

Teacher Education Handbook

Becoming teachers who teach boldly in a changing world



through an ethic of care and critical reflection

**Teacher Education Program
Eastern Mennonite University
2025-2026**

www.emu.edu/education

Updated August 2025

Welcome to Teacher Education At Eastern Mennonite University

The mission of the EMU Teacher Education Program is to prepare competent, caring, reflective practitioners who advocate for children and youth, develop caring learning environments, initiate and respond creatively to change, value service to others, and teach boldly in a changing world through an ethic of care and critical reflection.

The teacher education program subscribes to a Reflective Teaching Model informed by constructivist and critical reflective theorists and grounded in the principles and values of Restorative Justice in Education (RJE). Preservice teachers will have the opportunity to develop as educators through active learning, as they reflect upon their values, beliefs, knowledge, thoughts, and actions. They should expect to be challenged to examine their assumptions about teaching and learning as they participate in an environment of inquiry and collaboration.

Teachers have the capacity to help shape the future, not only the future of the students they teach, but the future of our society as well. They serve as models of relational health and curiosity, pursuers of justice and peace, and leaders in their communities.. For this reason, each teacher needs to develop a positive self-concept, uphold the dignity of others, and believe in the mutual interdependence of people.

Teacher education at Eastern Mennonite University offers the opportunity to change and grow. Teacher education faculty members believe that the effectiveness of a teacher is about character, identity, values, and commitments – not simply knowledge or skills. Preparation for teaching is dynamic and life-long. As teacher educators, we are seeking to model this journey of openness and continuous growth, both personally and professionally.

We welcome you to walk with us on this journey. As you have questions and concerns, many of which will not be addressed in this handbook, please feel free to stop by the education program office. We anticipate a rewarding journey ahead!

Sincerely,
Kathy Evans, PhD.
Director of Undergraduate Teacher Education

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What is the Purpose of the Handbook?

This handbook provides guidance for the teacher education program at EMU. Blank copies of curriculum outlines and 4-year plans are available on myEMU. Records of academic progress are maintained by the registrar's office and are accessible to students and advisors on myEMU. It is the mutual responsibility of preservice teachers and their advisor to plan their academic program.

This handbook also provides a conceptual framework for teacher education at EMU and is organized so that teacher candidates can quickly identify the important procedures and policies, which govern EMU's Teacher Education Program.

The teacher education program is located on the second floor of the Campus Center. The telephone number is (540) 432-4142.

The primary education classrooms (CC 201 and CC 203) are located on the south end of second floor, of the Campus Center and are adjacent to the teacher education program offices. The Computer Lab (CC 234) is also located on the second floor, and is available 24/7 with a scanner and printer. These rooms are available for teacher education students to work on projects. Additional space is available in the Curriculum Materials Center in the lower level of Hartzler Library.

Teacher education students are welcome to stop by the education program office for clarification of any information, especially in the area of licensure requirements.

What Teacher Education Programs Does EMU Offer?

Initial Endorsement Areas

Early/Primary Education, PreK-3*
 Elementary Education, PreK-6
 Biology, 6-12
 Chemistry, 6-12*
 Computer Science, 6-12
 English, 6-12
 English as a Second Language, PreK-12
 Health and Physical Education, PreK-12*
 History and Social Science, 6-12
 Mathematics, 6-12
 Foreign Language: Spanish, PreK-12
 Music Education: Vocal/Choral, PreK-12
 Instrumental, PreK-12
 Visual Arts, PreK-12

Add-on Endorsement Areas

PreK-6 Special Education
 Journalism

Para-Professional Program

Para-professional, teacher assistant PreK-3

Education Studies Minor

Minor in addition to any degree program

Master of Arts in Education Initial Endorsement Area

Teaching English as a Second Language, PreK-12

The Council of Higher Education in Virginia authorized the education program on May 9, 1995 to enroll students in Master's-level course work. Formal enrollment in EMU's Master of Arts in Education program began January 1996.

Program course requirements for each teacher education program can be found in the Eastern Mennonite University Undergraduate Catalog. EMU students enrolled in each teacher education program are in regular contact with K-12 students through placements in the schools, beginning in the first year. Travel expenses incurred for field experiences, including student teaching, are the responsibility of the preservice teacher. Practicum honoraria incurred for field experiences and other supplemental course materials are billed by the EMU business office. A complete list of course fees is found in Appendix F. All fees are set by COTE.

*This program is no longer accepting new students; current students will be able to complete their program.

What is the Context for Teacher Education at EMU?

Background/Accreditation

Eastern Mennonite University, founded in 1917 in Harrisonburg, Virginia, grew from a small academy to a four-year, fully-accredited, liberal arts university of more than 1,500 students. EMU has been preparing teachers since 1948, when the four-year program began. Today about 10% of all EMU undergraduates are enrolled in a program leading to licensure.

Eastern Mennonite University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. For information regarding accreditation status, contact the Commission at 1866 Southern Lane, Decatur, GA 30033; telephone 404-679-4500. The university is certified to operate by the State Council of Higher Education for Virginia.

The teacher education program at Eastern Mennonite University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), <http://caepnet.org>. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. All licensure programs are approved by the Virginia Department of Education. The English as a Second Language and Reading Specialist programs at EMU Lancaster are approved by the Pennsylvania Department of Education.

The Core Curriculum

Teacher education at EMU within the context of liberal arts calls for an education centered on the arts, sciences, and intercultural studies. As an integral part of the *Core Curriculum*, EMU students benefit significantly through intercultural studies. The *Core* framework detailed in the EMU academic catalog shows the complementary interaction of liberal arts, specialty studies, and professional studies courses. Central to the professional studies core are field experiences and reflective teaching practice.

EMU's general education curriculum is called the CORE and is undergoing revision to become the Pathways curriculum. You can review the catalog for more information (<https://emu.edu/catalog/>).

The EMU Core or general education curriculum offers each EMU student a background in EMU values, an overview of the liberal arts, as well as professional and social development. EMU value-based student learning outcomes include Power & Equity, Environmental Sustainability, Intercultural Understanding, and Faith & Meaning. Professional and social development student learning outcomes include Communication, Innovative & Applied Learning, Integrative Learning, and Reflective Collaboration.

Learning and caring are viewed as interactive processes shaped by commitment to Christian Liberal Arts ideals. Preparation for working with diverse populations in an ever-changing cultural and global context requires teachers who are knowledgeable, value human relationships, and are sensitive to racial, cultural, economic, ability, and gender differences.

The preparation of a competent beginning teacher requires university-wide participation and responsibility. All programs offering endorsements share in the determination of policies and programs through the Committee on Teacher Education (COTE). The Teacher Education Program and the Graduate Teacher Education Program Directors provide administrative leadership for the program.

What is the Conceptual Framework of Teacher Education?

The **Conceptual Framework** articulates a shared vision for Eastern Mennonite University's Teacher Education Program in its efforts to prepare educators for P-12 classrooms. The Conceptual Framework, in alignment with state, national, and specialized professional association standards, provides direction for Teacher Education's programs, courses, teaching, candidate performance, scholarship, service, and educator preparation provider accountability. Included in the Conceptual Framework is an articulation of the Teacher Education Program's particular perspective, which will characterize EMU's teacher pre-service and Graduate Teacher Education graduates.

EMU's Mission, Vision, Values

What does the Lord require of you, but to do justice, love mercy, and to walk humbly with your God? — Micah 6:8

Mission

EMU prepares students to serve and lead in a global context.

Our community of learning integrates Christian faith, academic rigor, artistic creation and reflective practice informed by the liberal arts, interdisciplinary engagement, and cross-cultural encounter.

Vision

We will open new pathways of access and achievement for all students who aspire to grow as unifying leaders equipped with intercultural competence, oriented toward peace and justice, and rooted in an active faith modeled on the life and teachings of Jesus.

Values

We the community of learners – students, faculty, and staff – of Eastern Mennonite University value:

Academic Excellence

As a teaching university, we prioritize student learning. Our approach to teaching and learning is equitable and engaged as we seek to inspire curiosity, creativity and academic achievement.

Peace and Justice

As a leader in peacebuilding, conflict transformation, and restorative justice, we pursue peace by teaching and practicing justice and equity, intercultural understanding, and environmental sustainability. We value diversity and seek to form unifying, inclusive leaders.

Active Faith

As a community, we seek to embody faith in action and serve and learn together to repair harm and restore hope. Shaped by Anabaptist-Mennonite beliefs and practices and the life and teachings of Jesus, we practice compassion, mutual love, and appreciation for the diversity of religious and cultural expressions represented in our community.

Mission and approved by EMU Board of Trustees, June 23, 2017

Vision approved by EMU Board of Trustees, November 9, 2019

Values approved by EMU Board of Trustees, June 14, 2024

What Mission and Beliefs Guide the Teacher Education Program?

The mission of the EMU Teacher Education Program is to prepare competent, caring, reflective practitioners who advocate for children and youth, develop caring learning environments, initiate and respond creatively to change, value service to others, and teach boldly in a changing world through an ethic of care and critical reflection.

The teacher education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective educators will offer healing and hope in a diverse world.

The mission and vision are based on the following beliefs:

- We believe in the integration of Anabaptist principles within the profession of teaching emphasizing community, caring relationships, service to others, peacebuilding and conflict transformation, and stewardship of resources.
- We believe that candidates are best prepared through a rigorous liberal arts program that seeks connections across disciplines and cultures.
- We believe in a reflective teaching model that cultivates inquiry in teaching, promotes an ethic of care, and ensures learning for each learner.
- We believe in the integration of theory and critical reflective practice through purposeful and systematic experiences in university classrooms and field placements within P-12 settings.
- We believe that candidates have the power to serve as collaborative change agents with an ethical obligation to meet the needs of each learner.
- We believe that it is important for all candidates to respect and value cultural diversity, and to relate to students and communities in culturally appropriate ways.
- We believe that faculty nurture, model, and enact the qualities expected of candidates through engagement with the departmental learning community and broader professional contexts.

What are the Knowledge Bases that Inform the Conceptual Framework?

Positioned in a university with religious and cultural roots in an Anabaptist tradition, the education program acknowledges and confronts the changing and complex nature of schooling and schools. Aware that education has promise to build democracy and increase societal equity, we also recognize that systematic tendencies often allow schools to perpetuate unjust racial and class divisions, as well as other inequities. In our work with candidates and in our collaborative scholarship, we seek to address the tensions embedded in teaching and learning with an ethos of care, a commitment to justice, and a critical and sustaining hope. These commitments are anchored in religious and moral values embraced by Anabaptists for nearly 500 years and informed by educational theorists and theories including, but not limited to, John Dewey, Lev Vygotsky, Paulo Freire, Nel Noddings, Jeffrey Duncan-Andrade, Gloria Ladson-Billings, and Jerome Bruner. As we prepare teachers for a changing world, a world that is increasingly technological, multicultural, postmodern, and secular, we do so by incorporating the distinctive themes of Anabaptist faith into the ethos and pedagogy of education (Roth, 2011). We also work with a keen awareness that “teachers who re-imagine teaching as a set of critical practices disrupt the normative patterns of society and open up spaces for new voices to be heard” (Leland & Harste, 2000, p. 6).

The ultimate goal of teacher education at EMU is to provide learning experiences through which each candidate develops a stance of inquiry leading to informed, theoretically grounded, pedagogical decision-making. Embedded in this stance, as defined by Cochran-Smith and Lytle (2009), is the expectation that practitioners in education “work in alliance with others to transform teaching, learning, leading, and schooling in accordance with democratic principles and social justice goals” (p. 118). It is in keeping with Anabaptist theology embodied at EMU that beliefs are synonymous with actions. The EMU teacher education program demonstrates the related conceptual understanding of teaching as praxis, a problem-posing cycle of learning, acting, and reflecting on that action, espoused by Freire (1970) and built upon by a range of theorists. Critical praxis as a model of teaching and learning is not only about theory informing practice, but also about practice informing theory (Yost, Sentner, & Forlenza-Bailey, 2000). According to Freire (1970), praxis is “reflection and action upon the world in order to transform it” (p. 51). Thus, it is the aim of the EMU program to foster candidates who integrate theory and practice in dynamic ways for the purpose of transforming teaching and learning, schools, and communities.

This dynamic concept of transformative teaching and learning as the enactment of critical praxis is complex and multi-faceted. Nurturing candidates as they experience and develop a model of teaching and learning in this way involves richly layered strands of program coordination. The development of this stance is shaped and supported by the program's philosophical foundations in an ethic of care, restorative justice in education, constructivism, reflective practice, and expanding literacies for the 21st century.

An Ethic of Care

The university's general education framework is drawn from the biblical text Micah 6:8, which calls us "to do justice, love mercy, and walk humbly with God." The teacher education program is committed to culturally responsive teaching (Gay, 2018; Ladson-Billings, 2009), peacebuilding (Lantieri & Patti, 2002), and restorative justice in education (Evans & Vaandering, 2022; Amstutz & Mullet, 2005) in which critical caring within just relationships is paramount. We expect our candidates to reflect a willingness to listen and attend differentially to student needs and to promote school environments where students are treated with respect and learn to treat one another with respect (Lantieri & Patti, 2002). Regardless of cultural, intellectual, or gender differences, an ethic of care respects the multiple talents and capacities of all individuals and preserves the dignity of all persons. Rather than viewing students through a cultural deficit lens, culturally responsive teachers acknowledge, value, and incorporate students' backgrounds, knowledge, and experiences into their instruction (Ladson-Billings, 2009). We aim to prepare teachers who will successfully enact an ethic of care as they nurture student-oriented classroom communities focused on student learning (Caldwell, 2008).

Caring is a way of being in relationship with others (Noddings, 2005). Goldstein (2002) believes that "the ethic of care provides a way of thinking about caring that repositions the concept, transforming it from a personality trait to a deliberate and decisive act" (p. 16). Noddings (2003a) distinguishes between the concepts of *caring for* and *caring about* and describes *caring for* as a reciprocal, responsive, and relational transaction between the *carer* and the *cared-for*. In contrast, *caring about* is a response to an idea or large, distant group of people, such as caring about starving children in another country. In *caring for*, the teacher meets the needs of students with diverse interests and abilities (Noddings, 2003b). Gay (2018) describes this caring as "multi-dimensional responsiveness" which places "teachers in an ethical, emotional and academic partnership...anchored in respect, honor, integrity, resource-sharing, and a deep belief in the possibility of transcendence" (p. 69). Katz (2007) characterizes this concept of *caring for* as "professional caring" in which the teacher cares for the student as a learner.

Such caring is not simple or rhetorical; critical care requires action. It moves intentionally beyond what Duncan-Andrade (2009) identifies as "false caring" through which "the more powerful members of the relationship define themselves as caring despite the fact that the recipients of their so-called caring do not perceive it as such" (p. 183). Many educators care about students; EMU's teacher education program recognizes that meaningful caring requires that educators "stand firm against racism, injustice, centralized power, poverty and other gross inequities throughout society for it is these conditions that diminish the dignity and debilitate the hopes of too many young people" (Beane & Apple, 2007, p. 13). Teachers who embody and enact culturally responsive caring demonstrate "an unequivocal belief that marginalized students not only can but *will* improve their school achievement under the tutelage of competent and committed teachers who *act* to ensure that this happens" (Gay, 2018, p. 69).

Caring is also enacted through restorative approaches in education (Amstutz & Mullet, 2005; Evans & Vaandering, 2022). A restorative framework relates both to nurturing relational behaviors in school settings and to building inclusive school communities. Recognizing that the aim of the teacher is to engage each student as learner, EMU teacher education nurtures candidates in valuing school discipline that mediates wrongs and restores relationships among all participants in the learning community. Also aware that differences in culture, ethnicity, race, skill, ability and behavior create rich and vibrant learning experiences, EMU candidates are nurtured to demonstrate caring by attending to the needs of all learners and the contributions of each to the learning community.

An ethic of care shapes many aspects of teacher education at EMU. It informs our program outcomes and the development of candidates' knowledge, skills, and dispositions. For example:

- Care about Scholarship requires that teachers understand and master the central concepts, tools of inquiry, and structures of the discipline(s) in order to engage students in meaningful learning.
- Care about Inquiry requires critical thinking about theory and practice, ethics and values, personal reflection and conduct.
- Care about Professional Knowledge requires that teachers reflect on their practice to improve student learning as well as to employ instructional strategies to further develop students' critical and creative thinking skills.

- Care about Communication requires attention to detail in written and spoken language as well as a desire to listen and understand others with appreciation for the cultural dimensions of communication. Technology and media are used to facilitate student learning.
- Care about Leadership requires professional development and transforming approaches to education through advocacy for children and youth.

Restorative Justice in Education

Restorative Justice in Education (RJE) serves as an underlying philosophy of the teacher education program, guiding both our curriculum and our pedagogy. RJE is viewed as a holistic approach to promoting school climates characterized by relational pedagogies, trauma-informed and resilience-fostering practices, justice and equity, repair of harm, and conflict transformation. RJE is grounded in a set of values and principles that guide the implementation of practices that impact the overall school culture. Those values include respect, dignity, mutual concern, and the belief that all people are worthy of being honored and valued (Vaandering, 2011, 2014). Stemming from these values are three core components: nurturing healthy relationships, building processes that support the repair of harm and the transformation of conflict, and supporting learning environments characterized by justice and equity (Evans & Vaandering, 2022).

The relational nature of RJE includes an “interconnection and interdependence” (Pranis, 2007) between and among all members of the learning community, including students, teachers, administrators, staff, parents and caregivers, and the local community. Healthy relationships are essential for effective learning; those relationships must be built, nurtured, and sustained by intentional practices, such as Circle processes (Boyes-Watson & Pranis, 2015), social-emotional learning, active listening, and conflict resolution and resilience-fostering practices. Relational pedagogies have historically been a part of the educational philosophy of the teacher education program, drawing deeply on Nel Noddings’ (2005) ethic of care as a framework for nurturing a relational pedagogy. Likewise, social and emotional learning, listening to students (see, for example, Cook-Sather, 2009), and effective communication are included in RJE initiatives as a way to promote healthy relationships.

Even the healthiest of relationships can experience conflict and harm; when relationships go awry, RJE provides a way forward by providing practices, grounded in the core values, for making things right, meeting the needs of those impacted by harm, and restoring connection when possible (Evans & Lester, 2013). As such, we view conflict as potentially transformative, providing learning opportunities and raising awareness of underlying issues or unmet needs that can create or accelerate conflict (Johnson & Johnson, 1996). For example, many of the students who commit violent acts in school or who are described as defiant have themselves been victims of trauma, cycles of violence committed against them, or other injustices. Sometimes, they have experienced school as an unsafe and unsupportive place (Evans & Lester, 2012). RJE resists punishment as a solution to any of these types of cycles and instead sees punishment as exacerbating the feelings of victimization, increasing the harm, and escalating the conflict (Noguera, 2008). RJE stresses the ineffectiveness of punitive measures to address challenging behavior and recognizes that many behaviors are the result of escalating conflict, unmet needs, and unaddressed harm (Amstutz & Mullet, 2005).

Within the RJE framework, people’s experiences of justice and equity impact their sense of belonging within a community and in turn, impact their capacity to show up well in the learning environment. This is true for students and educators, parents and caregivers, and anyone else connected to the learning environment. Within RJE, and for us, justice is viewed as “honoring the inherent worth of all as enacted through relationship” (Vaandering, 2011, p. 307) where issues of power and domination are addressed (hooks, 2000; Vaandering, 2010). Equity, as opposed to equality where everyone is treated the same, can be defined as people getting what they need in order to experience well-being (Evans & Vaandering, 2022). Focusing on justice and equity in schools means that we actively respond to issues of oppression and marginalization, including those based on race, ethnicity, gender, economics, sexual orientation, religion, language, and ability. Drawing on the writings of Paulo Freire (1970) and bell hooks (2000, 2003), RJE schools and classrooms work to ensure that the “vulnerable are cared for, the marginalized are included, the dignity and humanity of each person in the educational setting matters, and everyone’s needs are heard and met” (Evans & Vaandering, 2022, p. 68).

Constructivism

The philosophical base for the teacher education program is further informed by the theory of constructivism. Constructivism is a ubiquitous term that represents both a theoretical position and a set of instructional principles. For example, Fosnot’s (1996) understanding of constructivism is primarily theoretical, driven by a post-structuralist understanding of psychological theory that “construes learning as an interpretive,

recursive, building process by active learners interacting with the physical and social world" (p. 30). Henderson's notion of constructivism, by contrast, represents a more pedagogical understanding, viewing constructivist instruction as "any deliberate, thoughtful, educational activity that is designed to facilitate students' active understanding" (Henderson, as cited in Fosnot, 1996, p. 9). The constructivist approach taken by the EMU teacher education program seeks to integrate theory and practice, recognizing the importance of both practice grounded in theory and theory practically applied.

While acknowledging various approaches to constructivist instruction, our conceptual framework is rooted in constructivist theory. Based on the foundational theories of both Piaget and Vygotsky, constructivists share the notion that learners are actively constructing their own understanding of concepts and are not mere recipients of knowledge that is passed along to them. While Piaget viewed this construction of knowledge as primarily occurring in the mind of the individual learner, Vygotsky (1978) emphasized the importance of social interaction in constructing knowledge. We value both perspectives and work to enhance the individual learning capacity of each student, while at the same time, acknowledging the sociocultural contexts of learning. This awareness of the "social, cultural, political embeddedness of teaching-learning is essential" (Gallagher, 2003, p. 132) and fosters the growth of transformative leaders, who not only engage in the realities of what exist but who also actively engage in social and cultural transformation.

Consistent with Vygotsky's sociocultural theory of learning, we view students and teachers as actively participating in a community of learners where knowledge is synergistically constructed through social interaction between all members of the learning community. In that the act of teaching cannot be distinguished from the act of learning, teachers using a constructivist approach see themselves as co-learners with their students and value the assets of each member of the learning community. While a variety of instructional approaches might be used within a constructivist framework, the primary emphasis is on student questioning, active learning, creative problem solving, and collaboration. In such learning communities, teachers and students alike take responsibility for assessing and solving problems collaboratively, not through mechanistic "cook book" recipes, but by asking, "What decisions should we be making," "On what basis do we make these decisions," and "What can we do to enhance learning?"

Reflective Practice

The philosophical base is also informed by the understanding that reflection is at the heart of practice (McEntee et al., 2003). Reflective practice is an "iterative process rather than a one-off event, involving repeated cycles of examining practice, adjusting practice and reflecting upon it, before trying it again" (Grushka, McLeod, & Reynolds, 2005, p. 239). The reflective process, both reflecting-in-action and reflecting-on-action (Schon, 1993), allows the teacher to create meaning around practice. The new understanding that comes from reflection acts as the starting point for adapting one's practice (Kahn et al., 2006). Reflective teachers are able to carefully examine and analyze their teaching with the goal of gaining new insight and understanding into their own teaching, which increases their own capacity for learning as knowledge, skills, and dispositions change, and use the new understanding to improve student learning (Costa & Garmston, 2002).

Such reflective action and teaching, seen as a cycle of critical praxis intended to transform, requires support and development for candidates over the span of the program. Coming to see teaching, learning, and schooling from multiple perspectives and defined by competing agendas creates cognitive dissonance for many becoming teachers. The literature suggests there is a strong tendency for candidates, despite the philosophies of their teacher education programs, to revert to the teaching styles they experienced as K-12 students (Yost et al., 2000). Duncan-Andrade and Morrell (2008) note that this return to familiar models reproduces what Freire (1970) calls the banking model. Through a combination of coursework, collaborative processes, individual reflection, and consistent practicum experiences throughout the program, our candidates are nurtured in critical reflection in order to see and respond to elements of schooling that often go unnoticed. The EMU program demonstrates commitment to developing critical reflection through which candidates move beyond descriptive awareness of classroom events to critical reflective action. Such action includes acknowledgement of productive tensions and transformative action in teaching and learning.

Critical reflection is the process of analyzing, reconsidering and questioning experiences within a broad context of issues related to social justice, curriculum development, learning theories, politics, and culture (York-Barr, Sommers, Ghore, & Montie, 2006). Critical reflection requires an acknowledgement that teaching can empower or oppress. With an intentional focus on critical reflection, teachers can begin to question their assumptions about power structures within the classroom, create conditions where all voices are heard and where educational processes are open to negotiation, and create connections between educational outcomes and students' values and experiences (Brookfield, 1995). It is through the application of critical reflection that caring

teachers will have the courage and competences to become effective agents for just learning communities (York-Barr et al., 2006).

Expanding Literacies for the 21st Century

We recognize that the teaching and learning of literacies for the 21st century is more complex and socio-culturally influenced than mastering a set of isolated and politically neutral language skills. Our program's concern for literacies is informed by works such as Heath's (1983) *Ways with Words* and the view that literacy, traditionally defined as reading and writing, is one aspect of an ethnographic understanding of communication. We also note the significant expansion of what counts as student literacy in and out of school settings as noted within New Literacy Studies (Gee, 1996; Street, 2001). Additionally, we share a growing concern for critical literacy and a commitment to literacy instruction that invites students to "read the world" (Freire, 1970). This rich foundation informs our attention to 21st century literacies including: technological proficiency with attention to equity, teaching within and across current educational tensions, and collaborative and ethical communications.

One aspect of technological proficiency in 21st century teaching is the functional use of a variety of technology tools (e.g. Smartboards, iPads, digital cameras, digital storytelling, blogging, online communities). Literacy skills for teaching and learning in the 21st century, however, are not limited to technological skills. Grabill and Hicks (2005) note, for example, that "writing instruction must equip students with the tools, skills, and strategies not just to produce traditional texts using computer technology, but also to produce documents appropriate to the global and dispersed reach of the web" (p. 305). Teaching and learning with powerful tools of technology are essential for our candidates but only in relation to the ways that evolving technological literacies are used to expand the production, analysis, and evaluation of texts.

Teaching also requires more subtle 21st century literacy skills. Effective and dynamic teaching requires that teachers enact what Hines & Johnson (2007) call "Systems Literacies" and "Strategic Literacies." The fluidity of the educational landscape requires that we prepare flexible, reflective, and critical educators who understand and enact hybridized approaches to teaching and learning in response to mixed messages. Such teachers recognize that school systems favor and disfavor theoretical approaches over time and position teachers and students within current dominant views. Shifts in the educational terrain are evidenced in overt political policies, in subtle sociocultural expectations, and in the rapidly evolving literacies of technology and media. With awareness of systems literacies and strategic literacies, we support candidates toward the goal of enacting teaching that simultaneously aims for theoretical ideals and attends to current (and shifting) realities.

In addition to technological proficiency and systems literacies, teaching and learning with 21st century literacy skills require collaborative and ethical community involvement. Our candidates will teach in educational climates that are changing. As Roth (2011) describes, "The context of our work is constantly changing, which requires communities to adapt and change in response. This means that healthy communities will always need to balance the inevitable diversity of individual difference and the constant reality of change with a deeper sense of coherence and a shared commitment to a larger whole" (p. 105). Understanding teaching as praxis involves posing and solving problems within communities and across cultural differences in a changing world. As candidates reflectively attend to deeply held and shared values, they must also be responsive to group dynamics in classrooms and in collegial groups. Such skills are not new to the demands of teaching, yet the dynamic nature of change, global community, and sustainability in the current era of education increase the value of a diverse range of teaching and learning literacies. EMU's candidates are teachers and learners who will employ a wide range of 21st century literacies to meet and adapt to a changing world.

What are the Candidate Performance Outcomes?

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) they teach
- demonstrate awareness and apply meaningful connections across disciplines and cultures

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

- evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts through critical reflection, problem-solving, and dialogue
- demonstrate teaching as praxis by drawing upon personal and collegial reflections to evaluate and revise practice

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- examine how educational legal and policy issues affect students', caregivers', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or caregivers of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for each student
- evaluate the effects of their actions on students, colleagues, and supervisors
- promote restorative approaches to peacebuilding in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for each student
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- view teaching as a vocation
- demonstrate resourcefulness and responsibility in creating just and equitable educational settings
- build productive and collaborative relationships with colleagues
- participate in opportunities for professional growth

What are the Dispositions?

Becoming teachers who teach boldly in a changing world through an ethic of care and critical reflection

The knowledge base and candidate performance outcomes provide the framework for dispositions that the education program seeks to develop in candidates.

Responsibility

1. Is punctual and consistent in attendance
2. Sets appropriate priorities and meets deadlines
3. Presents a growth mindset
4. Demonstrates mature judgment and regulates emotions
5. Takes responsibility for actions

Relationships

1. Listens actively to others
2. Demonstrates compassion and empathy towards others
3. Promotes justice in relationships
4. Willing to work with persons from a variety of perspectives and cultural/ethnic groups
5. Develops collaborative, positive relationships with peers and supervisors

Scholarship and Inquiry

1. Demonstrates curiosity/enthusiasm about learning
2. Asks pertinent questions
3. Applies knowledge in new settings or across settings
4. Analyzes and evaluates information across contexts
5. Considers issues from multiple perspectives

Reflective Action

1. Responds well to criticism or suggestions
2. Applies feedback to personal and professional growth
3. Demonstrates a sound decision-making process using self-reflection as well as other inputs
4. Self-assesses and evaluates progress
5. Sets realistic goals grounded in reflection

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NOTE: The above references are only representative of the total literature surveyed for program development.

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards & Learning Progressions for Teachers 1.0

Throughout the teacher education program, candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following four general categories: the Learner and Learning, Content, Instructional Practice, and Professional Responsibility.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents, and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC Model Core Teaching Standards: A Resource for State Dialogue (April 2011) & InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013)

<https://learning.ccsso.org/intasc-model-core-teaching-standards-and-learning-progressions-for-teachers>

Who are the Teacher Education Faculty?

The teacher education faculty at EMU is committed to purposeful change. The teacher education program faculty meets weekly for program coordination, planning, and evaluation. Professors hold memberships and offices in a number of professional organizations. Since the faculty is committed to professional growth and self-development, they continue to take graduate courses and participate in professional developmental workshops. Faculty members' experiences range from traveling and working in foreign countries to teaching in elementary and secondary schools to holding administrative positions. All faculty members have completed graduate work on various levels. The following faculty members have primary teaching assignments in the teacher education program:

Katherine Evans, Ph.D.

Program Director of Undergraduate Teacher Education
Professor of Teacher Education, Restorative Justice in Education
Jesse T Byler Endowed Chair

Paul J. Yoder, Ph.D.

Program Director of Graduate Teacher Education
Associate Professor of Teacher Education
Program Coordinator of Secondary Education

Ronald M. Shultz, Ph.D.

Associate Professor of Teacher Education
Director of Clinical Partnerships
Program Coordinator of Elementary Education

Barbara Wheatley, Ed.D.

Associate Professor of Teacher Education
Director of Assessment & Accreditation

Aundrea Smiley, Ph.D.

Assistant Professor of Teacher Education

Ericka Gingerich

Education Placement & Assessment Coordinator

Who are the Decision Makers?

Committee on Teacher Education

The Committee on Teacher Education (COTE) is an interdisciplinary advisory and policy-making council consisting of stakeholders who coordinate the total educator preparation program (EPP) of the institution. COTE meets four times a year, twice each semester. It consists of one representative from each of the licensure content areas (biology/chemistry, English/foreign language, history and social science, math/computer science, music, physical education, visual arts), a representative from graduate teacher education-Harrisonburg & Lancaster, the director of clinical partnerships, elementary/early childhood education faculty, secondary education faculty, three representatives from area public and private schools, two undergraduate candidates (6-12/PreK-12 and PreK-3/PreK-6/SPED), and one graduate candidate. The Program Director of Undergraduate Teacher Education and the Program Director of Graduate Teacher Education serve as co-chairs. To maintain communication between the teacher education program and the core curriculum, the Director of EMU's Core Curriculum holds a liaison role. COTE stakeholders systematically provide feedback and input into program evaluation, improvement, and decision-making activities.

The committee is supported by three subcommittees: the Teacher Education Admissions Committee (TEAC), the Assessment Committee (AC), and the Graduate Education and Action Research Committee (GEAR). These subcommittees evaluate policy on a systematic basis and make recommendations to COTE.

Teacher Education Admissions Committee

Screens Licensure Candidates

The Teacher Education Admissions Committee (TEAC) is composed of six persons, four of whom are elected from the Committee on Teacher Education (COTE), with the Program Director of Undergraduate Teacher Education serving as chair and ex-officio member. By virtue of the position, the Director of Clinical Partnerships is automatically appointed to the committee. The function of the Teacher Education Admissions Committee (TEAC) is to admit applicants to undergraduate teacher education, student teaching, and licensure graduate education.

TEAC usually meets four times a year to process candidates (August, December, March, and May.) Admission criteria for the undergraduate program is outlined in the Teacher Education handbook. Students are invited to meet with the director if their application is below criteria standards or if they wish to appeal a decision of TEAC.

Assessment Committee

Monitors the Assessment System

The Assessment Committee is charged with coordinating the development, implementation, and ongoing review of the Quality Assurance System (QAS). The Assessment Committee ensures that the EPP collects and analyzes data in a manner that ensures the data are used to improve candidates, programs, and the EPP. The Assessment Committee ensures that the QAS is aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards and creates proposals for revisions of the system. COTE approves policy revisions of the QAS.

Membership is composed of the Director of Assessment and Accreditation, a representative(s) from the Institutional Research Office, the Program Director of Undergraduate Teacher Education, the Program Director of Graduate Teacher Education, a non-Teacher Education COTE representative, and in consultation with the COTE P-12 representatives as needed. The chair of the Assessment Committee is the Director of Assessment and Accreditation, as an appointed position with program load hours assigned.

Working Assumptions and Principles

1. Evaluation measures assess candidate performance and EPP operations/effectiveness.
2. Candidate assessments measure knowledge, skills, and dispositions according to curricula and appropriate standards.
3. Candidate performance is measured through multiple assessments and at regular intervals, matching the candidate transition points.

4. Assessments are consistent with national, state, and EPP standards, best practice, and research.
5. Communication concerning the assessment processes is regular and transparent.
6. EPP members work collaboratively with the Assessment Committee to further articulate, implement, and review assessments consistent with the EPP Outcomes, the Specialty Professional Association Outcomes (if applicable), and university, state, and national standards.

Roles and Processes

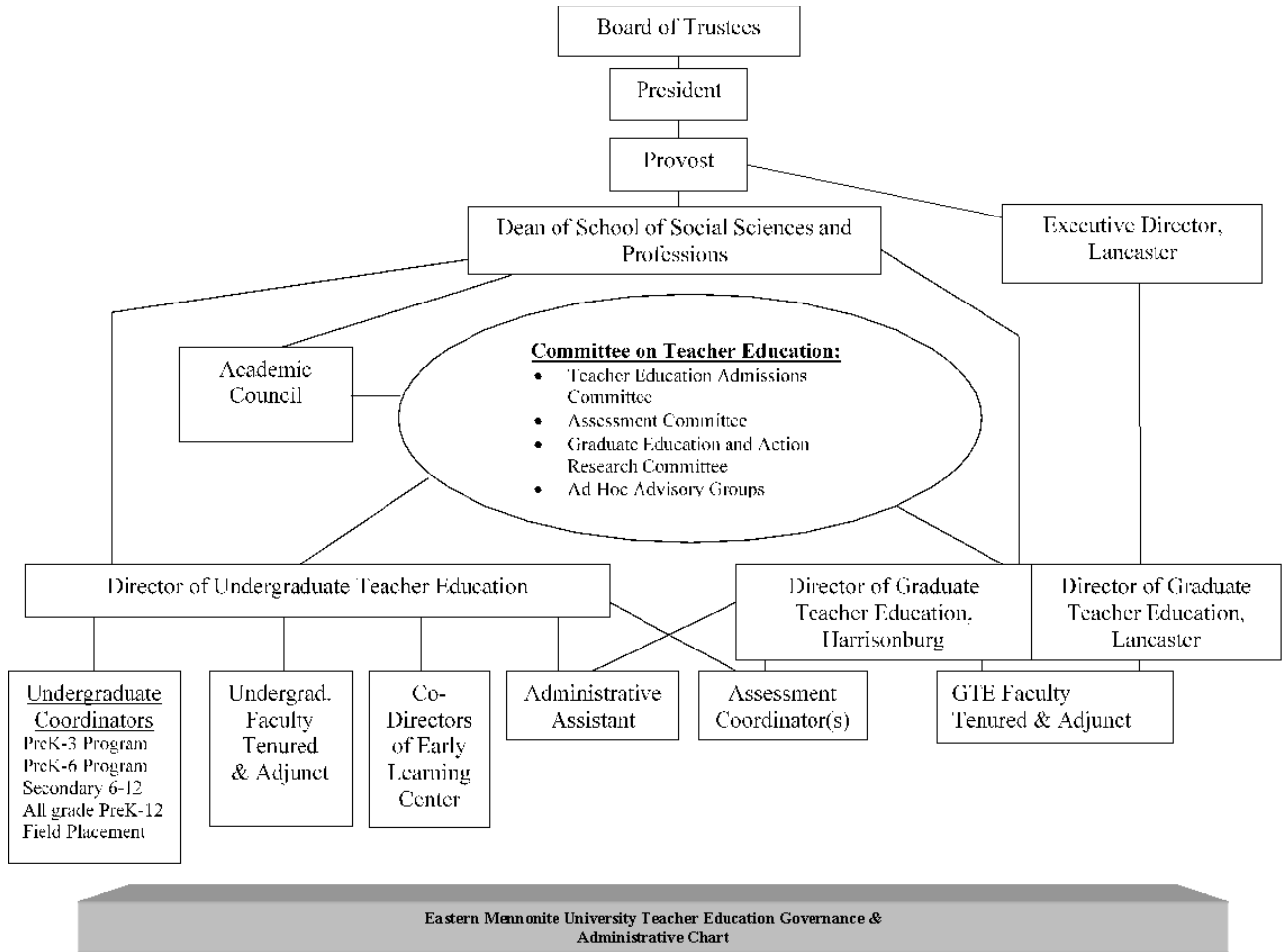
1. *QAS Maintenance and Revision:* The committee is responsible for maintaining a QAS that is effective and in alignment with CAEP standards. The Committee may review suggestions for improvement of the system from anywhere within the EPP, and may also receive feedback on such proposals from anywhere within the EPP. The Assessment Committee references policy proposals with the teacher education program for information and discussion prior to presentation to COTE for approval. Final proposals for revising the QAS are drafted by the Assessment Committee; such proposals are considered to be a change in policy and, therefore, require the approval of COTE.
2. *Oversight of the QAS:* The Director of Assessment and Accreditation, in conjunction with members of the Assessment Committee, provides each level of the EPP with notification of the assessment cycle, assessment instrument(s) to be used, and reporting procedures for the use of data to make decisions. The Director/Committee provides the appropriate mechanisms for storage and recording of the use of data for decision-making purposes. The Director/Committee may also review data usage reports for trends that may affect the EPP, and/or to determine if data should be shared for further analysis across parts of the EPP. Final responsibility for ensuring that members of the EPP carry out their responsibilities within the QAS rests with the Director of Undergraduate Teacher Education and the Director of Graduate Teacher Education, as a supervisory function.

Graduate Education and Action Research Committee

The Graduate Education and Action Research (GEAR) committee manages, assesses, and makes policy recommendations regarding the culminating action research process of the Master of Arts in Education program. In addition, this committee advises the graduate department on program items under consideration. Recommendations are forwarded to the education department and to the Committee on Teacher Education. The Director of Graduate Teacher Education chairs the committee, serving as an ex-officio member. The Director of Graduate Teacher Education in Lancaster serves, as well as two EMU tenure-track education faculty will serve two-year terms. The remaining four members are appointed by COTE for a two-year term and may include program graduates, school representatives, and Action Research instructors. The committee meets up to four times a year and serves the additional purposes of evaluating and updating *A Guide to Action Research Project*.

Ad Hoc Advisory Groups ***Provide Program Guidance***

Ad Hoc Advisory Groups are formed for each undergraduate and graduate program area for purposes of program consultation, revision, and evaluation. Advisory groups are formed by program coordinators when major curriculum or program revisions are contemplated or when input from P-12 stakeholders would be beneficial for program improvement. The Advisory Groups consist of 5-6 teachers and administrators from area schools who are selected for their expertise. Coordinators are responsible for convening and setting the agenda for their respective advisory group. Feedback from advisory groups is shared as part of program evaluation.



Approved by COTE 11/17/09 – updates 2012, 2015, 2017, 2018, 2019, 2022

Resources and University Policies

Academic Accountability and Integrity

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

Academic Success Center

The Academic Success Center is an academic support and enrichment resource for all students. Staff and peer tutors are available for course-specific tutoring, writing and math support, and study skill and time management coaching. Group tutoring is offered upon request.

The Office of Academic Access, located in the Academic Success Center, counsels and serves as advocates for students with disabilities or chronic disorders to provide reasonable accommodations.

Students may drop in or make appointments on Navigate. All services are free.
<https://emu.edu/academics/success/>

Career Services and Testing Services

Career Services is available through individual assistance, workshops, classroom presentations, and online resources. You will find information and resources for assessments, career planning, job searching, résumés and cover letters, interviews, and graduate school preparation on the Career Services website: <http://www.emu.edu/careers>. It will be to your advantage to become acquainted with resources in Career Services early in your program. Career Services also provides *testing services for CLEP, DSST, OPI, proctoring for online courses (for college credit) and MAT (graduate school entrance exam): <http://www.emu.edu/careers/testing>. *Education majors should complete all testing requirements prior to student teaching.

The university grants credit for general and subject examinations in the College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). Information on the CLEP/DSST programs may be obtained by contacting the career services office

Conflict and Grievance Procedure

Conflict is a part of life in any healthy community. Conflict may arise whenever individuals work closely with each other. This may result from philosophical disagreements, personality differences, habitual behaviors, miscommunication, misunderstanding, or willful intent to promote one's own agendas with insufficient regard to others' well-being. When handled poorly, conflicts can create exclusion, harm, and violence; when handled well, they can produce growth, safety, and healthy community life.

For purposes of this document, grievances are specific and potentially more serious kinds of dispute. They may arise from inadequate or missing institutional policies, the misapplication of policies, or the failure to apply policies, which may result in discriminatory or harmful outcomes.

Eastern Mennonite University is committed to maximizing the positive energy of conflict while minimizing its negative consequences. To this end, we strive to create a community of conflict-competent persons living and working in systems that promote repair of harms and restoration of relationships as a preferred response to conflict.

At EMU, the first approach to any conflict or grievance should be non-adversarial, undertaken with careful attention to fostering understanding and promoting problem-solving. We hope that most conflicts or grievances can be resolved through an informal process of conflict resolution. Nonetheless, individuals have the right to request a formal process at any time.

The following informal and formal procedures apply to all students, faculty, and staff of Eastern Mennonite University and applicants for faculty, staff, or student status. These procedures are subject to amendment and/or pre-emption by the applicable law to the extent required to achieve compliance with existing or future regulations, statutes, or court decisions, and nothing herein is intended to deny or limit any person's right to any remedy under any state or federal law now or hereafter in effect. Furthermore, nothing contained in this document should be construed as legal advice. To the extent that another policy in the EMU handbook provides a specific process or procedure to be used in response to a conflict, the specific process or procedure found in the other policy will control. Persons are advised to seek legal counsel should they have specific legal questions or concerns.

Grievance procedures can be handled in the following ways, which are described in greater detail below:

1. INFORMAL RESOLUTION
2. FORMAL GRIEVANCE PROCEDURE
3. LEVEL I PROCEDURES -- MEDIATION PROCESS
4. LEVEL II PROCEDURES - FORMAL GRIEVANCE COMMITTEE

A complete copy of these procedures is available upon request from the president's office or student life office. (Taken from Eastern Mennonite University Student Handbook found at <http://www.emu.edu/studentlife/>)

Curriculum Materials Collection

The Curriculum Materials Collection is located on the ground floor of the university library. Library services are partially integrated with the space and materials adjacent to the Learning Center. Books, pictures, kits, games, curriculum guides, sample textbooks, and a wide variety of audiovisual media are available for you as you become involved in child study, tutoring, lesson planning, micro-teaching, evaluation of materials, student teaching, and research.

Disability Statement

Reasonable accommodations are provided for students with documented disabilities. Students who have registered with the Office of Academic Access should self-identify to their instructors and advisor(s) by making an appointment with them. Students who have not yet registered their documented disability should do so immediately.

Licensure Testing Assistance

Assistance is available for preparing to take required licensure tests. Resources for preparing to take licensure tests are available online and on campus. The teacher education program office can provide information on possible resources. Students are encouraged to visit the teacher education program's website www.emu.edu/education and click on "Procedures" and then "Testing Requirements" for updated testing information and access to the "frequently asked questions" page.

Special accommodations are available for Praxis Core, Praxis Subject Assessments, and Praxis Teaching Reading: Elementary exams if you have a documented disability or if English is not your first language. It is your

responsibility to request special conditions from ETS prior to registering for any Praxis series exam. Please see the Praxis Registration Bulletin for further details. <http://www.ets.org/praxis/>

Special accommodations are available for the Virginia Communication and Literacy Assessment (VCLA) online at <http://www.va.nesinc.com/>. Please see "Registering for Alternative Testing Arrangements."

There are a limited number of fee waivers available for ETS tests each year for those that meet all eligibility criteria. Information is available at https://www.ets.org/praxis/about/fees/fee_waivers/

Student Complaint Policy

This policy was formerly known as the open communication policy.

Eastern Mennonite University welcomes open communication from students regarding its policies and practices. Student feedback helps administrators determine effectiveness and clarify and improve processes and procedures. If a student has a complaint it should be communicated to the administrator responsible for the area of the complaint. Most complaints can be dealt with through informal communication between the parties.

When a student wishes to lodge a more formal written complaint in writing, the following student complaint form is submitted: <http://emu.edu/about/student-complaint-form/>.

This form is directed to the executive advisor to the president, who determines the appropriate person to respond to the stated concerns. A formal written response will occur within five business days of notification of the concern. This response will be copied to the executive advisor to the president.

In the event that a student is not satisfied with the response to the complaint, the student may choose to follow up by utilizing the Conflict and Grievance Policy and Procedure for resolution, available in student handbooks. The university recognizes its obligation to ensure that students who make complaints do not suffer adverse treatment as a result of the complaint. In the event that a student alleges such treatment, the student shall be referred to the Conflict and Grievance Policy and Procedure for resolution.

If an issue cannot be resolved by the university's internal processes, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV) at [Student Complaints | Virginia State Council Of Higher Education, VA](#).

Approved by President's Cabinet May 21, 2003

Revised March 12, 2007

Revised February 11, 2009

Updated March 2021

Teacher Education Grading Scale

Teacher education courses use the following grading scale with + (plus) and - (minus) grades added at the discretion of the course instructor.

A	93-100
B	84-92
C	78-83
C-	75-77
D	69-74

Courses that can be substituted by CLEP/DSST examinations with passing scores:

Education majors should complete all testing requirements prior to student teaching

BIOL 155 Biological Explorations CLEP Biology	passing score: 50
ENVS 135 Earth Science DSST Introduction to Geology:	400
ENVS 145 Environmental Science DSST Environmental Science:	46
HE 202 Health & Safety DSST Health and Human Development	400
HIST 132 US History: 1865 to Present CLEP History of the United States II	50
PSYC 202 Developmental Psychology CLEP Human Growth & Development	50
DSST Lifespan Developmental Psychology	46

EMU Math Courses and CLEP/DSST Exams

Courses that can be substituted by CLEP/DSST examinations with passing scores:

Course	CLEP/DSST exam(s) (Score)	EMU Course Substitution (including AP credits) for Strong Math Students
MATH 114 College Algebra	DSST Fundamentals of College Algebra (400); CLEP College Algebra (50)	Any Calculus course; MATH 350 Linear Algebra
MATH 134 Finite Math: Logic and Problem Solving AND MATH 136 Finite Math: Number Theory Probability	CLEP College Mathematics (50)	MATH 170 Discrete Math
STAT 120 Descriptive Statistics	DSST Principles of Statistics (400)	MATH 240 Statistics for the Natural Sciences
MATH 120 Math for Social Decision Making	<i>No CLEP available</i>	<i>No course substitution available</i>

How does Academic Advising Take Place?

Academic advising is a very important part of the Teacher Education Program. Elementary (Grades PreK-6) education candidates will be assigned to a teacher education faculty member. Secondary education candidates (Grades 6-12) and all-grades education (Grades PreK-12), including visual art education, foreign language education, or music education will have both a teacher education advisor, for licensure and education requirements, and a content area advisor. It is important that candidates consult with both advisors in order to ensure that all requirements are met.

Candidates are encouraged to contact their academic advisor(s) on a regular basis. Academic course registration during the school year will be channeled through assigned advisors. In addition to course scheduling, advisors can be a source of support and assist with decisions regarding career, the EMU experience, and the holistic development as an educator. Both the candidate and the advisor are responsible to check curriculum outlines for graduation and licensure requirements. The Career Services Office is also available to students for career counseling and academic advisors have information about other resources available regarding social, emotional, financial, and academic success and well-being.

Student Education Association (SEA)

EMU's Student Education Association (SEA) chapter is a voluntary and student-led organization of students interested in teaching that meets approximately once a month to learn more about teaching and/or complete service projects.

Students are provided the opportunity to join the Virginia Education Association (VEA) but are not required to join for membership in SEA. Membership in VEA entitles the student to affiliate membership in the National Education Association (NEA), including its student publications, for one year and a subscription to the Virginia Education Journal. Student teachers are encouraged to join VEA. VEA members receive various publications and benefits including \$1 million in liability insurance.

SEA executive board members are elected by the membership each spring from the education student pool.

Faculty Sponsor: Ron Shultz

Tips for Transfer Students

1. Go over evaluation of transfer credit with the advisor(s) to ensure that needed general education courses or prerequisite courses have been satisfied..
2. Attend the transfer orientation meeting the first semester on campus with the Undergraduate Teacher Education Program Director (September or January).
3. Plan on the possibility of taking a summer course or two in order to get into proper sequence for courses, which may be offered only in the fall or spring semesters.
4. Transfer students from two-year institutions, particularly those with 62 accepted semester credits, should use every opportunity to take upper-level courses to fulfill the Liberal Arts major requirements.
5. Note the transfer student's checklist (appendix C) and evaluate status in the teacher education program. To ensure that plans for student teaching and graduation are not delayed, these steps leading to admission to teacher education must be completed by the end of the first semester on campus.
6. Consultation with both the education (& content major) advisor(s) can ensure successful completion of EMU's teacher education program.

Entrance and Exit Requirements

Entrance Requirements for Admission to Teacher Education

For admission to the teacher education program at EMU, candidates must make a formal application for admission by November 30 of the sophomore year, or junior year for transfer students. Application information and requirements are sent via e-mail to students and are included in the Teacher Education checklist on the four-year plan. These applications are acted upon by the Teacher Education Admissions Committee (TEAC) based on consideration of the following requirements (also found at <http://www.emu.edu/education/3-steps/>). TEAC meets several times a year (December, March, May, and August) to process applications. All admission requirements are due to the education office by the 1st of the month preceding a TEAC meeting in order to be considered at that month's meeting. Admission to teacher education is required for enrollment in the following courses: ED 341/342/343, ED 351, ED 361, ED 385, ED 401, PE 401, PE 402.

Candidates must:

1. complete ED 101 Exploring Teaching, or its equivalent, with a C or better.
2. submit a Teacher Education application by November 30.
3. read and acknowledge an understanding of the *Virginia Licensure Regulations for School Personnel*.
4. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, scholarship and inquiry, and reflective practice as evidenced by academic, teacher education, and character recommendations.
5. maintain a minimum cumulative grade point average of 2.5 (2.7 needed for student teaching)
6. achieve a C or better in all education courses (courses with an ED/EDS prefix) to be admitted to Student Teaching.
7. complete a teacher education interview in February.

Candidates will be notified by the teacher education office upon admission and must maintain a satisfactory academic standing prior to admission to student teaching. If the application is *deferred*, the candidate may [appeal](#) the committee's decision by writing a letter to the Undergraduate Teacher Education Program Director. The letter should clearly state the reasons for the appeal, and show further evidence of criteria that should be considered for admission. If the application is *denied*, the candidate may submit a letter of appeal and will be required to conference with the Undergraduate Teacher Education Program Director where a student growth plan will be completed (See appendix H). In some cases, a student may be conditionally admitted; in these cases, a growth plan will be developed and the student will need to comply with the elements of the growth plan in order to maintain admission status.

If the application for admission is submitted late, the candidate must meet the same requirements as other students. Late admission means that the candidate may need to extend the program of study because admission to Teacher Education is required for enrollment in ED 341/342/343, ED 351, ED 361, ED 385, ED 401, PE 401, PE 402.

Please note that application to Teacher Education is the first step to becoming a teacher. In order to proceed, the candidate will need to apply separately to Student Teaching.

Entrance Requirements for Admission to Student Teaching

In order to student teach, the candidate must complete an application by **November 30** of the junior year or the academic year prior to the student teaching placement. Application information and requirements are outlined at the student teaching application meeting (in November), and sent via email to candidates. These applications are acted upon by the Teacher Education Admissions Committee based on consideration of the following requirements (also found at www.emu.edu/education/3-steps/).

Candidates must:

1. be admitted to teacher education and remain in good standing according to the Teacher Education admissions criteria.
2. achieve and maintain a minimum cumulative GPA of 2.7.
3. achieve a C or better in all education and methods courses (courses with an ED/EDS prefix, VACA 397, VACA 398, MUED 341, MUED 342, PE 401, PE 402).
4. complete an application for admission to student teaching by November 30.
5. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, scholarship and inquiry, and reflective practice as evidenced by academic, teacher education, and character recommendations.
6. meet with the Director of Clinical Partnerships or the Undergraduate Teacher Education Program Director for a student teaching placement meeting.
7. have a negative Tuberculosis screening.
8. take the Praxis Subject Assessment required for Virginia Licensure and/or the EMU program by December 1 for spring student teachers and May 1 for fall student teachers. Candidates must submit a copy of their examinee score report to the teacher education program office.
 - For those seeking certification in more than one program area, one Praxis Subject Assessment is required as indicated above, and additional Praxis Subject Assessments must be taken and passed prior to program completion.
9. PreK-6 candidates must have taken the Praxis Teaching Reading: Elementary exam by Dec. 1 prior to student teaching. They must submit a copy of their examinee score report to the teacher education program office.
10. achieve a score of 2 or higher on designated criteria in the lesson plan rubric from designated program courses. Candidates are given the opportunity within two designated courses to master the criteria at least once.*
11. achieve a score of “Developing Towards Expectations” or higher on each of seven essential criteria in the Profile of Clinical Performance practicum evaluation from designated program courses. Candidates are given the opportunity within two designated courses to master the criteria at least once.**
12. complete certification or training in emergency first aid, cardiopulmonary resuscitation (CPR) including hands-on practice, and the use of automated external defibrillators (AED). The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator such as a program developed by the American Heart Association or the American Red Cross.
13. write and submit an introductory letter and a resume by March 31 prior to the student teaching semester. These will be given to each supervising teacher and placed in the candidate’s file.
14. complete the background check requirement of the school division(s) in which the candidate will student teach by the date required (dates will vary depending on the school division).

*Designated courses for the lesson plan evaluation for admission to student teaching: ED 331, 333, 351, and 385; PE 402; VACA 398; MUED 342.

**Designated courses for the practicum evaluation for admission to student teaching: ED 252, 331-333, 341-343, & 361; VACA 397-398; LING 460; MUED 341-342; PE 401-402.

Candidates will be notified by the teacher education program upon admission. As a transfer student, candidates are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching. **Students must be admitted to teacher education by July 1, prior to the academic year they wish to student teach. At the discretion of TEAC, adjustments to the July 1 admission date may be considered.** If the application is denied, the candidate will be required to conference with the Undergraduate Teacher Education Program Director and a student growth plan will be completed (see Appendix H). In some cases, a

candidate may be *conditionally* admitted; in these cases, a growth plan will be developed and the candidate will need to comply with the elements of the growth plan in order to maintain admission status.

Policy statements exist in the *Program Policies for Student Teaching* section of this handbook for requests to work, student teach away from the area, and/or participate in athletics during the student teaching semester.

Current cut-off scores for the Praxis Subject Assessments and the Praxis Teaching Reading: Elementary exam are listed in Appendix A of this handbook and on the web:

<http://www.emu.edu/education/test-scores>

Student Teaching requests following a canceled placement

If a student teaching placement is canceled because a candidate has been denied admission to teacher education, items 1-8, 12, 13 of the Entrance Requirements for Admission to Student Teaching must be met before the teacher education program will request student teaching placements with school divisions. These requirements must be completed by the May Teacher Education Admissions Committee meeting prior to the academic year the candidate wishes to student teach.

If a student teaching placement is canceled because a candidate has been denied admission to student teaching, **ALL** requirements for admission to student teaching must be met before the teacher education program will request student teaching placements with school divisions. These requirements must be completed by the May Teacher Education Admissions Committee meeting prior to the academic year the candidate wishes to student teach.

Exit Requirements

In addition to meeting the requirements for your academic major, each student teacher must satisfy all exit criteria for successful completion of EMU's teacher education program and to obtain Virginia licensure.

You must:

1. meet the Virginia State cut-off score requirements for the Praxis Subject Assessment for each licensure area and the Praxis Teaching Reading: Elementary exam (if required).
2. maintain a minimum cumulative GPA of 2.7 through the final semester and achieve a C or better in all education and methods courses (courses with an ED/EDS prefix, VACA 397, VACA 398, MUED 341, MUED 342, PE 401, PE 402).
3. successfully complete student teaching as determined by the university consultant in conjunction with the cooperating teacher.
4. successfully complete ED 411 Reflective Teaching Seminar with a passing grade.
5. meet requirements for child abuse & neglect recognition & reporting curriculum guidelines of the Virginia Department of Education:
http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html
6. complete the dyslexia awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia:
<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>
7. complete the behavior intervention and support training provided by the Virginia Department of Education.
<https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html>
8. complete instruction or training in cultural competency as per guidelines from the Virginia Board of Education. <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/cultural-competency-training>
9. complete the application for a Virginia teaching license – directions and guidance are given during the student teaching semester.

Candidates are required to take the Praxis Subject Assessment(s) to receive initial licensure in Virginia and most other states. They should register directly through the Educational Testing Services. Registration information is available on the web at <http://www.ets.org/praxis> and in the teacher education office. When registering for Praxis tests, candidates should select EMU as the institutional score recipient. Additionally, candidates are responsible to submit a copy of their score report to the teacher education program office.

Candidates are responsible for all test fees; if financial assistance is needed, candidates may consult the [Fee Waiver Policy](#) and consult with the director of Teacher Education. Current cut-off scores for each test are listed in Appendix A of this handbook and on the web: <http://www.emu.edu/education/test-scores/>.

Required tests for licensure vary from state to state. Candidates may need to take additional tests to qualify for licensure in the state to which they are applying.

Appeal Procedure

In the event the candidate is denied admission to teacher education or to student teaching, they may appeal the action by writing a letter to the Undergraduate Teacher Education Program Director. The letter should clearly state the reasons for admission and show further evidence that the weaknesses cited by the committee are inaccurate, have been sufficiently improved upon, or that extenuating circumstances exist that merit reconsideration of the decision.

Problem Solving Process for Concerns Related to the Performance of the Practicum Student/Student Teacher

Step 1 – develop an action plan

The cooperating/practicum teacher, university consultant, and student teacher/practicum student should meet to develop a plan of action that includes:

- the identification of the specific concerns of all participants
- the development of appropriate strategies and evaluation criteria to address those concerns
- the setting of a realistic time line for review of the action plan

The cooperating/practicum teacher and university consultant should keep the building principal, university program coordinator, and Director of Clinical Partnerships apprised of these actions as appropriate.

Step 2 – develop a second action plan

If the specific concerns of all parties are not addressed satisfactorily during the designated time period, the university consultant should set up a conference with the student teacher/practicum student, cooperating/practicum teacher, and university program coordinator to determine the advisability of:

- developing a second action plan, using the guidelines outlined in the previous section
- recommending termination of the placement
- recommending withdrawal from the teacher education program

The building principal and EMU's Director of Clinical Partnerships should be kept informed of this meeting; the building principal should be included as a participant if termination of the placement is being considered as a possible option. The school division placement coordinator and the Director of Clinical Partnerships may be included in this meeting if appropriate.

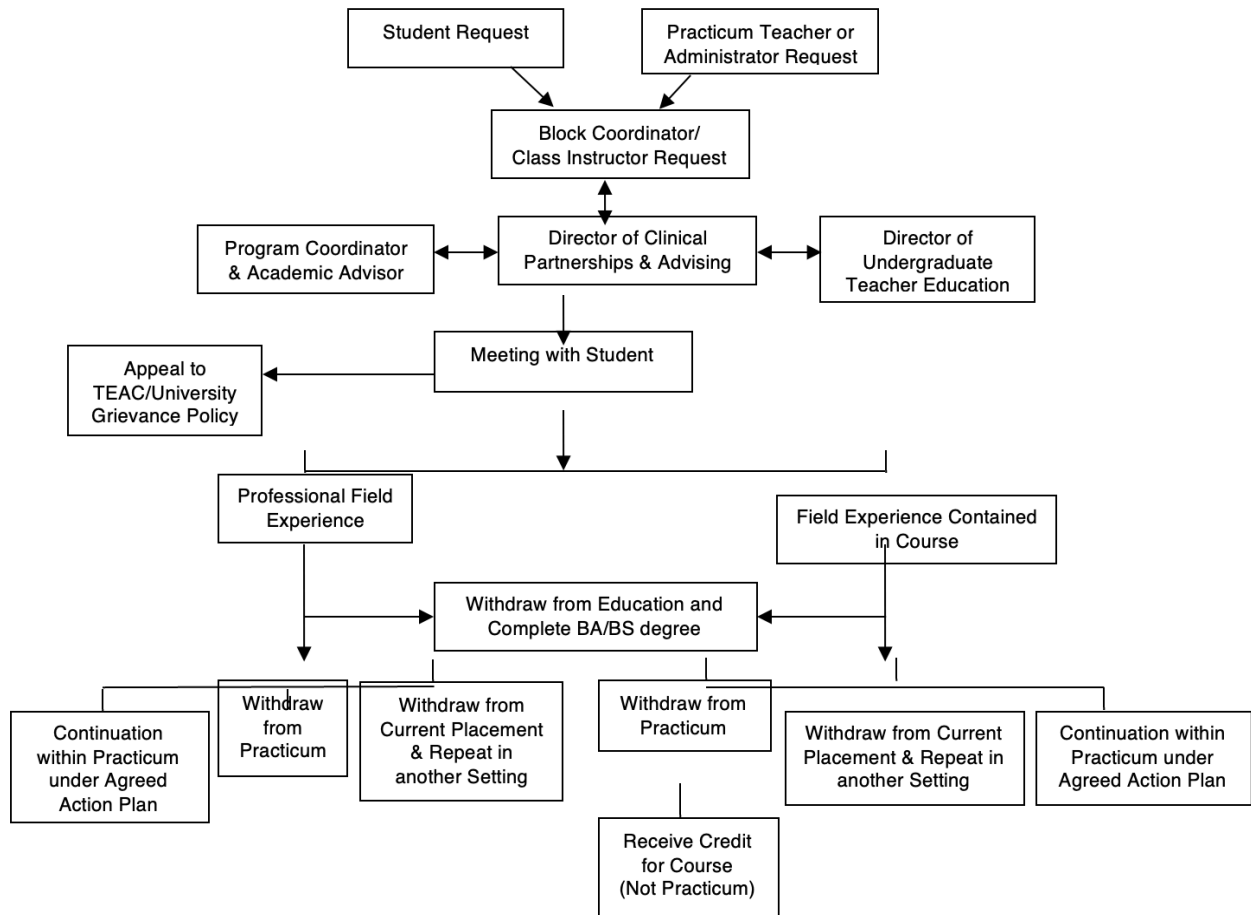
Step 3 - Withdrawal from current Student Teaching/Practicum placement

If the recommendation is to terminate the student teaching/practicum placement, the university program coordinator, university consultant, and the university Director of Clinical Partnerships will meet to finalize the recommendation and determine the candidate's next steps. The Director of Clinical Partnerships will notify all persons involved in the original placement in writing and send a letter of appreciation to the appropriate school division personnel.

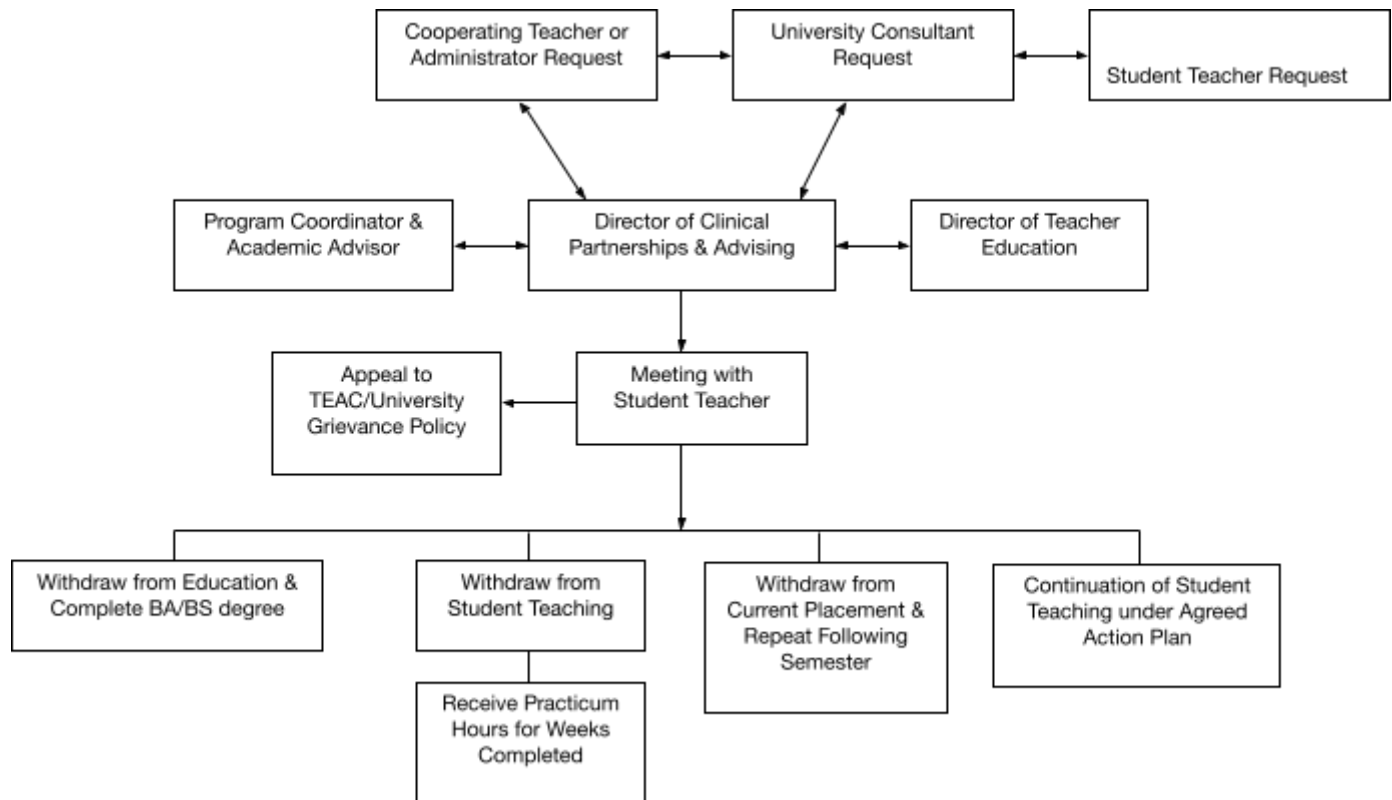
If the recommendation is to withdraw the student teacher/practicum student from the teacher education program, the university program coordinator will notify the candidate and other appropriate personnel in writing. This notification will provide information on available supporting campus resources and the procedures for appeal.

Occasionally there are placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher/practicum student not participate in classroom activities until the steps listed above have been accomplished. The outlined procedures should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student teaching experience.

Problem Solving Process for Withdrawal from Practicum Experience



Withdrawal From Student Teaching & Internship



How does the Teacher Education Program Collaborate with University, Schools, and Community Agencies?

EMU works closely with cooperating schools and teachers. The teacher education program at EMU has collaborative relationships with area public and private schools for field experience assignments, research, and service projects. On occasion, accredited private and public schools in selected stateside and international settings have been used for student teaching assignments.

The MidValley Consortium for Teacher Education, a clinical faculty program, is a partnership with EMU, Bridgewater College, Mary Baldwin University, James Madison University, and the public school divisions of Augusta, Harrisonburg, Page, Rockingham, Shenandoah, Staunton, and Waynesboro.

A goal of the Clinical Faculty Program is to establish teams consisting of a university consultant, clinical faculty, and a student teacher, which focus on agreed-upon objectives, teaching techniques, and evaluative criteria.

While EMU values all of its relationships with area schools, several have been selected for particular field experiences in order to ensure a diversity of placements for each teacher candidate throughout the program. Middle and high schools in Harrisonburg City and Rockingham County Public Schools provide placements for EMU's secondary programs, while elementary schools from both divisions serve as centers for the PreK-3 and PreK-6 programs. Occasional student teaching placements extend beyond the two local school divisions to include the other MVC member institutions: Augusta County, Page County, Shenandoah County, Staunton City, and Waynesboro City Public Schools.

How is the Teacher Education Program Evaluated?

Evaluation of the teacher education program is continuous and includes all aspects of program development. Students are asked to evaluate each course within the professional education sequence including all practica experiences. Student teachers evaluate their student teaching experience through a survey. From time to time, students are asked to participate in program and university-wide surveys from EMU's Institutional Research office. Continuous evaluation also occurs on an annual basis for the first three years of teaching. Two evaluations, one to be submitted by completers and the other by their principals, are administered each spring.

Student Teaching and the Professional Semester

The professional semester, like a three-legged stool, requires equal support of student teachers, cooperating teachers, and university consultants. Together we can create a community of learners committed to professional development. Leaders are not afraid of change. They are reflective in their practice and help ensure academic and social success for each student they teach.

The education faculty anticipates with you a semester packed with demands, challenges, and rewards. Our collective goal is to enhance the lives of all the students we teach. As educators, we must employ educational practices that are inclusive, fair, and equitable. By sharing a common vision, we can provide the leadership needed for success. Together we will make a great team! Enjoy the rich journey of learning experienced in student teaching!

Sincerely,
Kathy Evans, Ph.D.
Director of Undergraduate Teacher Education
&
Ron Shultz, Ph.D.
Director of Clinical Partnerships

Student teaching is the most important professional course in any teacher education program. Some Eastern Mennonite University students have actually called it "the best course in college." Student teaching offers the opportunity to take theories that have been developed through study—theories about learning, about behavior, about the self—and test them through practical classroom experience. There is absolutely no substitute for this kind of reality. Student teaching is truly a continuum for professional development.

The **Student Teacher** stands at the very heart of the student teaching program. Teacher candidates at EMU believe that individuals can learn to their full potential, and that effective teachers help students draw on their unique background of experience to construct their own learning. The following persons share responsibility in working with the student teacher during the assigned practicum.

The **Director of Clinical Partnerships** at EMU is responsible for assigning student teachers to the cooperating schools. The director may also visit the supervising teacher's classroom and is available for individual conferences concerning general matters related to the student teaching program.

The **University Consultant** carries direct responsibility for supervising the student teacher and is expected to serve as a resource person and consultant to the cooperating teacher. During the student teaching placement, the university consultant will observe the student teacher in their classroom five times if working with non-clinical faculty, or three times if working with clinical faculty and will also conduct conferences with the student teacher and the cooperating teacher. Students enrolled in secondary education programs (6-12) and all-grade level programs (PreK-12) may be visited by two university consultants—one from the teacher education program and one from their specialty area.

The **Cooperating Teacher** is the classroom teacher in whose room the student teacher is assigned. The cooperating teacher assists the student teacher in better understanding the demands of the teaching profession and collaborates with the university consultant in assessing the student teacher's progress. A cooperating teacher that has completed MidValley Consortium Training is considered **Clinical Faculty**.

Program Policies for Student Teaching

Student Teaching and Absences

The student teacher is expected to attend each day of student teaching. In the event of emergencies (illness, death of a loved one, etc.) the student teacher:

- must be in communication with the university consultant and cooperating teacher in advance of missing school
- is responsible for all lesson plans
- may be required to make up any absences beyond 2 days

Student Teaching and Coursework

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar. Additional coursework is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a full-time, full load program. In the event that a student needs to enroll in additional classes during student teaching, written permission must be granted from the Teacher Education Admissions Committee. TEAC reserves the right to deny any additional course requests.

Procedures and guidelines for student teachers who request to take an additional class during student teaching include the following:

- The semester prior to student teaching, the prospective student teacher should submit a letter by December 1 or May 1 requesting permission to take a course while student teaching to the Teacher Education Admissions Committee and send it to the teacher education program office. The letter needs to include justification for needing to take a course while student teaching and provisions made for assuring that it will not interfere with the student teaching experience.
- If approved, coursework must be confined to hours that do not interfere with student teaching responsibilities.
- If during Student Teaching there is indication that additional coursework hinders student performance and jeopardizes student success in completing the program, the Director of Clinical Partnerships in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to drop the additional class and/or student teaching for the duration of the semester.

Student Teaching and Work

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar. Additional work is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a full-time, full load program. In the event that a student is seeking to work during student teaching, written permission must be granted from the Teacher Education Admissions Committee. TEAC reserves the right to deny any work requests.

Procedures and Guidelines for student teachers who request to work on or off campus during student teaching include the following:

- The semester prior to student teaching, the prospective student teacher should submit a letter by December 1 or May 1 requesting to work while student teaching to the Teacher Education Admission Committee and send it to the teacher education program office. The letter needs to include financial justification, specific details about the job situation including hours, and provisions made for assuring that it will not interfere with the student teaching experience.
- If approved, work must be confined to no more than 10 hours per week that do not interfere with student teaching responsibilities.
- If during Student Teaching there is indication that work hours hinder student performance and jeopardizes student success in completing the program, the Director of Clinical Partnerships in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to terminate employment and/or student teaching for the duration of the semester.

Student Teaching and Athletic or Extracurricular Involvement

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar. Intercollegiate athletic, music, and/or theater production involvement is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a full-time, full load program. In the event that a student seeks to participate in extracurricular events during student teaching, written permission must be granted from the Teacher Education Admissions Committee. TEAC reserves the right to deny any extracurricular involvement requests.

Students who wish to participate in extracurricular events during their professional semester shall notify the Director of Clinical Partnerships at their meeting for student teaching.

In advance of the professional semester, the Director of Clinical Partnerships, the coach/director, producer, and the student, together in conference, will plan the specific absences and departure times, giving attention to the following guidelines.

The involvement shall not necessitate:

- More than 5 early release times during the total semester. Attendance at seminars and student teaching is required
- Absences on back to back days during the regular season (this may become necessary during post season play)
- More than one full day (6 hours) of time missed during any one week

A contract spelling out the conditions of participation in an extracurricular activity shall be signed by the coach/director/producer, student teacher, and the Director of Clinical Partnerships.

If during Student Teaching there is indication that extracurricular activities are hindering student performance and jeopardizing student success in completing the program, the Director of Clinical Partnerships in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to terminate participation in either the extracurricular activity and/or student teaching for the duration of the semester.

Student Teaching Outside the Consortium Area

In partnership with the MidValley Consortium (MVC), student teachers are placed in seven school divisions: Augusta, Page, Rockingham, and Shenandoah Counties; and Harrisonburg, Staunton, and Waynesboro City Schools.

Special requests to student teach outside of the MVC require approval from the Director of Clinical Partnerships and the Program Director of Undergraduate Teacher Education and are subject to the following criteria:

- The student teaching placement must provide the student teacher with a cultural or educational context not readily available in the MVC.
- The student teaching placement must provide a strong support base for the student teacher.
- The student teaching placement must be adequately supervised by qualified teachers and school personnel.
- The student teaching placement must provide a solid match between the student teacher's major area of preparation and the resources offered by the placement itself.
- The first student teaching experience must be completed in the consortium area. Special placement requests will be dealt with on an individual basis.
- A faculty member in the teacher education program must provide a written letter of recommendation for the student teacher.
- The student teacher shall be responsible for transportation costs of the EMU university consultant that exceed 100 miles per round trip.
- The student teacher is required to facilitate the setup and management of the streaming/recording technology and to ensure that the university consultant has the required technology for conducting virtual observations and/or conferences. Any costs incurred in virtual supervision are the responsibility of the student teacher.

Additionally, applicants who wish to student teach away from the MV consortium must:

- write a letter to the Director of Clinical Partnerships stating why they wish to student teach in a different locale
- demonstrate success in their first placement
- demonstrate maturity, independence, academic competence, promptness in completing tasks, and flexibility in dealing with new situations
- pay any additional costs incurred as a result of the supervisory arrangements and communication expenses
- take responsibility for all living arrangements and transportation

Student Teaching in Your Own Classroom

A school division may offer a student a teaching contract before a student has begun their student teaching experience, or after the first placement. In these rare situations, it may be possible for a student teacher to student teach "in their own classroom." The decision whether or not to support such an experience belongs to the Director of Undergraduate Teacher Education and Director of Clinical Partnerships, but must be consistent with the EPP's (Educator Preparation Provider) out-of-area placement policy. Out-of-state placements are generally not permitted. The following guidelines must be considered and followed in determining whether or not a student may student teach in their own classroom.

Student Teacher Qualifications:

- submit a written request to student teach "in their own classroom" to the Director of Clinical Partnerships
- student teacher must have completed all requirements for graduation and teacher certification except student teaching
- student teacher must be unconditionally admitted to student teaching
- student teacher must have met the Praxis Subject Assessment requirements

Classroom Setting:

- grade level, subject area, and classroom composition must meet appropriate licensure requirements
- classroom placements need to meet the following criteria: Early Childhood—two different seven-week placements in PreK-3; Elementary Education—one seven-week placement in grades K-3 and one seven-week placement in grades 4-6; PreK-12 (Art, Foreign Language, Health & PE, and Music)—one seven-week placement in K-5 and one seven-week placement in grades 6-8 or 9-12; Secondary Education—one seven-week placement in grades 6-8 and one seven-week placement in grades 9-12
- student teaching may, in creative and unusual configuration, provide for dual placements and certifications while meeting the needs of the school division
- student teacher must be designated as the classroom teacher or as an aide or paraprofessional in another teacher's classroom
- if the student teacher is employed as an aide or paraprofessional, they must be allowed to complete all of the experiences required of student teachers
- student teacher must register for all appropriate student teaching semester courses
- length of experience must conform to the appropriate approved program/accreditation guidelines, and may be extended if necessary; details will be outlined in a specific agreement approved by EMU, the school division or designee, and the student teacher
- student teacher must complete all program requirements for student teaching, including supplemental seminars and any "products" such as lesson/unit plans, journals, etc.
- remuneration agreements are negotiated between the student teacher and the school division, and do not involve the university.

Onsite Mentor/Cooperating Teacher:

- mentor must meet all cooperating teacher qualifications; clinical faculty training is strongly recommended
- mentor must be agreed upon by the school division and EMU teacher education program
- mentor must complete a minimum of five formal observations
- mentor must complete all other paperwork expected of cooperating teachers
- mentor must meet with the university supervisor a minimum of two times

Building/Onsite Administrator:

- administrator may be the building principal or assistant principal, or appropriate central office supervisor

- administrator must observe the student teacher at least twice, once at the midpoint and once at the end of the experience, using either the university's administrator observation form or the school division observation form
- administrator must submit copies of the completed observation forms to the university consultant

University Consultant:

- university consultant must visit and/or observe the student teacher at least once every other week
- university consultant must complete a minimum of five formal observations
- university consultant must complete all other paperwork required for normal student teaching placements
- university consultant must meet with the student teacher and mentor a minimum of two times

Other:

The Director of Undergraduate Teacher Education and the Director of Clinical Partnerships will evaluate each request on a case-by-case basis. In making this decision, consideration will be given to the location and appropriateness of the new teaching position, the student teacher's progress during their student teaching experience, continued supervision by the university supervisor, and the support to be provided by the requesting school.

Student Teaching and Substitute Teaching

A school division may offer an opportunity to substitute teach during the student teaching semester. The following guidelines must be considered and followed in determining whether or not a student teacher may substitute in their own classroom.

- The student teacher must be on the substitute list of the school division (this process varies by school division).
- The student teacher may only substitute in the classroom of their student teaching assignment.
- A student teacher may substitute up to 3 days in a single seven-week placement.
- The student teacher must have assumed full responsibility for all instruction in the classroom, which typically occurs in the last four weeks of the placement, prior to substitute teaching.
- Permission to substitute must be received in writing (email is sufficient) from the building principal, the cooperating teacher, and the university consultant and provided to the teacher education office.
- If permission to substitute teach is granted, the student teacher may count the hours in their student teaching record.

MidValley Consortium for Teacher Education

Eastern Mennonite University collaborates with Bridgewater College, Mary Baldwin University, James Madison University, and seven area school divisions to form the MidValley Consortium for Teacher Education. The purpose of the partnership is to capitalize on institutional strengths to promote the best possible student teaching experiences. The MidValley Consortium identifies and prepares a cadre of public school teachers who serve as clinical faculty members to student teachers from the participating teacher education programs. Approximately 50-60% of EMU student teaching placements are with clinical faculty members. MidValley Consortium evaluation forms are used for all student teaching placements.

The clinical faculty role, in large part, combines the roles of the cooperating teacher and the university consultant. For example, the clinical faculty member provides a continuous evaluation of all phases of the student teacher's work, including final evaluations. A minimum of 5 formal lesson evaluations are to be completed throughout a 7-week placement. The university consultant facilitates and affords a supportive role to the clinical faculty member.

The MidValley Consortium for Teacher Education enriches EMU's teacher education program, not only because it shares complementary goals, but because it promotes an active working partnership with area educators who seek excellence in teacher preparation.

The MidValley Consortium for Teacher Education website: <https://www.jmu.edu/coe/esc/consortium.shtml>

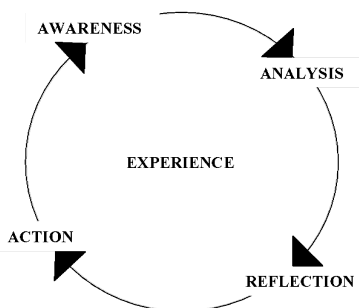
A Reflective Teaching Model Is Used During Student Teaching

Reflective Teaching provides a useful framework for describing teacher education at Eastern Mennonite University. Reflective teaching is operationally defined as "a way of thinking about educational matters that involves the ability to make rational choices."¹ Reflective teaching focuses on quality instruction, problem solving, critical thinking abilities, self-evaluation, and application of values to action. More specifically, the teacher education program expects teacher candidates to take responsibility for assessing and solving problems not with a "bag of tricks," but by framing the problems within the context of decision-making. This means that prospective teachers must be adept at context-based assessment. Prospective teachers should ask, "What are the decisions to be made?", "On what basis do I make decisions?", and "What can I do to enhance learning?" as opposed to, "If students don't learn, that is their problem."

Smyth (1989)² and Hole (1999)³ characterize critical reflection with four sequential steps and a series of questions:

- Step 1:** Prospective teachers **describe** actual teaching events or dilemmas by answering the question, "What do I do when teaching?" This step helps create awareness.
- Step 2:** Prospective teachers **inform** themselves about the implied meanings gleaned from their descriptions. They ask, "What does this mean?" This step provides a basis for analysis.
- Step 3:** Prospective teachers **question** or confront their assumptions and beliefs about teaching and learning by asking, "How did I come to be the teacher I am?" and "From what sources did my ideas come?" This step provides a basis for reflection.
- Step 4:** Prospective teachers **reconstruct** and self-evaluate their teaching recognizing both instructional and non-instructional factors that impinge upon the teaching-learning process. They ask, "How might I do things differently?" This step leads to action.

This model of reflectivity is a process of awareness leading to analysis, analysis leading to reflection, and reflection leading to action. The cycle continues with each action leading to new awareness.



Freire, 1972⁴

The Teacher Education faculty at EMU strive to help prospective teachers make meaningful connections between theory and practice. Prospective teachers are taught to ask significant questions in the context of classroom and field experiences and to answer those questions. Zeichner (1996) asserts that reflective teachers must take an active role in curriculum development, their own professional development, and school leadership.⁵

The ultimate goal of teacher education at EMU is to empower prospective teachers to apply values to action and to develop a depth of understanding, a spirit of inquiry, and the pursuit of professional knowledge, leading toward informed decision-making.

¹ Ross, D. D. (1989) First steps in developing a reflective approach. *Journal of Teacher Education*, 40(2), 22-30.

² Smyth, J. (1989) Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education*, 40(2), 2-9.

³ Hole, S. (1999) Reflection is at the heart of practice. *Education Leadership*, 56(8), 34-37.

⁴ Freire, P. (1972) *Pedagogy of the oppressed*. New York: Seabury.

⁵ Zeichner, K. (1996) *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Record Keeping & Procedures

The following are helpful guidelines for the student teaching forms and record keeping procedures used during the professional semester. All forms are provided at the beginning of the semester and are available online: <http://www.emu.edu/education/st-forms/>

These include:

Student Teacher Roles guidance

- outline and guidance of the various roles the student teacher plays—observer, co-teacher, and teacher-in-charge

Daily Lesson Plans guide and templates

- outline and guidance for daily lesson planning

Record of Hours

- used by the **student teacher** to record and tabulate clock hours of student teaching
- record up to eight hours per day, averaging 35-40 clock hours per week of student teaching in all activities
- approximately 20 clock hours per week should be in “primary” and “co-teaching” responsibilities
- share with your assigned university consultant no later than 8:00 am on the Monday morning following the week being reported

Weekly Progress Report

- reflection of student teaching experience to be completed each week by the **student teacher** and the **cooperating teacher**
- share with your assigned university consultant no later than 8:00 am on the Monday morning following the week being reported

Assessment of the Student Teacher

The assessment of the student teaching experience should be a continuous process, culminated by a final review at the end. This evaluation needs to be a three-way proposition, including the student teacher, the cooperating teacher, and the university consultant.

It is important for the student teacher to reflect on their performance realistically, with both affirmations and recommendations for growth. Hopefully, the student teacher will be made to feel, "I like teaching, and I can be successful if I continue growing." The student teacher should be fully aware of areas of personal growth so that they can continue to work towards developing skills, knowledge, and dispositions required for effective teaching.

Because we believe letter grades at times detract from one's concern for the permanent quality of learning, the teacher education program faculty has adopted the Pass/Fail grading system for student teaching. A "Pass" (P) means that the student teaching performance was satisfactory. "Fail" (F) means that the student cannot be recommended for a teaching certificate. A "Pass" neither adds to nor subtracts from the student teacher's grade point average (GPA).

The final evaluation of the Profile of Student Teaching Performance completed by the university consultant and the cooperating teacher will be included in the EMU student's teacher education program file.

Assessment of Student Teaching: Profile of Student Teaching Performance

Objectives of student teaching support the mission of the teacher education program and are developed by the MidValley Consortium for Teacher Education. Each student teacher should demonstrate that they Meet Expectations (ME) for each indicator:

A. PROFESSIONAL KNOWLEDGE: The student teacher...

- A1: Demonstrates an understanding of appropriate content standards (SOL/professional standards).
- A2: Demonstrates essential knowledge and skills of a subject area.
- A3: Demonstrates the link between the content and students' past and future learning experiences as well as related subject areas.
- A4: Culturally Responsive Practice: Demonstrates an understanding that discipline content is evolving, appreciates multiple perspectives, and recognizes the potential for bias.

B. ASSESSMENT OF AND FOR STUDENT LEARNING: The student teacher...

- B1: Sets acceptable, measurable, and appropriate learning outcomes and achievement goals for student learning.
- B2: Uses formal and informal assessment of learning outcomes.
- B3: Checks for understanding using a variety of assessment techniques to enhance student learning.
- B4: Systematically gathers, analyzes, and uses multiple data sources by student groups and individuals to understand student learning.
- B5: Culturally Responsive Practice: Adapts assessment to accommodate a variety of student needs and experiences (with attention to English language learners, students with exceptionalities, cultural awareness).

C. INSTRUCTIONAL PLANNING: The student teacher...

- C1: Is familiar with and uses relevant aspects of students' background, knowledge, experience, and skills.
- C2: Culturally Responsive Practice: Selects classroom resources that reflect cultural inclusivity and plans for differentiated instruction to address the unique characteristics of individual students (e.g., TAG/GT, ESL, special needs, gender, race, ethnicity.)
- C3: Plans appropriate instructional strategies to meet the learning outcomes.
- C4: Integrates instructional technology in planning.
- C5: Integrates essential content in planning.
- C6: Plans time realistically for pacing and transitions for content mastery.

D. LEARNING ENVIRONMENT: The student teacher...

- D1: Establishes a safe physical and psychological environment.
- D2: Establishes a climate of trust and teamwork.
- D3: Maintains consistent standards for positive classroom behavior.
- D4: Culturally Responsive Practice: Demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives of learners.

E. INSTRUCTIONAL DELIVERY: The student teacher...

- E1: Presents procedures and outcomes clearly to students and checks for student understanding.
- E2: Presents content accurately and effectively.
- E3: Engages and maintains students in active learning.
- E4: Engages learners in a range of learning experiences using technology.
- E5: Facilitates students' use of higher level thinking skills in instruction.
- E6: Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.
- E7: Uses instructional and transition time for content mastery.
- E8: Culturally Responsive Practice: Teaches and models the skills to communicate and engage with diverse groups (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status).

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS: The student teacher...

- F1: Takes responsibility for student learning by using ongoing analysis and reflection.
- F2: Culturally Responsive Practice: Provides specific evidence to document student learning.
- F3: Seeks and uses information from professional sources (e.g. cooperating teacher, colleagues, and/or research) to improve instruction.

G. PROFESSIONALISM: The student teacher...

- G1: Demonstrates the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
- G2: Takes initiative to grow and develop through interactions that enhance practice and support student learning.
- G3: Communicates effectively through oral and written language with all stakeholders.
- G4: Culturally Responsive Practice: Uses inclusive communication strategies (e.g., for gender, race, ethnicity, English language learners, and ability).
- G5: Builds relationships and collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- G6: Culturally Responsive Practice: Accesses resources to deepen an understanding of cultural, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.

Evaluation Forms & Surveys

The following are the forms used to evaluate the performance of student teachers and the surveys used to evaluate the organization and management of the professional semester. All forms are provided to necessary persons at the beginning of the semester and are available online: <http://www.emu.edu/education/st-forms/>

Student Teaching Observation Form

- to be completed by the **University Consultant** and **Cooperating Teacher** following each formal observation of the Student Teacher. Seven total observations should be done each placement:
 - o five from the university consultant and two from the cooperating teacher (if non-clinical faculty)
 - OR**
 - o three from the university consultant and four from the cooperating teacher (if clinical faculty)

Midterm Evaluation

- one each to be completed by the **Cooperating Teacher** and **University Consultant** midway through the placement

Final Evaluation

- one each to be completed by the **Cooperating Teacher** and **University Consultant** upon completion of the student teaching placement

Program Evaluation Response from Cooperating Teacher

- electronic survey to be completed by the **Cooperating Teacher** upon completion of the placement

Evaluation of University Consultant

- electronic survey to be completed by the **Cooperating Teacher** upon completion of placement
- electronic survey to be completed by the **Student Teacher** following each placement

Evaluation of Cooperating Teacher

- electronic survey to be completed by the **Student Teacher** following each placement
- electronic survey to be completed by the **University Consultant** following each placement

Student Teaching Experience Evaluation

- to be completed by the **Student Teacher** following completion of student teaching

Expectations for the University Consultant

The university consultant is directly responsible for each student teacher assigned. The university consultant's job is to keep up with the progress of the student, and to ensure that the student teaching experience is a successful one. More specifically, the responsibilities of the university consultant include:

1. attend the Cooperating Teachers Dinner, the Student Teaching Celebration Breakfast, and in-service sessions as planned on student teacher supervision
2. when conducting observations, dress according to the school divisions expectations (eg. lanyards, ties, jeans, masks, etc.)
3. keep channels of communication open with all key persons relating to the student teaching experience
4. observe the student teacher in their classroom at least five times if working with a non-clinical cooperating teacher and at least three times if working with a clinical faculty cooperating teacher during the seven-week placement
5. hold a two-way conference with the student teacher following each formal lesson evaluation (this may occur on site or on campus)
6. hold a minimum of two three-way conferences with the student teacher and the cooperating teacher during each seven-week placement
7. give feedback based on weekly reports and observations and make specific recommendations for improvement, especially in such areas as lesson plans, assessment of student learning, differentiation of instruction, classroom management, and development of the student teacher's personal teaching style
8. examine and discuss lesson plans, the Documentation of Student Learning project, and record keeping
9. complete the midterm and final evaluation of each student teacher and assist in bringing satisfactory closure to the total experience
10. collect all student teacher paperwork (clinical faculty and university consultant lesson observation forms, weekly progress reports, weekly hour report forms, and cooperating teacher and university consultant midterm and final evaluations) and submit to the administrative assistant at the conclusion of each seven-week placement
11. serve as contact person for the student teacher when questions arise related to absences or other irregularities or emergencies
12. complete an evaluation of each cooperating teacher
13. enter data into the EMU assessment system, as applicable

Expectations for the Cooperating Teacher

Having a student teacher can strengthen classroom learning. Based on research on collaborative teaching, two teachers planning and teaching together can benefit students in significant ways.

Recent research indicates that in today's classroom pupils benefit significantly when co-teaching becomes a significant dimension of the cooperating teacher-student teacher professional relationship. Perl (1999) defines co-teaching as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space. With co-teaching, the amount of time the student teacher is left totally alone is reduced. Perl recommends that as a general rule of thumb the student teacher should be left alone to work with full class instruction about 15% to 20% of the time.

Having a student teacher also brings personal satisfaction to the supervising teacher. To have shared in the making of a capable and responsible member of the teaching profession is indeed a great reward.

Cooperating teachers play a crucial role in the student teaching program. They are key persons from beginning to end. Suggestions for carrying out this function follow:

Orienting the Student Teacher

1. Speak of the EMU student as a colleague rather than as a student teacher, but do not oversell your student teacher so that the student teacher finds it hard to live up to the pupils' expectations.
2. If possible, have a desk or table placed in the classroom for the student teacher's use. A "home base" for keeping materials is important.
3. You may want to have the pupils plan how they may help to orient the "assisting teacher" to the classroom and to the school.
4. Confer with your principal regarding a schedule of activities for the student teacher as appropriate in your school.
5. Assemble a packet of materials which describe the school situation: faculty and student handbooks, releases from the administrative office, school calendar, floor plan of the building, description of grading system, fire drill procedures, etc.
6. Have available copies of textbooks, lesson plan book, and grade book for the student teacher's use.
7. Help fellow teachers and parents to develop a favorable attitude toward the student teacher and the student teaching program. You may wish to send a form letter to parents, preparing them for the arrival of the student teacher.
8. Plan for systematic supervision and continuous evaluation using formal and informal approaches.

The Student Teacher's First Day

Student teachers may arrive in your school with a variety of emotions; some will be anxious, some excited. Meet them where they are; your calm assurance will help them settle into the new rhythms of student teaching.

1. Welcome them and help them to relax through friendly conversational interchange.
2. Introduce the student teacher to your students and other members of the school staff (including cafeteria staff and custodians).
3. Take time during the day to talk with your student teacher about your expectations during the next weeks: schedules, material to be covered, lesson plans, school and classroom routines, tasks to be completed, etc. This would be a good time to give your student teacher the orientation materials you have prepared.

4. Clarify expectations for the student teacher at the outset of the experience. Regular informal and structured talks concerning plans and progress are necessary if the student teacher is to be successful.

Busy Weeks for Professional Maturing

Your goal as a cooperating teacher is to provide enough experiences during student teaching to allow the student teacher to "get the feel of the classroom." That's a difficult task, even though you are an experienced teacher, but that should be the direction of your efforts.

Since the performance of student teachers varies, we cannot expect them to be equally able at the end of the experience. Some will attain a polished and distinguished level, while others will perform at proficient and acceptable levels. We look for growth and maturation, plus a level of competence that makes it reasonably certain that each one will succeed in the classroom.

The student teaching experience seeks to develop teaching competence through four primary techniques. They are observation, co-teaching, responsible teaching, and conference. The first three of these phases are not mutually exclusive, nor must one phase be completed before another begins. (Your student teacher will have had experiences in observation and in participation before coming to you.)

A. Observation

During this phase, the student teacher should get acquainted with the school. Your student teacher needs to be guided in what to look for. The student teacher should become acquainted with:

- your teaching methods
- the classroom organization and management
- characteristics of pupils in general and individually
- instructional materials
- means of providing for individual differences
- the program of extracurricular activities
- the administrative regulations and the school organization
- cumulative records of pupils
- professional activities of the school staff
- the philosophy and objectives of the school
- the procedures used by other teachers through occasional visits to their rooms

Ease your student teacher into classroom teaching responsibilities. Make sure your "co-teacher" has had an opportunity to learn the pupils' names, observe the organizational planning which you use with the subject, and make careful plans for teaching which you have approved.

B. Participation and Co-Teaching

The student teacher should gradually assume the duties of the regular teacher. The rate at which these responsibilities are assumed will be up to you and the student teacher. The concern of the university is that responsibilities be progressive in proportion to capacity and readiness. Most student teachers should be ready for some responsible teaching by the second week. Some will be ready toward the end of the first week. By participating in the class activities the student teacher should:

- get to know the subject matter and select materials for instruction
- understand the need for punctuality and for being in the classroom before the students arrive
- accept responsibility for order and proper conduct of pupils in the classroom before the students arrive
- handle routine jobs such as adjusting shades, checking ventilation, taking roll, distributing materials, collecting papers
- develop the ability to share in the teaching activity by making assignments and announcements, putting items on bulletin boards, and assisting pupils having difficulties

During this time, you might give your student teacher additional practice by requiring some lesson plans that you will evaluate.

Friend and Cook (1996) advocate various forms of co-teaching including the following: (1) *One teach, One drift*--one teacher does the teaching while the other assists students; (2) *Parallel Teaching*--the classroom is split in

half and both instructors teach the same information at the same time; (3) *Alternative Teaching*--one teacher manages most of the class while the other teacher works with a small group inside or outside the classroom; (4) *Station Teaching*--both teachers facilitate various teaching stations in the classroom; (5) *Team Teaching*--two teachers serve as one with both teachers engaging in conversation without lecture.

C. Responsible Teaching

This is the goal toward which all other student teaching experiences are pointed. Your "co-teacher" should be inducted into teaching gradually, adding classes as s/he can carry them successfully. During this time it is appropriate for the cooperating teacher to become an "assistant" and place the responsibility for planning and leading with the student teacher. It is desirable for the student teacher to assume leadership responsibility for **all** classes for a minimum of three weeks for a seven-week placement.

The following suggestions apply to this phase of the student teacher's experience:

- Preplan by making out a calendar of teaching responsibilities for the entire semester.
- Radiate cooperation, guidance, and professional behavior in order to instill such behavior in the student teacher.
- Give the student teacher encouragement to develop new ideas and to put them into practice. Foster self-confidence as sincerely and as often as possible.
- Insist that a thorough plan be made for the teaching activity--more detailed at first, less detailed later.
- Help the student teacher to put variety into lesson plans. Depending upon individual styles of the student teacher, your suggestions may have to be more or less directive.
- Get the student teacher involved in classroom activities early in the experience. Help the student teacher to anticipate discipline problems and to guide pupils in self-discipline.
- Don't hesitate to leave the classroom for short periods of 10-15 minutes at first, depending upon the capabilities of the student teacher.
- Develop co-teaching strategies as appropriate.

D. Conferences

It is in the conference sessions that the student teacher is helped to understand the dynamics of the classroom situation. In order to provide an opportunity for self-evaluation, professional growth, and a sense of security, your "co-teacher" needs frequent occasions to talk about observations and experiences.

We recommend brief daily and/or longer weekly conferences. This is your opportunity for cooperative planning. Criticize positively and in the spirit of sharing. **Please be straightforward.**

In addition to the conferences that you will arrange with your student teacher, the university consultant will have group and/or individual conferences with the student teacher.

E. Reporting

The EMU teacher education program has tried to keep the paper work for the cooperating teacher to a minimum. We are asking for completed observation reports (4 from clinical faculty, 2 from non-clinical faculty), weekly progress reports, a mid-term evaluation at the halfway mark, and a final evaluation due the final week of the placement, which includes a completed rating scale and a written evaluation of the student. An evaluation of the university consultant is also requested. Forms are provided and evaluations should be shared with the student teacher.

Since the written evaluation will become part of the student's placement credentials, we are asking that careful thought be given to the wording. It should represent clearly and fairly the new teacher's readiness for the profession, including strengths and limitations, and the student teacher's chances of success in a teaching position.

Your student teacher will share a Google folder with you that has the forms included. Electronic signature is fine. The evaluation forms are also available online: <http://www.emu.edu/education/st-forms/>

F. Additional Information

1. In case of an emergency or serious problem, call the Director of Clinical Partnerships at (540) 432-4142 or 432-4334. In case of illness, student teachers are responsible for contacting both the EMU teacher education program and the school where student teaching is taking place.
2. The student teacher is not to be absent from their assignment for any reason whatsoever except in cases of personal illness or death in the immediate family. Report any deviations in attendance immediately to the university consultant.
3. A student teacher may not receive payment for student teaching. The student teacher must be under the supervision of a licensed teacher at all times.
4. Have your student teacher participate in as many extra-classroom professional activities as possible: a visit to a pupil's home, observation of parent-teacher conferences, and attendance at faculty meetings, PTA, education association meetings, etc.
5. The student teacher should be able to use school equipment such as the copy machine and computers.

Expectations for the Student Teacher

As You Begin

By this time you are ready for student teaching. You have met the criteria for admission to student teaching. You have a reasonably adequate background of general and professional education. You have participated in various kinds of experiences with children and/or youth. And, most importantly, you feel a kind of confidence that you have chosen the profession that is for you.

The purpose of student teaching is to test that confidence and bring it to maturity through actual teaching experience. You may discover weaknesses you didn't know you had. But much more, you will discover strengths that will help you cope with those weaknesses.

Through student teaching you will acquire further competence for teaching by applying principles of reflective teaching. Reflective teaching involves translating professional know-how into informed practice and continuously evaluating your effectiveness as a classroom teacher.

The best thing about student teaching is that it gives you a chance to test your skill under the supervision of an experienced teacher. Make the most of this opportunity!

Prior to the start of Opening School Experience and each placement, send an email to your cooperating teacher as a way of introduction and to find out your teacher's expectations for your first day.

Perhaps you have already visited the school to which you are assigned. If not, Opening School Experience and the Cooperating Teachers' Dinner will provide you with an opportunity to get acquainted with your supervising teacher(s). This teacher is legally responsible for the pupils and you will not assume more authority than they are willing to delegate to you.

Student teachers are required to participate in Opening School Experience preceding the start of the school year. Fall and spring student teachers are placed in the classroom of their first student teaching placement to experience a teacher's responsibilities in opening the classroom and school year. Opening School Experience is scheduled to begin 1-2 weeks prior to the beginning of EMU's fall semester depending on your first placement school division's academic calendar.

Your university consultant carries direct responsibility for supervising you as a student teacher. **Your university consultant for each placement will visit you in the classroom five or more times if you are working with a non-clinical faculty teacher or two or more times if working with a clinical faculty teacher, and will also conduct individual conferences with you.** Those seeking 6-12 or PreK-12 licensure should expect visits from faculty members in the teacher education program and a content specialist.

You are a student teacher; a "co-teacher." That means that you do not try to make the classroom revolve around you, but it also means that you do not turn into a "wallflower" and fail to be actively involved in the situation. Even though you will spend large amounts of time in observation, especially the first week, use these times for active observation of the dynamics of the classroom and not just for sitting. If observing becomes boring to you, it's probably your fault. It may even mean that you have not yet developed the desired insights to be a successful teacher.

Spend your observation hours noting the supervising teacher's methods and trying to understand why they are used. Study both the group and individual behavior of pupils. See how quickly you can learn pupils' names by making your own seating chart. Develop an awareness of the classroom routines and courtesies expected of pupils.

Remember that you are now a professional person. Dress like a teacher, act like a teacher, and try to think like a teacher. Use professional titles with your new colleagues; never use the first name of another teacher or student teacher when addressing pupils.

Participation and Teaching

It may be that you will be invited to participate in a variety of classroom activities as soon as student teaching begins. As you engage in these activities, the pupils will be sizing you up. This is, therefore, your chance to "sell" yourself to the group. Willingness to tackle any of these jobs when called upon by the classroom teacher is an indication of your readiness for the next phase of student teaching: definite responsibility for a class.

After you have shown yourself capable of limited participation, your cooperating teacher will give you various teaching assignments. It may be a single lesson after one or two days in the school, and you will be asked to do responsible teaching after one or two weeks. Although this varies, you should be teaching full time by the beginning of the third week.

Your responsibilities during student teaching will include some of the following:

- Teach and plan lessons for the entire day.
- Create units within the content area.
- Use a class textbook as a curriculum guide.
- Participate in field trips.
- Develop a teacher's organizational systems.
- Manage paperwork for meetings, grade keeping and taking, etc.
- Develop sub plans.
- Grade daily assignments.
- Monitor assessments.
- Collect, collate, and report student achievement.
- Maintain a grade book.
- Complete report cards.
- Participate in bus and lunchroom duty.
- Provide after-school tutoring.
- Attend faculty meetings, parent-teacher conferences, student case meetings, etc.
- Other activities as assigned by your teacher.

To meet college credit and state licensure requirements, student teachers are expected to teach or participate in supervised student teaching classroom experiences-with approximately 20 clock hours per week in primary or co-teaching responsibilities over the course of the semester. The main objective, of course, is quality and variety of experiences rather than the number of hours accumulated. You will keep a record of the hours spent. Typically student teachers average 35-40 clock hours per week of student teaching in all activities and may accumulate a total of 400-500 or more hours in their two placements.

Lesson Planning

It is mandatory that you write a lesson plan for each class period that you teach following the template of your licensure program. This plan should be shared and cleared with your supervising teacher before you teach the lesson. **When you begin teaching, lesson plans need to contain much detail.** As you experience success in teaching, they may become less detailed after several weeks. Lesson plans should be organized into folders on Google Drive and shared with the Cooperating Teacher and University Consultant.

A good lesson plan includes:

- Lesson Topic & Date
- Standards – SOLs / Professional Standards
- Lesson Objectives
- Assessments
- Materials/Resources
- UDL & Differentiation of Instruction (for all your students)
- Set Induction or Anticipatory Set
- Lesson Body (guided practice and/or independent practice & pacing for each section)
- Teacher Questions
- Closure
- Reflection

Following each lesson taught, or at the end of the day, you should evaluate the plan, the procedures used, and the achievements in pupil learning. Make notes of strengths and weaknesses for future reference. It is expected that you will have primary and co-teaching responsibilities for at least 25-30 days of each placement.

Important Details

1. **The state of Virginia requires that you have a Tuberculosis test before you teach in the public schools. It is imperative that you take care of this before you begin student teaching. Please note that this test is effective only for 12 months.**
2. You will be required to complete a background/criminal check prior to student teaching **at the request of the school division. The student will be responsible for arranging and paying** for the background check **prior** to the first day of Opening School Experience.
3. **You are not to be absent from your assignment for any reason whatsoever except for a personal illness or death in the immediate family.** In case of such an emergency, notify your University Consultant **and** your Cooperating Teacher as early as possible. If you are teaching out-of-state, you need to notify your supervising teacher only. In **no** case may you ask your supervising teacher for permission to be absent for any reason whatsoever. Such requests must be cleared directly with the Director of Clinical Partnerships. Refer to the "Student Teaching and Absences" policy.
4. In case of inclement weather, you are responsible for monitoring school cancellations or delays. This information can be found on school division websites or whsv.com.
5. **You are expected to be at the cooperating school the same hours as the regular teachers.** Frequently, this is one-half hour before and one-half hour after school. Some days you may need to stay longer in order to have time for conferences with your supervising teacher. You are not to give your supervising teacher the impression that you must rush back to the EMU campus (or elsewhere) because of personal duties. In fact, you should be involved in very few campus activities during student teaching.
6. If you are asked to do substitute teaching for your supervising teacher or another teacher in the school, you may do so if you feel sufficiently confident. You may count this in your student teaching record, provided you receive no pay for your work. However, for your own legal protection, make sure that a designated certified teacher has been assigned to you.
7. Sometimes student teachers and supervising teachers experience some difficulty in communicating. If this occurs, confide in your University Consultant early, so that the situation can be improved.
8. You are required to provide your own transportation to your student teaching placements.

As You Leave

It is important that you communicate clearly to your cooperating teacher how much you appreciate their efforts on your behalf. Of course, your words will carry the ring of sincerity only if you have exhibited cooperation and diligence each day. You would do well to stop by the principal's office before leaving and express your appreciation to them also. Perhaps you will want to visit this school later in the year as you have the opportunity, but remember that such visits must be cleared through the principal's office.

Reflective Teaching Seminar

Along with student teaching, you will enroll in a one-semester hour course ED 411 Reflective Teaching Seminar which is offered on a pass/fail basis. These seminars are required and your participation in the professional growth activities will be considered in your final evaluations for student teaching. Missed sessions will require make-up assignments. The dates will be announced in your syllabus and at the Cooperating Teachers Dinner. The purpose of the seminars is to focus on the improvement of teaching through reflective teaching. **Please do not ask to be excused from these seminars unless your reason involves an emergency.**

Licensure Procedure

As part of the final step in preparation for teaching, you must apply for licensure in the state of Virginia. Initial licensure is issued by the Virginia Department of Education in Richmond.

After you have completed the state approved program for teaching, the Undergraduate Teacher Education Program Director will recommend you for initial licensure. This recommendation certifies that you have completed a state approved program and are qualified by character and temperament for the teaching profession. EMU takes the responsibility of recommending graduates for licensure seriously; therefore, the screening process actually occurs when you apply for admission to the teacher education program during the sophomore year and admission to student teaching during your junior year.

Licensure is not automatic, but is acquired only when the student completes the proper application forms. You will be guided by the teacher education office in the license application process near the end of your second placement. Since you are graduating from a Virginia Department of Education approved program, you are expected to apply for Virginia licensure. By so doing, you will establish a base for interstate reciprocity for becoming licensed in other states. An official transcript from the Registrar's Office must be requested, and must include your degree conferral. Accounts at the Business Office must be paid before transcripts are released from the Registrar's Office.

By receiving Virginia licensure, you will have reciprocity for licensure in many other states; however, you also need to apply for licensure in the state where you plan to teach. Information about teacher licensure in other states is available in Appendix E. **Please be aware that required tests for licensure vary from state to state. It is possible that you will need to take additional tests and/or courses to qualify for licensure in the state to which you are applying.** Most states, including Virginia, require a fee for licensure, which is the responsibility of the student.

***Note that if you plan to apply for licensure in another state, your Praxis Subject Assessment scores may need to be submitted directly to the state department of education as some states do not accept photocopies of the scores. You need to know this information when you register to take the Praxis Subject Assessment. A fee is charged if you send your scores after you have already taken the test.**

Support Available for First Year Teachers

First-year graduates are invited by the education faculty to a dinner to reflect on their EMU experience, discuss their first year teaching experience, and ask for assistance if they wish. This dinner is held in the fall of each year and provides another measure of program effectiveness.

Virginia Licensure and EMU Program Exam Requirements

Praxis Subject Assessment Requirements for Licensure (<http://www.ets.org/praxis>)

Must be taken for admission to Student Teaching; must be passed for exit requirements & licensure

Licensure Area	Required Test (with test codes)	Minimum Passing Score
PreK-3 and PreK-6	Elementary Education: Multiple Subjects (use test code 5001 when signing up for all subtests at once)	
	<ul style="list-style-type: none"> Reading and Language Arts Subtest (5002) Mathematics Subtest (5003) Social Studies Subtest (5004) Science Subtest (5005) 	157 157 155 159
	Teaching Reading: Elementary (5205)	159
Secondary Education (6-12) programs		
Biology	Biology: Content Knowledge (5236)	154
Chemistry	Chemistry: Content Knowledge (5246)	146
Computer Science	Computer Science (5652)	142
English	English Language Arts: Content Knowledge (5038)	167
History and Social Science	Social Studies: Content Knowledge (5581)	153
Mathematics	Mathematics (5165)	159
All Grade Education (PreK-12) programs		
English as a Second Language	English to Speakers of Other Languages (5362)	149
Foreign Language: Spanish	Spanish: World Language (5195)	168
Health and Physical Education	Health and Physical Education: Content Knowledge (5857)	160
Music (Vocal/Choral or Instrumental)	Music: Content Knowledge (5113)	160
Visual Arts	Art: Content Knowledge (5134)	158

Candidates are required to report their official scores to the education department in two ways:

1. Bring a hard copy or send electronic copy of your score report to the teacher education office once you receive your scores electronically
2. Enter EMU as a score recipient (along with the Virginia Department of Education and the state in which you plan to teach)
 - EMU's ETS Praxis institutional score recipient number is 5181

***If you plan to apply for licensure in another state, your Praxis Subject Assessment scores may need to be submitted directly to the state department of education as some states do not accept photocopies of the scores. You need to know this information when you register to take the Praxis Subject Assessment. A fee is charged if you send your scores after you have already taken the test. Required tests for licensure vary from state to state. It is possible that you will need to take additional tests and/or courses to qualify for licensure in the state to which you are applying**

Appendix B

Student's Checklist to Complete EMU's Teacher Education Program

First Year Fall Semester

- _____ Enroll in ED 101 Exploring Teaching.
- _____ Maintain a 2.5 GPA and have a C or better in all education and methods courses (courses with an ED prefix, VACA 397/398, MUED 341/342, PE 401/402) and a 2.7 GPA to be admitted to student teaching.
- _____ Make arrangements for transportation to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

First Year Spring Semester

- _____ Declare a major and licensure area in education.
- _____ Complete a 4-year plan with your advisor.
- _____ Make arrangements for transportation to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

Sophomore Fall Semester

- _____ Apply for admission to teacher education by **November 30** which includes the following requirements:
 - Maintain a 2.5 GPA and have a C or better in all education and methods courses (courses with an ED prefix, VACA 397/398; MUED 341/342, PE 401/402) and a 2.7 GPA to be admitted to student teaching.
 - Submit a completed teacher education application.
 - Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.

Sophomore Spring Semester

- _____ Complete a teacher education interview in February.
- _____ Admission to teacher education is required before registering for ED 341/2/3 Literacy Block or ED 351 General & Special Methods.

Junior Fall Semester

- _____ Apply for admission to student teaching by **November 30** if planning to student teach the following academic year which includes the following requirements:
 - Maintain at least a 2.7 GPA and have a C or better in all education and methods courses (courses with an ED prefix, VACA 397/398; MUED 341/342, PE 401/402).
 - Submit a completed student teaching application.
 - Meet all the criteria as outlined for admission to teacher education.
 - Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.
 - Achieve a score of 2 or higher on designated criteria in the lesson plan rubric from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once.
(Designated courses: ED 331, 333, 351, and 385; EDS 331 and 332; PE 402; VACA 398; MUED 342)
 - Achieve a score of "Developing Towards Expectations" or higher on each of seven essential criterion in the Profile of Clinical Performance practicum evaluation from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once.
(Designated courses: ED 252, 331-333, 341-343, & 361; VACA 397-398; LING 460; MUED 341-342; PE 401-402)
- _____ Transfer students are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching.

Junior Spring Semester

- ____ Meet individually with the Director of Clinical Partnerships to discuss student teaching placements.
- ____ Complete the following requirements for admission to student teaching:
 - Write and submit an introductory letter and a resume by March 31. These will be given to each supervising teacher and placed in your permanent file.
 - Complete certification or training in emergency first aid, cardiopulmonary resuscitation (CPR) including hands-on practice, and the use of automated external defibrillators (AED). The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator such as a program developed by the American Heart Association or the American Red Cross.
 - Submit a negative Tuberculosis screening. These can be done through the EMU Health Center and billed to your insurance.
- ____ Make arrangements for transportation to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation for student teaching

Senior Year

- ____ Participate in Opening School Experience. Spring student teachers participate in OSE in August prior to student teaching.
- ____ Take the Praxis Subject Assessment(s) prior to the student teaching semester. Health & Physical Education candidates may take their Praxis Subject Assessment in January of their student teaching semester.
- ____ Have enough credit hours to graduate (120 semester hours) and fulfill all EMU requirements.

Program Exit Requirements

- ____ Maintain at least a 2.7 GPA through graduation and have a C or better in all education and methods courses (courses with an ED prefix, VACA 397/398; MUED 341/342, PE 401/402).
- ____ Meet the following exit requirements before graduation:
 - Pass the Virginia state requirements for the Praxis Subject Assessment and Praxis Teaching Reading: Elementary exam (if required).
 - Successfully complete student teaching as determined by the university consultant in cooperation with the cooperating teacher.
 - Successfully complete ED 411 Reflective Teaching Seminar with a passing grade.
 - Meet requirements for child abuse and neglect recognition & reporting curriculum guidelines of the Virginia Department of Education in Reflective Teaching Seminar and through: http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html.
 - Complete dyslexia awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia: <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.
 - Complete the behavior intervention and support training provided by the Virginia Department of Education. <https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html>.
 - Complete instruction or training in cultural competency as per guidelines from the Virginia Board of Education. <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/cultural-competency-training>
 - Apply for Virginia state licensure – directions and guidance are given during the student teaching semester.

LICENSURE APPLICATIONS WILL BE PROCESSED AFTER THE ABOVE EXIT REQUIREMENTS HAVE BEEN MET AND AN OFFICIAL TRANSCRIPT HAS BEEN REQUESTED.

Appendix C

Transfer Student's Checklist to Complete EMU'S Teacher Education Program

Fall Semester Sophomore or Junior Year:

- _____ Enroll in ED 101 Exploring Teaching.
- _____ Maintain a 2.5 GPA and have a C or better in all education and methods courses (courses with an ED prefix, VACA 397/398; MUED 341/342, PE 401/402) and a 2.7 GPA to be admitted to student teaching.
- _____ Declare a major and licensure area in education.
- _____ Complete a planned course of study with your advisor.
- _____ Apply for admission to teacher education by **November 30** which includes the following requirements:
 - Maintain a 2.5 GPA and have a C or better in all education and methods courses (courses with an ED/EDS prefix, VACA 397/398; MUED 341/342, PE 401/402) and a 2.7 GPA to be admitted to student teaching.
 - Submit a completed teacher education application.
 - Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.
- _____ Make arrangements for access to a vehicle to transport yourself to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

Spring Semester Sophomore or Junior Year (all transfers):

- _____ Complete a teacher education interview in February.
- _____ Admission to teacher education is required before registering for ED 341/2/3 Literacy Block or ED 351 General & Secondary Methods.
- _____ Make arrangements for access to a vehicle to transport yourself to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

Fall Semester the Year Prior to Student Teaching:

- _____ Apply for admission to teacher education by **November 30** which includes the following requirements:
 - Maintain a 2.5 GPA and have a C or better in all education and methods courses (courses with an ED prefix, VACA 397/398; MUED 341/342, PE 401/402) and a 2.7 GPA to be admitted to student teaching.
 - Submit a completed teacher education application.
 - Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.
 - Achieve a score of "Developing Towards Expectations" or higher on each of seven essential criterion in the Profile of Clinical Performance practicum evaluation from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once. (Designated courses: ED 252, 331-333, 341-343, & 361; VACA 397-398; LING 460; MUED 341-342; PE 401-402).
- _____ Transfer students are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching.

Spring Semester the Year Prior to Student Teaching:

- _____ Meet individually with the Director of Clinical Partnerships to discuss student teaching placements.
- _____ Make arrangements for access to a vehicle to transport yourself to and from schools for your student teaching semester.
- _____ Complete certification or training in emergency first aid, cardiopulmonary resuscitation (CPR) including hands-on practice, and the use of automated external defibrillators (AED). The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator such as a program developed by the American Heart Association or the American Red Cross.
- _____ Submit a negative Tuberculosis screening. These can be done through the EMU Health Center and billed to your insurance and must be current up to one year prior to beginning student teaching.

Senior Year

- _____ Participate in Opening School Experience. Spring student teachers participate in OSE in August prior to student teaching.
- _____ Take the Praxis Subject Assessment(s) prior to the student teaching semester. Health & Physical Education candidates may take their Praxis Subject Assessment in January of their student teaching semester.
- _____ Have enough credit hours to graduate (120 semester hours) and not exceed 18 hours (6-12 and PreK-12) or 24 hours (PreK-3 and PreK-6) of professional education hours.

Program Exit Requirements

- _____ Maintain at least a 2.7 GPA through graduation and have a C or better in all education and methods courses (courses with an ED prefix, VACA 397/398; MUED 341/342, PE 401/402).
- _____ Meet the following exit requirements before graduation:
 - Pass the Virginia state requirements for the Praxis Subject Assessment and Praxis Teaching Reading: Elementary exam (if required).
 - Successfully complete student teaching as determined by the university consultant in cooperation with the cooperating teacher.
 - Successfully complete ED 411 Reflective Teaching Seminar with a passing grade.
 - Meet requirements for child abuse and neglect recognition & reporting curriculum guidelines of the Virginia Department of Education in Reflective Teaching Seminar and through: http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html.
 - Complete dyslexia awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia: <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.
 - Complete the behavior intervention and support training provided by the Virginia Department of Education. <https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html>.
 - Complete instruction or training in cultural competency as per guidelines from the Virginia Board of Education.
 - Apply for Virginia state licensure – directions and guidance are given during the student teaching semester.

LICENSURE APPLICATIONS WILL BE PROCESSED AFTER THE ABOVE EXIT REQUIREMENTS HAVE BEEN MET AND AN OFFICIAL TRANSCRIPT HAS BEEN REQUESTED.

Appendix D

Recommendations for Student Professional Development

- ____ Join professional organizations such as signing up for membership in VEA (Virginia Education Association) or a licensure-specific professional association (ACEI, NCTE, NCTM, SHAPE, etc.)
- ____ Obtain as much instructional experience with children and/or youth as possible during summers and vacation periods.
- ____ Participate in career development opportunities.
- ____ Develop a wide range of interests, including hobbies, to enrich personal development.

Appendix E

State Departments of Education

Specific information on requirements and procedures
for each state may be secured
using the contact information provided below:

Alabama	Alaska
State Department of Education Office of Teaching and Leading 50 North Ripley St P.O. Box 302101 Montgomery, AL 36104 (334) 353-8567 www.alsde.edu	Alaska Dept. of Education and Early Development 801 West 10 th St., Suite 200 P.O. Box 110500 Juneau, AK 99811-0500 (907) 465-2831 education.alaska.gov/TeacherCertification
Arizona	Arkansas
Arizona Department of Education <i>Physical Address:</i> 1535 W. Jefferson St., Phoenix, AZ 85007 <i>Mailing Address:</i> P.O. Box 6490, Phoenix, AZ 85505-6490 (602) 542-4367 www.azed.gov/educator-certification	Department of Education Office of Educator Licensure Four Capitol Mall, Room 106-B Little Rock, AR 72201 (501) 682-4342 www.arkansased.org/divisions/educator%20effectiveness/educator-licensure
California	Colorado
Commission on Teacher Credentialing 1900 Capitol Ave. Sacramento, CA 95811-4213 (916) 322-4974, option 1 www.ctc.ca.gov/commission/contact-the-commission/CERT-contact	Colorado Department of Education Professional Services and Educator Licensure 6000 E. Evans Ave. Building #2, Suite 100 Denver, CO 80222 (303) 866-6628 www.cde.state.co.us/cdeprof
Connecticut	Delaware
Connecticut Department of Education Bureau of Educator Standards & Certification 450 Columbus Boulevard, Suite 503 Hartford, CT 06103-1841 (860) 713-6969 https://portal.ct.gov/SDE/	Delaware Department of Education Licensure/Certification Office 35 Commerce Way, Suite 1 Dover, DE 19904 (302) 857-3388 https://deeds.doe.k12.de.us/default.aspx
District of Columbia	Florida
Office of the State Superintendent of Education Educator Licensure & Accreditation 1050 First Street, NE Washington, D.C. 20002 (202) 741-5881 Osse.dc.gov/page/educators-0	Florida Department of Education Bureau of Teacher Certification Room 201, Turlington Building 325 W. Gaines Street Tallahassee, FL 32399-0400 (800) 445-6739 www.fldoe.org/edcert
Georgia	Hawaii
Georgia Professional Standards Commission 200 Piedmont Ave. SE Suite 1702, West Tower Atlanta, GA 30334-9032 <i>In state:</i> (800) 869-7775 <i>Out of state:</i> (404) 232-2500 www.gapsc.com/certification/home.aspx	Hawaii Teacher Standards Board 650 Iwilei Road Suite 201 Honolulu, HI 96817 (808) 586-2600 Htsb.org

Idaho	Illinois
Idaho Department of Education Teacher Certification Division 650 West State St Boise, ID 83702 (208) 332-6800 www.sde.idaho.gov/site/teacher-certification	Illinois State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-4321 (866) 262-6663 www.isbe.net/pages/educator-licensure.aspx
Indiana	Iowa
Indiana Department of Education Office of Educator Licensing & Development South Tower, Suite 600 115 W. Washington St. Indianapolis, IN 46204 (317) 232-6610 www.doe.in.gov/licensing	Board of Educational Examiners Grimes State Office Building 400 East 14 th Street Des Moines, IA 50319-0146 (515) 281-3245 educateiowa.gov www.boee.iowa.gov
Kansas	Kentucky
Kansas State Department of Education Teacher Education & Licensure 900 SW Jackson St. Topeka, KS 66612 (785) 296-2288 www.ksde.org/agency/division-of-learning-services/teacher-licensure-and-accr-education	Education Professional Standards Board (EPSB) Division of Certification 100 Airport Rd, 3 rd floor Frankfort, KY 40601 (502) 564-5846 (888) 598-7667 www.epsb.ky.gov/course/view.php?id=3
Louisiana	Maine
Louisiana Department of Education Division of Certification, Leadership, & Preparation P.O. Box 94064 Baton Rouge, LA 70804-9064 (877) 453-2721 www.louisianabelieves.com www.teachlouisiana.net/teachers.aspx?pageID=650	Maine Department of Education Certification Office 23 State House Station Augusta, ME 04333-0023 (207) 624-6603 www.maine.gov/doe/cert
Maryland	Massachusetts
Maryland State Department of Education Certification Branch 200 West Baltimore Street Baltimore, MD 21201-2595 (888) 246-0016 (410) 767-0100 www.marylandpublicschools.org/about/pages/DEE/certification/index.aspx	Massachusetts Department of Education Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-4906 (781) 338-6600 www.doe.mass.edu/licensure
Michigan	Minnesota
Department of Education 608 W. Allegan St. P.O. Box 30008 Lansing, MI 48909 (833) 633-5788 www.michigan.gov/mde/0,4615,7-104-5683_14795_83462---.00.html	Minnesota Department of Education Educator Licensing 1500 Highway 36 West Roseville, MN 55113 (651) 582-8200 https://education.mn.gov/mde/lic/
Mississippi	Missouri
Mississippi Department of Education Office of Educator Licensure P.O. Box 771 Jackson, MS 39205-0771 (601) 359-3483 www.mde.k12.ms.us/oel/lg	Missouri Educator Certification P.O. Box 480 Jefferson City, MO 65102-0480 (573) 751-0051 www.dese.mo.gov/educator-quality/certification

Montana	Nebraska
Montana Office of Public Instruction Attn: Educator Licensure P.O. Box 202501 Helena, MT 59620-2501 (406) 444-3095 (888) 231-9393 www.opi.mt.gov/educators/licensure/become-a-licensed-montana-educator	Department of Education 301 Centennial Mall South P.O. Box 94987 Lincoln, NE 68509-4987 (402) 471-2295 www.education.ne.gov/TCERT
Nevada	New Hampshire
Department of Education 9890 S. Maryland Pkwy 2nd Floor Las Vegas, NV 89183 (702) 486-6458 http://www.doe.nv.gov/educator_licensure/	Department of Education Certification/Bureau of Credentialing 101 Pleasant Street Concord, NH 03301-3494 (603) 271-3494 www.education.nh.gov/certification
New Jersey	New Mexico
New Jersey Department of Education Office of Certification and Induction P.O. Box 500 Trenton, NJ 08625-0500 (609) 376-3500 www.state.nj.us/education/educators/licensure	New Mexico Public Education Department Professional Licensure Bureau 300 Don Gaspar Santa Fe, NM 87501 (505) 827-1436 www.ped.state.nm.us/licensure
New York	North Carolina
New York State Education Department Office of Teaching Initiatives 89 Washington Avenue, 5N EB Albany, NY 12234 (518) 474-3901 www.highered.nysed.gov/tcert	Department of Public Instruction Licensure Section 6301 Mail Service Center Raleigh, NC 27699-6301 (919) 807-3310 www.ncpublicschools.org/licensure/
North Dakota	Ohio
Department of Public Instruction Division of Teacher Certification 600 E. Blvd Ave, Dept. 201 Bismarck, ND 58505-0440 (701) 328-2260 www.nd.gov/espb/licensure	Ohio Department of Education Office of Education Licensure 25 S. Front St. Mail Stop 504 Columbus, OH 43215-4183 (877) 644-6338 education.ohio.gov/topics/teaching/licensure
Oklahoma	Oregon
Oklahoma Department of Education Professional Standards Section Oliver Hodge Building, Suite 212 2500 N. Lincoln Blvd. #212 Oklahoma City, OK 73105-4599 (405) 521-3337 Ok.gov/sde/teacher-certification	Teacher Standards & Practices Commission 250 Division St. NE Salem, OR 97301-1012 (503) 378-3586 www.oregon.gov/TSPC
Pennsylvania	Rhode Island
Pennsylvania Department of Education Certification Services 333 Market St Harrisburg, PA 17126-0333 (717) 787-8445 www.education.pa.gov/educators/certification/pages/default.aspx	Office of Educator Quality & Certification 255 Westminster St Providence, RI 02903 (401) 222-8893 www.ride.ri.gov/teachersadministrators/educatorcertification.aspx

South Carolina	South Dakota
State Department of Education Educator Licensure 8301 Parklane Rd. Columbia, SC 29223 (803) 896-0325 www.ed.sc.gov/educators/certification	Department of Education Certification Office 800 Governors Drive Pierre, SD 57501 (605) 773-3134 www.doe.sd.gov/certification
Tennessee	Texas
Tennessee Department of Education Office of Educator Licensing 12 th Floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243 (615) 532-4885 www.tennessee.gov/education/licensing	Texas Education Agency Educator Certification 1701 N Congress Avenue Austin, TX 78701 (512) 936-8400 www.tea.texas.gov/texas_educators/certification/
Utah	Vermont
Utah State Office of Education Educator Quality and Licensing 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 (801) 538-7740 www.schools.utah.gov/curr/licensing	Agency of Education 219 N. Main St., Suite 402 Barre, VT 05641 (802) 479-1030 www.education.vermont.gov/educator-quality/become-a-vermont-educator/traditional-route
Virginia	Washington
Virginia Department of Education Division of Teacher Education & Licensure P.O. Box 2120 Richmond, VA 23218 (804) 225-2022 https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure	Professional Certification Office Old Capitol Building 600 Washington St. S.E. P.O. Box 47200 Olympia, WA 98504-7200 (360) 725-6000 www.k12.wa.us/certification
West Virginia	Wisconsin
WV Department of Education 1900 Kanawha Blvd East Charleston, WV 25305 (304) 558-2681 (800) 982-2378 wvde.state.wv.us/certification/	Department of Public Instruction Educator Licensing 125 S. Webster St. Madison, WI 53703 (800) 441-4563 (608) 266-3390 www.dpi.wi.gov/tepd/licensing
Wyoming	
Wyoming Department of Education Professional Teaching Standards Board 1920 Thomes Ave, Suite 100 Cheyenne, WY 82001 (307) 777-7291 http://wyomingptsb.com/licensure/becoming-licensed/	

Appendix F

Teacher Education Course Fees

Course fees are used to cover the cost of practicum/cooperating teacher stipends unless otherwise noted

<u>Course #</u>	<u>Title</u>	<u>Fees</u>
ED 101	Exploring Teaching	\$55.00
ED 221	PFE Early Childhood	\$40.00
ED 235	Curriculum and Organization in Early Educ.	\$35.00
ED 252	Learning and Classroom Environments PFE	\$40.00
ED 331	Curriculum Block	\$60.00
ED 341	Literacy Block (ED341, 342, 343)	\$80.00
ED 361	Secondary Methods Practicum	\$60.00
ED 395	Reading and Writing in the Content Area (6-12)	\$35.00
ED 421	Student Teaching I: PreK-3	\$125.00
ED 422	Student Teaching II: PreK-3	\$125.00
ED 423	Student Teaching 4-6	\$125.00
ED 451	Middle School Student Teaching	\$125.00
ED 452	High School Student Teaching	\$125.00
ED 461	Student Teaching (PreK-6)	\$125.00
ED 462	Student Teaching (6-12)	\$125.00
ED 411	Reflective Teaching Seminar	\$15.00
ED 499	Independent Study	\$50.00
EDS 381	May SPED PFE	\$60.00
LING 460	Practicum in TESOL	\$60.00
VACA 397	Elementary School Art Methods <i>(\$35 for practicum, \$25 for art supplies)</i>	\$60.00
VACA 398	Secondary School Art Methods	\$35.00
MUED 341	Elementary School Music <i>(only for students taking this for 3 SH)</i>	\$35.00
MUED 342	Secondary School Music <i>(only for students taking this for 3 SH)</i>	\$35.00
PE 301	Adapted PE	\$25.00
PE 401	Elementary PE	\$60.00
PE 402	Middle and Secondary PE	\$60.00

Transportation to practicum experiences and to student teaching is the sole responsibility of the student (except for Exploring Teaching field experiences.)

Appendix G

Anticipated Program Fees*

This provides a rough estimate of the anticipated fees you can expect throughout your teacher education program. This is not an exhaustive list, and fees are subject to change at any time without notice.

Description	When in Program	Anticipated Fee
Education Course Fees See Appendix F Course Fees for a complete list of ED/EDS courses that have fees	Throughout program	\$30-125 per course
Entrance and licensure tests For complete details go to http://www.emu.edu/education/test-scores	Varies	\$130-180 Praxis Subject Assessments
First Aid, CPR, and AED training	For admission to student teaching	\$75 - \$110 (See options below)
Background Checks	For student teaching	\$10 - \$20 per school division
Licensure application	At the end of program	\$100 - \$150
Transcript (to include with your licensure application)	At the end of program	\$8
Graduation	At the end of program	\$100 plus cost of cap & gown
Other university fees are found at http://www.emu.edu/business-office/fees/		

Some options for completing the First Aid, CPR, and AED requirement

*Training/certification in emergency First Aid, cardiopulmonary resuscitation (CPR) including hands-on practice, and the use of automated external defibrillators (AED) may be done elsewhere. If you have completed training in another setting please submit proof to the teacher education office. Remember, this training must include the hands-on component to satisfy VDOE requirements.

- Take the EMU HE 201 First Aid 1-credit course - \$35 course fee
- Complete a 7 hour on-campus training (available 1-2 times per year and arranged by the teacher education program) - \$85
- Training in Harrisonburg through Emergency Prep (<http://www.eprepcpr.com>) - \$85
- Red Cross training options (www.redcross.org/local/virginia/take-a-class) - \$85
- Heartsaver First Aid/CPR/AED courses through Central Shenandoah (www.csems.org) - \$85

* If costs are a barrier, please reach out to your advisor to inquire about the Teacher Education Fee Waiver Policy (Appendix I).

Appendix H

Teacher Education Program Candidate Growth Plan

Student Name:		Initial Date:	
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The Teacher Education Program (TEP) at Eastern Mennonite University offers you the opportunity to change and grow. The Teacher Education faculty members believe that the person you are becoming is the key to your effectiveness as an educator. Preparation for teaching is dynamic and life-long. As your teachers, we are seeking to model this journey of openness and continuous growth both personally and professionally.

Having a growth mindset is essential for continued professional growth. Reflecting on the teacher you are and the teacher you hope to become enables you to see areas for growth and to pursue intentional steps to support that growth. A growth mindset means realizing that we all have strengths and that those strengths contribute to our potential to make a difference in this world and that we also have areas where we need to continually grow. This is about “the power of yet” where we acknowledge that this area of growth isn’t a strength for us...yet, but with hard work and intentionality, it can be.

This *TEP Candidate Growth Plan* is intended to document areas (i.e., knowledge, skills, dispositions) in which Teacher Education candidates need to demonstrate further growth in order to be successful in the program and/or as educators. Grounded in an ethos of restorative justice in education (rje), it provides both support and accountability for candidates as they work to address academic, dispositional, or other concerns.

The form has four sections: description of strengths and area(s) for growth, a collaboratively developed growth plan, and a plan for progress reporting/checking in. The *TEP Candidate Growth Plan* will be developed collaboratively between the candidate, their advisor(s) or program director, and other relevant faculty/staff.

Each area for growth should be included along with an explanation and a plan for growth, including who will be responsible for each aspect of the plan. Specific dates for review and checking in should be part of the growth plan.

Area(s) of strength:

(Can be identified by faculty or candidate and should be confirmed by the candidate. Be specific: include test scores, GPA, rubric category, dispositions, behaviors, or course requirements/expectations, etc.)

Area(s) for growth:

(Can be identified by faculty or candidate and should be confirmed by the candidate. Be specific: include test scores, GPA, rubric category, dispositions, behaviors, or course requirements/expectations, etc.)

Growth development plan:

(Include specific and concrete strategies or actions developed in collaboration with the candidate; identify who will be responsible for which aspects of the plan; specify time frame and dates of review.)

Progress reporting:

Dates for review should be listed and a report of progress at that time should be included. This should be developed with candidates.

Candidate:		
	signature	date
Faculty:		
	signature	date
Faculty:		
	signature	date
Faculty:		
	signature	date
Other:		
	signature	date
Other:		
	signature	date

Appendix I

Fee Waiver Policy

Purpose: As one way to remove barriers to retention within the EMU Teacher Education Program (TEP), we will work to alleviate financial barriers, including but not limited to the registration fees for passing state-mandated assessments, such as the Praxis Subject Matter Assessment and the Teaching Reading Exam. This policy provides guidance in the steps students should take to qualify for a waiver for those fees.

- (1) In order to qualify for a waiver, the student must have filed FAFSA and be Pell Grant eligible.
- (2) Eligible students should first meet with the Financial Assistance Office to determine if options are available from their existing financial assistance packages. Students who receive institutional or federal financial assistance may qualify to have their assessment fees covered. The Financial Assistance Office will notify the Teacher Education Program Director and the Placement and Assessment Coordinator with the outcome of the meeting with the student.
- (3) If the student's financial aid will not cover the cost of registration, the student can then meet with the Program Director to discuss the options available. These may include signing up for extra content-related tutoring, receiving test-taking support, and/or applying for a waiver.
 - (a) Content-related tutoring and test-taking support are available through the Academic Success Center. Appointments can be made through Navigate or by walk-in during tutoring hours.
 - (b) When going to tutoring, students should bring previous test reports, [test prep materials](#), and/or sample tests for tutors to access.
- (4) After discussion with the Program Director, the student may apply for the waiver by filling out a google form which will ask for information about preparation, previous attempts, and/or other details.
 - (a) The [Google form](#) will ask the following questions:
 - (i) Name, semester you are planning to student teach
 - (ii) For which assessment are you applying for a waiver? (a separate form will be submitted for each assessment they are applying for a waiver).
 - (iii) Have you previously taken this assessment? If yes, what were your score(s)?
 - (iv) What steps have you taken to be prepared for this assessment? The Academic Success Center (ASC) provides test preparation tutoring. You can sign up for an appointment through Navigate or find a time for walk-in tutoring. Your tutor should provide a summary of the preparation you accessed. Please include documentation of tutoring from the ASC.
- (5) After the waiver application is completed, the Program Director will make a final decision about approval. Once approved, the student will meet with the Placement and Assessment Coordinator to register for the assessment.
- (6) The Placement and Assessment Coordinator will keep a record of students who have received an assessment fee waiver and students will be limited to two waivers per assessment.