
Dr. Sheila O’Briant, Director of Student Teaching.....	731-352-6928
Mrs. Angela Saylor, Administrative Assistant.....	731-352-6407
Business Office.....	731-352-4020
Registrar, Ms. Shirley Martin.....	731-352-4047
Burroughs Learning Center.....	731-352-4081
Bethel University Bookstore.....	731-352-4094
Bethel University Fax Number.....	731-352-6742

BETHEL UNIVERSITY MISSION STATEMENT

The mission of Bethel University is to create opportunities for members of the learning community to develop to their highest potential as whole persons-- intellectually, spiritually, socially, and physically-- in a Christian environment.

Definitions

By the words, “create opportunities,” the University offers the means for persons to have choices and options open before them and to develop the confidence and maturity to choose appropriately.

By the term, “learning community,” the University extends its mission to all persons who seek development of the whole person and who would choose to pursue this aspiration through Bethel University. The learning community of Bethel University includes undergraduate students in traditional and non-traditional programs, graduate students, faculty, staff, the local community, and the Cumberland Presbyterian Church.

By the term, “whole persons,” the University intends that, in the true spirit of the liberal arts education, the undergraduate education encompasses all dimensions of the human being, which are in reality inseparable.

Intellectual development focuses on the cognitive aspect of the human; cognitive development incorporates analysis, critical reflection, and synthesis of knowledge of multiple disciplines.

Social development focuses on the affective and behavioral aspects of the human; social development incorporates the ability to interact and communicate with other humans with civility and tolerance.

Physical development focuses on the corporeal aspect of the human; physical development incorporates respect for the body as integral to the cognitive, social, and spiritual dimension of the human experience.

Spiritual development focuses on the metaphysical aspect of the human; spiritual development incorporates the ideas of faith, morality, and practice.

By the term, “Christian environment,” the University draws upon the thought of St. Ignatius that the collegiate environment should facilitate knowledge and contemplation such that actions are based on unbiased reason and reasonable faith.

EDUCATION PROGRAM MISSION STATEMENT

The mission of the **Professional Educational Unit** of Bethel University is to uphold the University's mission and to prepare teacher candidates for successful careers in education. The education unit is designed to encourage continuous pursuit of knowledge, and a commitment to servant leadership in a diverse global society.

RELATIONSHIP OF THE PROGRAM MISSION TO THE UNIVERSITY MISSION

In keeping with the Bethel University vision, *the Professional Education Unit encourages teacher candidates to think critically, communicate effectively, and appreciate cultural diversity. The Education Unit provides a caring community which builds relationships among candidates, faculty, staff, and K-12 practitioners and students.*

The Conceptual Framework for Bethel University College of Liberal Arts Education Unit

The 2009 revised theme of the Bethel University conceptual framework is “Teacher as a Reflective Servant Leader”. Upon reflection of the 2003 Conceptual Framework model, the education faculty concurred that while the current conceptual framework continues to incorporate the concept of lifelong learning, the current model is more focused on the teacher candidate’s qualities that we wish to encourage.

Our conceptual framework is designed to create a knowledge base that encourages our teacher candidates to practice effective teaching, leadership and service in personal and professional life.

The conceptual framework is a knowledge-based collaboration that is continuously evaluated and updated in regularly scheduled unit meetings and Teacher Education Committee meetings. The framework outlines the various paths of development for candidates, providing direction, goals, outcomes, and evaluations.

Figure 1, Conceptual Framework Model, graphically illustrates the circle of learning and teaching that is pursued by reflective servant- leaders. The open hands represent the cohesiveness of the education unit with the Bethel University mission to create a caring community which is committed to service based upon unbiased reason and reasonable faith. The hands embrace an appreciation of common perspectives in global diversity as they encompass the globe. The light emanating from the globe represents the continuous pursuit of knowledge by our teacher candidates, thereby serving to light the way for others through leadership in the profession. The tree growing from the top of the globe demonstrates the concept that the overall goal of teaching, serving and leading is to promote the intellectual, affective, social, aesthetic, psychomotor and spiritual growth of our teacher candidates. This ultimately positively influences the same type of growth in their P-12 students.



Coherence

The Bethel University education unit conceptual framework includes the following components, all of which are closely coordinated with the vision, mission, philosophy, purpose and goals of Bethel University College of Liberal Arts:

- **the vision and mission of the unit, which are coordinated with the vision and mission of Bethel University College of Liberal Arts;**
- **the unit's philosophy, purpose, and goals;**
- **knowledge bases, including theories, research, the wisdom of practice, and education policies;**
- **candidate proficiencies aligned with expectations in professional, state, and institutional standards;**
- **the system by which candidate performance, program quality, and unit operations are regularly assessed.**

The education unit faculty recognizes the conceptual framework as a reflection of the vision and mission of Bethel University's College of Liberal Arts. The conceptual framework serves as the basis for assessment and revision of the program and course content.

TEACHER LICENSURE PROGRAMS

Bethel University offers eight teacher licensure programs that students may pursue in preparation for a career in teaching. Each of these programs has three components: a general education core, a major in the subject area, and a minor in professional education.

The licensure areas, each with its own core requirements, are as follows:

- ❖ Biology, grades 7-12
- ❖ Chemistry, grades 7-12
- ❖ Elementary grades K-6
- ❖ English, grades 7-12
- ❖ History, grades 7-12
- ❖ Mathematics, grades 7-12
- ❖ Music Instrumental, grades K-12
- ❖ Music Vocal, grades K-12
- ❖ Physical Education, grades K-12
- ❖ Special Education (Modified Program) grades K-12

PROGRAM POLICIES FOR TEACHER CANDIDATES

APPLICATION TO TEP II (TEACHER EDUCATION PROGRAM: LEVEL II)

Application and a resume will be submitted to the Education Office during the semester **prior** to student teaching. Deadlines are:

For fall student teaching: January 31 of prior semester

For spring student teaching: September 15 of prior semester

PRAXIS II: It is a requirement of the Tennessee State Department of Education that each student achieve minimum scores on the Principles of Learning and Teaching test and the student's Specialty Area. Minimum scores are established by the State Department of Education. The certification officer cannot recommend any student for certification until the minimum Praxis score standards are met and are in the Bethel education files. ***NO STUDENT MAY BEGIN STUDENT TEACHING UNTIL HE/SHE PROVIDES PROOF THAT THE APPROPRIATE PRAXIS TESTS HAVE BEEN PASSED.***

ASSIGNMENT TO SCHOOLS: In arranging placements in schools, consideration will be given to (1) availability of school(s), (2) availability of teacher(s), and (3) suitability of placement. Bethel may move a teacher candidate to different teachers or schools if this seems necessary to provide satisfactory completion of the program.

ATTENDANCE: Teacher candidates are expected to be in attendance every day throughout the period of student teaching. The teacher candidate will observe the same school hours as the regular faculty. Absences occurring during the student teaching assignment must be made up at the discretion of the Bethel supervisor. If an absence is necessary, the student must notify the supervising teacher and the Bethel supervisor as far in advance as possible. Absences may be excused only at the discretion of the Bethel University Supervisor. Students may be called before the Teacher Education Committee after the third absence.

Tardiness, either at the beginning of the school day or the start of class is not permitted.

Early dismissal from the student teaching assignment is not permitted, except where necessary to attend Student Teaching Seminar or other Bethel functions required or approved by the Bethel University supervisor.

CELL PHONES: Bethel University student teachers are prohibited from using cell phones or other electronic devices in any unethical manner while on assignment in schools.

Communications with students should remain professional. Student teachers must also comply with any additional policies of their assigned schools regarding electronic communication.

CLASSES: The teacher candidate may not take any classes during the student teaching semester.

CORPORAL PUNISHMENT: The teacher candidate may not administer corporal punishment to students. The teacher candidate may not use corporal punishment by arranging to have someone else administer it. The teacher candidate may not serve as a "witness" when school staff members administer corporal punishment.

DRESS AND GROOMING: The attire and grooming of a teacher candidate while in school should conform to the standards and expectations of the school for its faculty and for the

teaching profession in general. The teacher candidate should observe other teachers and should ask the supervising teacher and/or principal for guidance. Bethel University policies toward dress and grooming will be addressed in seminars and must be followed by teacher candidates while student teaching.

EVALUATION: Student teachers are given a minimum of four formative evaluations during the semester. Summative evaluations from each placement will be submitted by the supervising teacher, the Bethel University supervisor and the teacher candidate.

EXTRA-CURRICULAR ACTIVITIES: The teacher candidate should participate, as appropriate, in the various extra-curricular activities of the school. These will include special interest clubs, athletic events, and public performances of school groups.

LIVING ACCOMODATIONS: It is the responsibility of the student to arrange for living accommodations during the student teaching semester.

PROFESSIONAL ACTIVITIES: The teacher candidate should attend, and participate when appropriate, in professional meetings. These include in-service training, faculty meetings, PTO/PTA, subject area or grade-level meetings, board meetings, and others. The teacher candidate should seek to learn as much as possible about the various professional organizations.

The teacher candidate **MUST** be a member of STEA (Student Teacher Education Association) and maintain membership throughout student teaching.

RECOMMENDATION FOR CERTIFICATION: Upon successful completion of the teacher education program, including achievement of the minimum PRAXIS II scores required for the Principles of Learning and Teaching test and all subject area tests, the certification officer will recommend the student for certification in the state of Tennessee. If the student seeks certification outside the state of Tennessee, it is the responsibility of the student to obtain and meet the requirements for that state. The student will initiate the request for out of state certification but may need the recommendation of Bethel's certification officer.

SOCIAL ACTIVITIES: It is expected that teacher candidates will live normal lives, both professionally and socially, as long as they do not interfere with the performance of teaching responsibilities. Teacher candidates should seek to broaden contacts with people in the community through social activities open to teachers in the community. Use tact, discretion, and caution in social interactions with students and teachers. *NEVER DATE A STUDENT.*

PROFESSIONAL STUDENT TEACHER SEMESTER: All teacher candidates must be enrolled in the professional student teaching course for their licensure area. These courses will follow the Bethel calendar. Student teachers are required to attend all student teaching seminars included in the Professional Student Teaching Semester.

SUBSTITUTE TEACHING: Teacher candidates will not serve as substitute teachers. Teacher candidates must not receive payment for their services.

TBI FINGERPRINTING AND BACKGROUND CHECKS: Pursuant to Public Chapter #587 and Senate Bill No. 2048, any person who has contact with school children and/or access to the grounds of a school when children are present, must be fingerprinted and submit a record of

clearance from the Tennessee Bureau of Investigation. Explanations of how this is to be completed will be given to you.

TERMINATION OF STUDENT TEACHING: A teacher candidate whose progress or behavior is considered unsatisfactory will, upon the recommendation of the Bethel supervisor, the Division Chair, and the Academic Dean, be withdrawn from the student teaching program. A grade of Withdrew Passing or Withdrew Failing will be recorded by the supervising professor.

A student cannot withdraw from student teaching unless granted special permission by the Director of Student Teaching and Field Experiences and/or the Academic Dean of Bethel University.

TRANSPORTATION: It is the teacher candidate's responsibility to arrange for transportation to the student teaching site.

VACATIONS: The teacher candidate will normally follow the vacation schedules of the school systems to which they are assigned. Student teaching assignments will normally extend through Bethel's final exam period, but the student teaching may begin before the Bethel University semester begins.

VISITS FROM YOUR BETHEL SUPERVISOR: Your Bethel supervisor will visit you periodically during the student teaching. Usually, a visit will be made early in the period before you assume the complete teaching responsibility. Additional visits will be made when you are teaching. The total number of visits made will depend on your progress. Generally, a minimum of six visits will be made (three at each placement). You should keep your Bethel supervisor informed of your schedule so that the supervisor can attempt to schedule visits when observations can be made on your teaching performance.

STUDENT TEACHING REQUIRED ACTIVITIES AND PROJECTS

Unless otherwise noted each assignment will be completed at each teaching site.

1. Keep a **STUDENT TEACHING NOTEBOOK** with dividers for each of the following sections: log, journal, lesson plans, reports on required activities, school and classroom information (such as schedules), and seminar notes. Keep the notebook up-to-date every day. Have your notebook with you every day at school and at seminar. Make your notebook available to your Bethel supervisor at any time.
2. Keep a **LOG** showing the number of hours spent in school or in school meetings each day. Have your Supervising Teacher initial the log entries for each week and sign the finished log at the end of the term.
3. Keep a **JOURNAL** or diary of significant events, impressions, reactions, concerns, and/or questions. Write an entry after each day of student teaching.
4. Write **LESSON PLANS**, using an appropriate format, for each lesson each day. Have your supervising teacher initial each plan *at least one day prior to its use*.
5. Develop a **FILE** of the materials you acquire that could be useful to you as a teacher.
6. **OBSERVE and INTERVIEW** one or more other professional teachers at each teaching site. (Total observation time should be approximately two to six hours during the last week(s) of student teaching.) Write a summary and reaction after each visit.
7. Attend all **SCHOOL FUNCTIONS** such as faculty meetings, in-service, PTO/PTA, etc., that occur at each site during student teaching.
8. Attend **at least one SCHOOL BOARD** meeting and write your observations and reactions in your student teaching notebook.
9. Attend **BUS DUTY** or other supervision duty with your supervising teacher(s). If your teacher does not have this type of duty, attend with another teacher at least once at each site.
10. Plan and have students participate in at least two **STUDENT-CENTERED** activities; one such activity should be completed at each placement. These activities include, but are not limited to, learning activity packets, learning centers, circuit training, web searches, interactive bulletin boards, and/or independent study projects.
11. Maintain **MEMBERSHIP in STEA** during your student teaching.
12. Assist the supervising teacher(s) with **INDIVIDUALIZED INSTRUCTION**, following individualized education program (I.E.P.) guidelines.
13. Complete a **UNIT ANALYSIS** as described using the **FRAMEWORK FOR EVALAUTION AND PROFESSIONAL GROWTH** model.
14. Complete any **OTHER ASSIGNMENTS or SPECIAL REQUIREMENTS** made by your Bethel supervisor, your supervising teacher(s), or the Division Chairperson

SUGGESTED SEQUENTIAL PLAN FOR STUDENT TEACHING

The plan for student teaching provides for the gradual induction of the student teacher into teaching. The development of the sixteen-week sequential plan should be a cooperative effort by the supervising teacher and teacher candidate. Defined by weeks, the **plan may be modified as necessary to meet special needs and circumstances**.

The actual sequence of experiences in each situation will depend upon the teacher candidate's readiness to increase responsibilities from week to week and upon the completion of lesson activities already under way in each class. The supervising teacher is responsible for pacing the sequential plan, with input from the teacher candidate and advice as needed from the Bethel supervisor.

WEEK ONE

OBSERVATION: Observe in supervising teacher's classes, learning names and pertinent information about students, techniques used, and materials used.

TEACHING: Tutor one student or a small group of students, teach one phase of a lesson, or teach a lesson planned by the supervising teacher. Assume the responsibility for teaching one or two classes (or subjects in elementary classrooms) by the second or third day. During these first days of teaching the teacher candidate may teach from the supervising teacher's lesson plans or write his or her own plans, as approved by the supervising teacher. **Teaching plans are to be initialed (to indicate approval) by the supervising teacher at least 24 hours ahead.**

PARTICIPATION: Assist the supervising teacher in collecting papers, checking roll, organizing groups, and *be involved in some participation from the first day.*

PLANNING: Plans for next week's teaching are developed cooperatively with the supervising teacher.

CONFERRING: Confer daily with the supervising teacher regarding mutual expectations and plans.

DAILY CLASS SCHEDULE: Provide a copy of your daily class schedule to your college supervisor on the first visit or during the first seminar.

WEEK TWO

OBSERVATION: Continue to assist in supervising teacher's classes.

TEACHING: Continue planning and teaching, adding classes until teaching all day. Increase participation in class or subject for which the teacher candidate will next assume responsibility. Assume the responsibility for planning and teaching additional classes.

PARTICIPATION: Increase participation activities to include instructional, routine, and supplemental non-teaching activities.

PLANNING: Continue cooperative development of plans with teacher candidate assuming responsibility for some classes. The supervising teacher should check all plans for acceptability.

CONFERRING: Confer continuously with the supervising teacher for the purpose of planning and evaluation.

WEEKS THREE AND FOUR

OBSERVATION: Continue various types of observations as time permits. Observation should decrease as teaching responsibilities increase.

TEACHING: By Week Three the teacher candidate will be teaching all of the supervising teacher's classes.

PARTICIPATION: Continue participation in all areas of the teacher's responsibility, including paperwork and duty assignments.

PLANNING: Plan as necessary for increased teaching responsibility.

CONFERRING: Continue conferences as needed.

WEEKS FIVE THROUGH EIGHT

OBSERVATION: Observation should be minimal since the teacher candidate has assumed a full schedule of teaching.

TEACHING: The teacher candidate assumes a full schedule of teaching, including classes and other assignments (homeroom, bus duty, etc.)

PARTICIPATION: Participation as necessary for increased responsibility.

PLANNING: Planning as necessary for increased teaching responsibility. The supervising teacher is to initial all lesson plans at least 24 hours ahead of scheduled teaching time.

CONFERRING: Daily conferring with the supervising teacher for the purpose of planning and continuous evaluation.

WEEK SEVEN

Gradually return teaching responsibility to the supervising teacher so that the teacher candidate's responsibility is concluded by the end of the teaching assignment. Observation in different classrooms equal to a total of one half day is recommended during the last week of student teaching. These arrangements should be completed with the advice, approval and assistance of the supervising teacher.

WEEKS EIGHT THROUGH FIFTEEN

Repeat the schedule used for teaching at site one, as outlined above. Make adjustments as necessary for student teaching at site two.

ROLES AND RESPONSIBILITIES: THE TEACHER CANDIDATE

The teacher candidate has the responsibility to:

Recognize that he or she is a guest in the school.

Be familiar with and abide by the rules, regulations, and expectations of the school, including expectations concerning dress, behavior, etc.

Become familiar with the cooperating school, its community, faculty, organization, regulations, curriculum, and physical plant.

Make his or her day the same as that of the supervising classroom teacher regarding length of the school day, extra-curricular assignments, duties, etc.

Know definitely what the expectations are of the supervising teacher and the Bethel supervisor.

Attend and participate in all school functions to which he or she is invited: faculty meetings, in-service workshops, parent conferences, etc.

Be punctual and dependable.

Notify the supervising teacher, school office, and Bethel supervisor if he or she must be absent.

Develop written plans for all classes and activities for which he or she is responsible and have the plans approved by the supervising teacher prior to their implementation.

Accept the supervising teacher's decisions regarding the material to be covered and the method of presentation. Recognize that the supervising teacher is legally responsible for the class.

Gradually assume full classroom teaching responsibility for at least six weeks (three weeks or more at each site).

Endeavor to establish and maintain effective professional working relationships.

Have a receptive attitude toward suggestions and constructive criticism.

Handle confidential information (student records, etc.) in a professionally responsible manner.

Adhere to the NEA "Code of Ethics of the Education Profession." (See page 24)

Attend all teacher candidate seminars and any other events scheduled or assigned by the Bethel supervisor.

ROLES AND RESPONSIBILITIES: THE SUPERVISING CLASSROOM TEACHER

The supervising teacher has the responsibility for:

Supervising and guiding the student teaching experience.

Working with the Bethel supervisor in planning experiences for the teacher candidate.

Preparing a climate of acceptance in the classroom and in the school for the teacher candidate.

Providing feedback regarding performance to the teacher candidate on a regular basis (at least once a week).

Assisting the teacher candidate as needed in completing the "Required Activities" to the satisfaction of the Bethel supervisor.

Reporting any serious problem to the building administrator and/or the Bethel supervisor.

Participating in the evaluation of the teacher candidate by conducting formative evaluation checks (not for official files) and a summative evaluation form at the end of the student teaching experience (to be placed in official files).

Monitoring, assisting, and evaluating the teacher candidate as a novice rather than as an experienced teacher.

Providing adequate on-site planning time (for instance, a planning period equal in length to that of regular faculty members).

NOTE: See "Questions and Answers for Supervising Teachers" starting on page 21.

ROLES AND RESPONSIBILITIES: THE SCHOOL ADMINISTRATOR

The school administrator has the responsibility for:

Assigning teacher candidates to competent and effective supervising teachers who have at least four years teaching experience, are fully certified in the subject area in which they are supervising a teacher candidate, and who are interested in working with a teacher candidate.

Orienting the teacher candidate to the school, including policies, rules, regulations, etc., and to the mores and expectations of the community.

Developing faculty understanding of the student teaching program.

Developing school-community understanding of the student teaching program.

Assisting, if needed, with gathering of completed evaluation forms and forwarding them to the Bethel supervisor.

Insuring that student teachers are not required to **substitute** teach in any class, for any length of time.

ROLES AND RESPONSIBILITIES: THE UNIVERSITY SUPERVISOR

The Bethel supervisor has the responsibility to:

Interpret the Teacher Education Program of Bethel and serve as a liaison between the University and the public school system.

Orient the teacher candidate and the supervising classroom teacher to the student teaching program, responsibilities of those involved in student teaching, required activities, procedural matters, etc.

Work closely with the supervising teacher in guiding the student teaching experience and be available to assist in case of questions, concerns, or problems.

Visit the teacher candidate a minimum of six times during the fifteen-week term.

Conduct a minimum of six conferences with the teacher candidate, at least four of which include the providing of feedback regarding of teaching performance.

Provide assistance to the teacher candidate in such areas as:

- a. knowing how, when, and by whom the student teaching experience will be evaluated
- b. developing his or her own teaching style and techniques
- c. planning lessons and writing lesson plans
- d. presenting material in different ways
- e. managing student behavior
- f. meeting individual differences of students
- g. evaluating student learning
- h. using information gained from evaluation of student learning to improve his or her teaching
- i. improving communication skills: grammar, usage, voice control, enthusiasm, etc.
- j. giving directions
- k. conducting class discussions

Monitor, review, and approve the teacher candidate's log, journal, lesson plan writing, and all other required student teaching activities.

Obtain completed and signed evaluation forms and submit the completed forms to the appropriate office.

QUESTIONS AND ANSWERS FOR SUPERVISING TEACHERS

1. How soon should I let the teacher candidate start teaching?

The teacher candidate should begin to assume a helping role on the very first day. By the end of the first week the teacher candidate should take over one or more classes. During the first days you may want to teach the lessons yourself but let the teacher candidate conduct parts of it, or you may want to do the planning and let the teacher candidate do the teaching from your plan. Use your judgment on this as you get to know the teacher candidate. Most teacher candidates are anxious to get started. If your teacher candidate seems reluctant, give him/her a prod.

2. What forms must I fill out?

The final evaluation is the only form that is essential other than documentation on the student teacher's log sheet. We would like for you to help with formative evaluation, too, by completing an evaluation form or forms during the student teaching, but you may do this formative evaluation using informal conferencing. This type of evaluation will help the student to know his/her strong and weak points so that corrective measures can be taken. We know that you have too much paperwork already, so we try to keep it to a minimum.

3. Are teacher candidates expected to be here all day?

The teacher candidate should serve the same hours as those teachers employed by the school. No teacher candidate is allowed to come in late or to leave early. Teacher candidates should be available before and after school for meetings, conferences, or any functions that other teachers are required to attend.

4. How often will the Bethel Supervisor be coming?

The Bethel Supervisor will come to your class a minimum of three times. Since the teacher candidate will serve in two sites, this will mean a minimum of six visits for the teacher candidate. Additional visits will be scheduled as you, the teacher candidate, or the Bethel supervisor sees fit. Usually these visits are scheduled ahead of time with the teacher candidate who will inform you of the date and time. We try to avoid surprise visits.

5. How, specifically, will the Bethel Supervisor operate?

Each Supervisor operates a little differently. Generally, though, we try to make three or more visits to the student teaching site. During the first visit, early in the student teaching experience, we do little or no observing of the student. This visit is for discussing needs, answering questions, and making plans with you and the teacher candidate. During the second and third visits we concentrate on formative evaluation of the teacher candidate. At each visit we look for strong and weak points in the teacher candidate's performance. At a post-observation conference the teacher candidate and the

Supervisor will plan corrective measures for each weakness. The Supervisor will want a brief conference with you, as well, for getting your input on strengths and weaknesses that need to be addressed and for discussing strategies that will help the teacher candidate.

6. Should I stay in the room when the teacher candidate is teaching?

This is really up to you and them. Most teacher candidates need the assurance of your presence the first few days. After that you can decide when you are needed in the classroom (during special activities that may get out of hand, for instance). If you feel a need to stay in the classroom all the time after the student has assumed most or all of the classes then the teacher candidate may have a problem that we need to address. If there is a problem, we will try to correct it. If all is going well, the teacher candidate needs you to leave the room sometimes so that she/he can develop some self-assurance about her/his abilities to operate alone.

7. What does Bethel expect from me?

There is a list of responsibilities for supervising teachers in this handbook. Mostly, however, we just expect you to be a good role model and mentor for this novice teacher.

8. Will the Bethel Supervisor tell me when he/she is coming?

Usually the Supervisor will make arrangements for the visit ahead of time with the teacher candidate. The teacher candidate will inform you of the day and time of the scheduled visit. Occasionally the Supervisor may need to make an unannounced visit. These will be kept to a minimum and avoided when possible.

9. Should I let the teacher candidate write his/her own plans or can he/she use mine?

Your first responsibility is to your students, so you need to make the long-range plans (for instance, what units are to be taught and in what sequence). During the first days of the teacher candidate's experience you may want to write the daily lesson plans but let the teacher candidate execute them. Try to turn the lesson writing responsibility over to the teacher candidate as soon as possible, however, so that he/she will develop the skills for effective planning when he/she has a class of his/her own. You should look over every student-written plan to make sure the appropriate objectives will be met. Please initial each lesson plan so the Bethel Supervisor will know that the student is obtaining your approval before proceeding with each plan. Our teacher candidates are required to write very detailed plans using the Lesson Design Model when teaching a lesson that will be formally observed by the Bethel University Supervisor.

10. How should I introduce the teacher candidate to the class?

Please introduce the teacher candidate to the class as soon as possible. Use Mr., Mrs., or Ms. _____ and then say whatever you wish.

11. What should I do if the teacher candidate presents incorrect information to the class?

Talk to the teacher candidate immediately after class. Insist that the information be corrected the next time the class meets. Treat the teacher candidate the way you would want the principal to treat you if you made a mistake.

12. Should I give negative feedback, or just positive feedback?

You should give the teacher candidate both positive and negative feedback. We aren't doing them any favors by neglecting to talk about their weaknesses. They need to know about their weaknesses so they can correct them.

13. How many extracurricular activities should I get the teacher candidate involved in?

Use your own judgment about this. We want teacher candidates to be as involved as the rest of the staff.

14. Can the teacher candidate be my substitute if I am absent from school?

State regulations prohibit teacher candidates from doing substitution work during the student teaching semester. If you have to be absent the school will need to hire a substitute to cover your classes. The teacher candidate should do the actual teaching during your absence, however, since you and the teacher candidate will have made the plans for teaching.

Code of Ethics of the Education Profession, Adopted by 1975 Representative Assembly, National Education Association¹

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal education opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. *The Code of Ethics of the Education Profession* indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this *Code* shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from the independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from the conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the bias of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program

¹Reprinted by permission of the National Education Association, Washington, D.C.

- b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
 8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in the prevent of the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional service or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.