

TEACHER EDUCATION

STUDENT HANDBOOK

2010-2011



Issued To: _____

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

**BETHEL UNIVERSITY
TEACHER EDUCATION STUDENT HANDBOOK**

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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 (Interim)

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

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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: _____