

Student Teaching Handbook

Becoming teachers who teach boldly in a changing world



through an ethic of care and critical reflection

**Education Department
Eastern Mennonite University
2017-2018**

www.emu.edu/education

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Welcome to Student Teaching and the Professional Semester

The professional semester, like a three-legged stool, requires equal support of student teachers, master 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,

Cathy Smeltzer Erb, Ph.D.

Chair of Undergraduate Teacher Education

&

Ron Shultz, M.Ed.

Coordinator of Field Placements

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Introduction

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. Prospective teachers at EMU believe that individuals can learn to their full potential, and that effective teachers help students draw on the background of experience to construct their own learning. The following persons share responsibility in working with the student teacher during the assigned practicum:

The **Coordinator of Field Placements** at EMU is responsible for assigning student teachers to the cooperating schools. The coordinator 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 his/her classroom five or more times if working with non-clinical faculty, or two to 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) will generally be visited by two university consultants--one from the education department 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 Mid-Valley Consortium Training is considered **Clinical Faculty**.

Conceptual Framework of the Undergraduate Teacher Education Unit

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

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 unit 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 MA graduates.

Eastern Mennonite University Mission Statement

Identity

A leader among faith-based universities, Eastern Mennonite University emphasizes peacebuilding, creation care, experiential learning, and cross-cultural engagement.

Founded in 1917 in Harrisonburg, Virginia, EMU is an educational institution of Mennonite Church USA. EMU serves students of diverse religious and cultural backgrounds and confers undergraduate, graduate, and seminary degrees.

Mission

EMU educates students to serve and lead in a global context. Our Christian community challenges students to pursue their life calling through scholarly inquiry, artistic creation, guided practice, and life-changing cross-cultural encounter. We invite each person to follow Christ's call to

bear witness to faith,
serve with compassion, and
walk boldly in the way of nonviolence and peace.

Vision

EMU envisions a learning community marked by academic excellence, creative process, professional competence, and passionate Christian faith, offering healing and hope in our diverse world. To this end, we commit ourselves to

do justice,
love mercy, and
walk humbly with God.

Shared Values

EMU embodies the enduring values of the Anabaptist tradition:

Christian discipleship,
community,
service, and
peacebuilding.

Together we worship God, seek truth, and care for God's creation.

*Approved by the EMU Board of Trustees
June 28, 2008*

What Mission and Beliefs Guide the Education Department?

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.

Approved by COTE May 8, 2012

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 department 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. 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, 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, 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, peacebuilding, and restorative approaches 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. We aim to prepare teachers who will successfully pursue an ethic of care as they build 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 (2000) describes this caring as “multi dimensional responsiveness” which “places teachers in ethical, emotional and academic partnerships and speaks especially to the expectations teachers have of their students” (p. 62). 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 a 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 critical caring demonstrate “high performance, expectations, advocacy, and empowerment of students” through “their use of pedagogical practices that facilitate school success” (Gay, 2000, p. 62).

Caring is also enacted through restorative approaches in education (Amstutz & Mullet, 2005). 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 diverse 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.

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 unnoted. 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) s/he teaches
- 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 his or her 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

Approved by COTE May 8, 2012

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 positive outlook
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, evaluates progress, sets realistic goals

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

Teacher Education Faculty

The teacher education faculty at EMU is committed to purposeful change. The education department 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 education department:

Cathy K. Smeltzer Erb, Ph.D.

Chair of Undergraduate Teacher Education
Professor of Teacher Education
Program Coordinator of Secondary Education

Meg Sander, J.D., Ph.D.

Director of Master of Arts in Education
Assistant Professor of Teacher Education

Katherine Evans, Ph.D.

Assistant Professor of Teacher Education

Tracy L. Hough, Ed.D.

Assistant Professor of Teacher Education
Program Coordinator of PreK-3 Education

Lori A. H. Leaman, Ed.D.

Professor of Teacher Education
Program Coordinator of Special Education

Ronald M. Shultz, M.Ed.

Instructor of Teacher Education
Field Experience Coordinator
Program Coordinator of PreK-6 Education

Paul J. Yoder, Ph.D.

Assistant Professor of Teacher Education

Bonnie Yoder, M.Ed.

Adjunct Professor of Teacher Education
University Consultant for Student Teaching

Resources and University Policies

Academic Integrity

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, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. ...EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators, 2005, www.wpacouncil.org). (Taken from *Undergraduate Catalog 2016-2017*, "Student Academic Integrity Policy," pp. 20-21)

The education department will apply EMU's Student Academic Integrity Policy (see *Undergraduate Catalog*, pp. 20-23) to any events of academic dishonesty.

Academic Success Center

The Academic Success Center, located on third floor of the Hartzler Library, is a valuable resource to you. Referrals to the Academic Success Center are also made by faculty when you need assistance with improving reading, writing, and/or mathematics skills. The Center offers individual and small group tutoring. The Academic Success Center also provides academic support and advocacy for students with documented disabilities. www.emu.edu/academic-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>. Master of Arts in Education information is available in the education department or online: <http://www.emu.edu/maed/>. 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.

Eastern Mennonite University's

Conflict and Grievance Procedure

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

Grievances, for purposes of this document, are a specific and potentially more serious, kind 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. Our hope is that the majority of 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. In some instances, especially for particular kinds of grievances (for example, sexual harassment or misconduct), more formal processes may be necessary and appropriate as the first response.

The following informal and formal procedures are applicable to all students, faculty and staff of Eastern Mennonite University as well as applicants for faculty, staff or student status. These procedures are intended to comply with the requirements of Title IX of the Education Amendments of 1972 and the general employee grievance policy of Eastern Mennonite University. These procedures are subject to amendment and/or pre-emption by 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. Persons are advised to seek legal counsel should they have specific legal questions or concerns.

Grievance procedures can be handled in the following ways:

INFORMAL RESOLUTION
FORMAL GRIEVANCE PROCEDURE
LEVEL I PROCEDURES -- MEDIATION PROCESS
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. The education department is willing to cover the cost of one subscription of the Core Academic Skills for Educators: Mathematics Interactive Practice Test for each student needing to take this test who would like this resource. Other resources for preparing to take licensure tests are available online and on campus. The education department can provide information on possible resources. Students are encouraged to visit the education department's website www.emu.edu/education and click on "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 Reading for Virginia Educators 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/.

Eastern Mennonite University's 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, such complaint 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 complaint in writing, the student complaint form at emu.edu/about/student-complaint-form/ is to be completed. When it is submitted, it will be received by the assistant to the president who will forward the complaint to the administrator who is most appropriate to respond to the complaint. The administrator will respond in writing, within 10 business days. The administrator will submit copies of the complaint and response to the president's office for filing and monitoring.

In the event that a student is not satisfied with the response to the complaint, the student may choose to follow the grievance procedure for resolution. 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 grievance procedure for resolution and reconciliation.

Approved by President's Cabinet, May 21, 2003

Revised March 12, 2007

Revised February 11, 2009

Updated March 2015

(Taken from the Eastern Mennonite University website: www.emu.edu/policies)

Departmental 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 your 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

Approved by COTE May 8, 2012

Student Teaching and Coursework

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar and Portfolio. Additional coursework is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a fulltime, full load program. In the event that a student needs to enroll in additional classes during student teaching, written permission must be granted from 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 must submit a letter requesting permission to take a course while student teaching to the Teacher Education Admission Committee and send it to the education department. 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 Coordinator of Field Placements 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.

Approved by COTE May 8, 2012

Student Teaching and Work

The student teaching semester includes two student teaching placements and the course ED 411 Reflective Teaching Seminar and Portfolio. Additional work is strongly discouraged. Student Teaching takes precedence over all other activities for the semester and is to be seen as a fulltime, full load program. In the event that a student wants to work during student teaching, written permission must be granted from 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 education department. 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 workload hinders student performance and jeopardizes student success in completing the program, the Coordinator of Field Placements 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.

Approved by COTE May 8, 2012

Student Teaching and Athletic Involvement

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

Students who wish to participate in intercollegiate athletics during their professional semester shall notify the Coordinator of Field Placements at their interview for student teaching.

In advance of the professional semester the Coordinator of Field Placements, the coach, and the athlete, 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 on an athletic team shall be signed by the coach, student teacher, and the Coordinator of Field Placements.

If during Student Teaching there is indication that athletics hinders student performance and jeopardizes student success in completing the program, the Coordinator of Field Placements in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to terminate participation in athletics and/or student teaching for the duration of the semester.

Approved by COTE May 8, 2012

Student Teaching Outside the Consortium Area

Several assumptions guide the placement of student teachers away from the consortium area. The consortium area is defined as any school district within a 50-mile radius of Harrisonburg. These assumptions are as follows:

- The student teaching placement must provide the student teacher with a cultural or educational context not readily available in the Shenandoah Valley.
- 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 education department 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 trip.

Applicants who wish to student teach away from the consortium area:

- must have demonstrated success in her/his first placement
- must demonstrate maturity, independence, academic competence, promptness in completing tasks, and flexibility in dealing with new situations
- must write a letter to the Coordinator of Field Placements stating why s/he wishes to student teach in a different locale

- must be willing to pay all costs incurred as a result of the supervisory arrangements and communication expenses
- must be willing to take responsibility for all living arrangements and transportation

Approved by COTE May 8, 2012

EMU Guidelines for Student Teaching in Your Own Classroom

A school division may offer a student a teaching contract before a student has begun his/her student teaching experience, or after the first placement. In these rare situations, it may be possible for a student teacher to student teach "in his/her own classroom." The decision whether or not to support such an experience belongs to the Chair of Undergraduate Teacher Education and Field Placement Coordinator but must be consistent with the unit's 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 his/her own classroom.

Student Teacher Qualifications:

- submit a written request to student teach "in his/her own classroom" to the Coordinator of Field Placements
- 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 K-3 and one seven-week placement in 4-6; PreK-12 (Art, Foreign Language, Health & PE, Music, SPED, and Theater) – one seven-week placement in K-5 and one seven-week placement in 6-8 or 9-12; Secondary Education – one seven-week placement in 6-8 and one seven-week placement in 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 hired 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, s/he 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, portfolios, journals, etc.

Onsite Mentor:

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

Local Administrator:

- administrator may be the building principal or assistant principal, or the 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 supervisor

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:

In rare instances school divisions may request that a student teacher be allowed to accept a paid teaching position prior to completing student teaching. The Chair of Undergraduate Teacher Education and the Coordinator of Field Placements 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 his/her student teaching experience, continued supervision by the university supervisor, and the support to be provided by the requesting school.

Approved by COTE May 8, 2012

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

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 Coordinator of Field Placements 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 Coordinator of Field Placements 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 Coordinator of Field Placements may be included in this meeting if appropriate.

Step 3 - Withdrawal from current Student Teaching/Practicum placement

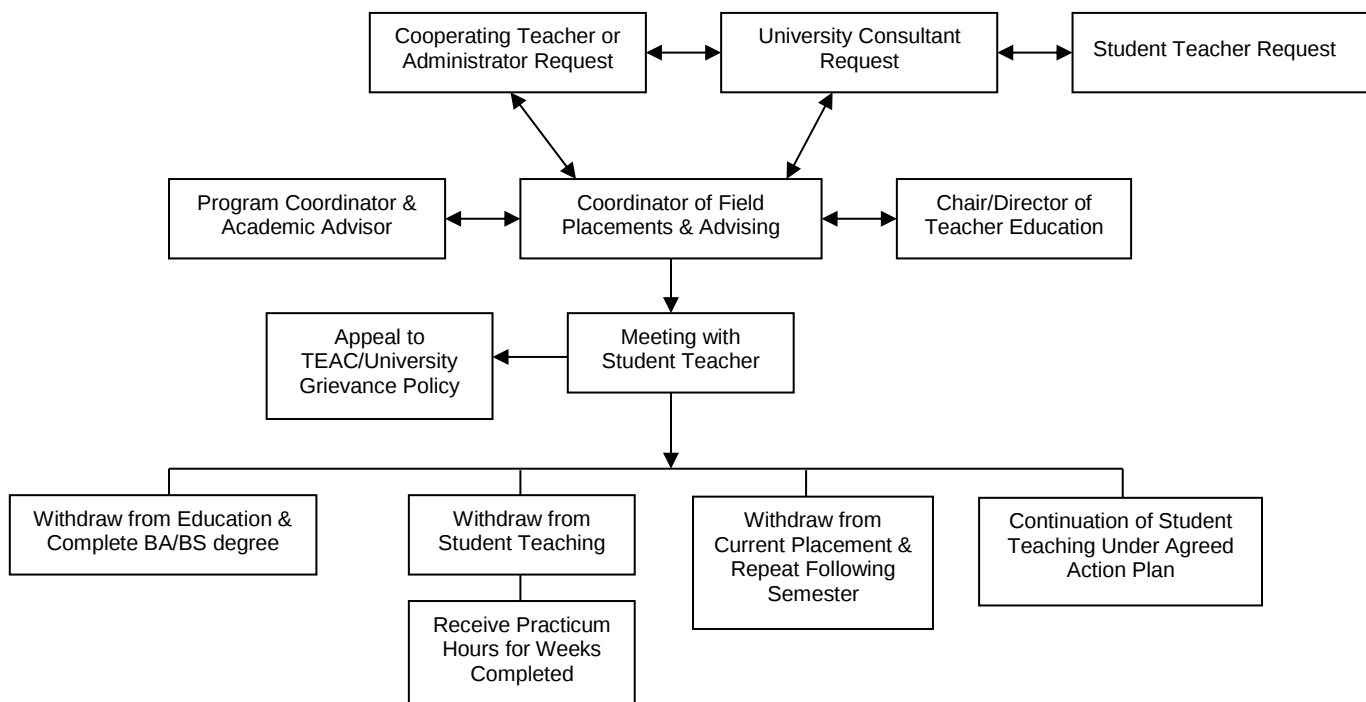
If the recommendation is to terminate the student teaching/practicum placement, the university program coordinator, university consultant, and the university Coordinator of Field Placements will meet to finalize the recommendation and determine the candidate's next steps. The Coordinator of Field Placements 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.

Approved by COTE May 8, 2012

Withdrawal From Student Teaching & Internship



Approved by COTE May 8, 2012

Mid-Valley Consortium for Teacher Education

Eastern Mennonite University collaborates with Bridgewater College, Mary Baldwin College, James Madison University, and seven area school divisions to form the Mid-Valley Consortium for Teacher Education. The purpose of the partnership is to capitalize on institutional strengths to promote the best possible student teaching experiences. The Mid-Valley 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. Mid-Valley 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 Mid-Valley 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 Mid-Valley Consortium for Teacher Education website: <https://www.jmu.edu/coe/esc/consortium.shtml>

Profile of Student Teaching Performance

Objectives of student teaching support the mission of the education department and are developed by the Mid-Valley Consortium for Teacher Education. Each student teacher:

A. PROFESSIONAL KNOWLEDGE

- 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.

B. ASSESSMENT OF AND FOR STUDENT LEARNING

- B1: Sets acceptable, measurable, and appropriate learning outcomes and achievement goals for student learning.
- B2: Plans formal and informal assessment of learning outcomes.
- B3: Checks for understanding using a variety of assessment techniques to enhance student learning.
- B4: Uses formal and informal assessment evidence to identify strategies to improve instruction.

C. INSTRUCTIONAL PLANNING

- C1: Is familiar with and uses relevant aspects of students' background, knowledge, experience, and skills.
- C2: Plans differentiated instruction to address the unique characteristics of individual students (e.g. TAG/GT, ESL, special needs).
- 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

- 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: Demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives of learners.

E. INSTRUCTIONAL DELIVERY

- 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.

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS

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

G. PROFESSIONALISM

- 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.
- G4: Builds relationships and collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- G5: Accesses resources to deepen an understanding of cultural, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.

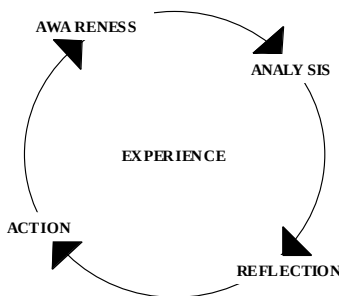
A Reflective Teaching Model Is Used During Student Teaching

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 education department expects prospective teachers 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

Teacher education at EMU strives to help prospective teachers make meaningful connections between theory and practice. Prospective teachers are taught to ask significant questions in 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 in individual student teaching packets given at the beginning of the semester and all of the forms are also available online: <http://www.emu.edu/education/st-forms/>

Student Teacher Roles form

- outline and guidance of the various roles the student teacher plays-- observer, teacher's helper, and teacher-in-charge

Daily Lesson Plans form

- 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
- forward to 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**
- forward to 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 of paramount importance that the student teacher be helped to reflect on his/her performance realistically. 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 the areas of weakness in personal performance so that s/he can continue to work towards eliminating weaknesses and capitalizing on strengths.

Because we believe letter grades at times detract from one's concern for the permanent quality of learning, the education department 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 education department file.

Evaluation Forms & Surveys

The following are the forms used to evaluate the performance of the student teachers and the surveys used to evaluate the organization and management of the professional semester. All forms are provided to necessary persons in individual student teaching packets at the beginning of the semester or are sent electronically by email throughout the semester. Most of the forms are also 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:
 - five from the university consultant and two from the cooperating teacher (if non-clinical faculty)
 - OR**
 - two from the university consultant and five 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 in close touch with the progress of the student, and to insure 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, etc.)
3. keep channels of communication open with all key persons relating to the student teaching experience
4. observe the student teacher in his/her classroom at least five times if working with a non-clinical cooperating teacher and at least two 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 portfolio system, as applicable

Expectations for the Cooperating Teacher

Having a student teacher can strengthen classroom learning. Since two heads can be better than one, two teachers planning and teaching together will 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

You may not notice it, but the day your student teacher arrives in your school, the student's knees will be shaking. The student teacher needs security!

1. Welcome them and help them to relax through friendly conversational interchange.
2. Introduce the student teacher to your pupils and other members of the school staff (including cooks 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, erasing blackboards, taking roll, distributing materials, collecting papers

- develop the ability to share in the teaching activity by making assignments and announcements, putting items on chalk/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 education department has tried to keep the paper work for the cooperating teacher to a minimum. We are asking for completed observation reports (5 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.

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 Coordinator of Field Placements at (540) 432-4142. In case of illness, student teachers are responsible for contacting both the EMU education department and the school where student teaching is taking place.
2. The student teacher is not to be absent from his/her 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. This teacher is legally responsible for the pupils and you will not assume more authority than s/he is 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 education department 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.
- Should there be an "other activities as assigned by your teacher" item? Not sure how this should be worded, but maybe it would be helpful to note that there may be other things not mentioned on this list that they need to do.
- 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 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 kept in your student teaching lesson plan notebook.

A good lesson plan:

1. begins with the teaching objective(s)
2. lists procedures and activities for achieving the objective(s)
3. identifies materials needed
4. specifies assessment procedures
5. documents differentiation of instruction to meet individual student needs

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 Coordinator of Field Placements. Refer to the "Student Teaching and Absences" policy found on p. 18.
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 his/her 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 him/her also. Perhaps you will want to visit this school later in the year as you have opportunity, but remember that such visits must be cleared through the principal's office.

Reflective Teaching Seminar and Portfolio

Along with student teaching, you will enroll in a one-semester hour course ED 411 Reflective Teaching Seminar and Portfolio 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. During your professional semester, you will finalize the development of your Student Teaching Portfolio as part of ED 411. **Please do not ask to be excused from these seminars unless your reason involves an emergency.**

Exit Requirements

Each student teacher must meet all exit criteria for successful completion of EMU's teacher education program and to obtain Virginia licensure. These criteria are:

In addition to meeting the requirements for your academic major, you must satisfy the following exit requirements. You must:

1. have taken the Praxis Subject Assessment for each licensure area.
2. meet the Virginia State cut-off score requirements for the Praxis Subject Assessment and the Reading for Virginia Educators exam (if required).
3. maintain a minimum cumulative GPA of 2.7 through the final semester and achieve a C or better in all education courses (with an ED/EDS prefix).
4. successfully complete student teaching as determined by the university consultant in conjunction with the cooperating teacher.
5. submit a Student Teaching Portfolio in ED 411 and achieve a passing score on each assignment.
6. demonstrate proficiency in meeting Virginia Technology Standards for Instructional Personnel.
7. 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
8. 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>
9. complete the application for a Virginia teaching license.

Approved by COTE May 9, 2017

You will be required to take the Praxis Subject Assessment and Reading for Virginia Educators exam (if applicable) to receive initial licensure in Virginia and most other states. You should register directly through the Educational Testing Services. Registration information is available on the web at <http://www.ets.org/praxis> and in the education department. When registering for Praxis tests, please select EMU as the institutional score recipient. You are responsible to submit a copy of your score report to the education department.

You will also be required to pass the Virginia Communication and Literacy Assessment (VCLA) for licensure in Virginia. This test is administered in Virginia with dates announced at the beginning of each school year. You should register directly through the National Evaluation Systems, Inc. (NES). Registration information is available on the web at <http://www.va.nesinc.com/>. A copy of your score report must be submitted to the education department.

You are responsible for all test fees. 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/>.

Please be aware that required tests for licensure vary from state to state. It is possible that you will need to take additional tests to qualify for licensure in the state to which you are applying.

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 Chair of Undergraduate Teacher Education 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. These forms are available in the education department office. 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. A transcript from the Registrar's Office must accompany all application forms for a teaching license. 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 and at www.emu.edu/education/doeaddress.html. **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 Core & 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 Assessments. A fee is charged if you send your scores after you have already taken the test.**

Support Available for First Year Teachers

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

Standards for Beginning Teachers

Eastern Mennonite University seeks to prepare teachers who teach boldly in a changing world through an ethic of care and critical reflection. In order to accomplish this mission, professional standards from Specialized Professional Associations have been consulted. The performance outcomes for EMU's teacher education program reflect "best practices" as promoted by these standards. The following standards are derived from the Interstate Teacher Assessment and Support Consortium (InTASC), which are widely accepted within the teaching profession as exemplary. They should be consulted as a guide for bringing further definition of the goals for student teaching.

InTASC Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

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) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. 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 his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. 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.

Virginia Licensure and EMU Program Exam Requirements

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

Entry Assessments for admission to Teacher Education:

<i>Licensure Area</i>	<i>Required Test (test codes listed in parentheses)</i>	<i>Minimum Passing Score</i>
All	Virginia Communication and Literacy Assessment (VCLA) Combined test includes a reading and a writing sub-test (VA099) http://www.va.nesinc.com	470
All	Basic Skills Assessment – can be met in ONE of the following 4 ways:	
	1. SAT Qualifying Scores (for SAT taken after March 1, 2016) Contact the education department for qualifying scores on SAT taken prior to March 1, 2016. • Total score • Evidence-based Reading and Writing Section • Mathematics Section	1170 at least 580 at least 560
	2. ACT Qualifying Scores • Composite Score • English and Reading total • Mathematics	24 46 22
	3. Praxis Core Academic Skills for Educators (Core) http://www.ets.org/praxis To take all three subtests at the same time, register for Core Academic Skills for Educators: Combined Test (5751) • Core: Reading (5712) • Core: Writing (5722) • Core: Mathematics (5732)	156 162 150
	4. VCLA and Praxis Core: Mathematics • VCLA (VC099) (http://www.va.nesinc.com) • Core: Mathematics (5732) (http://www.ets.org/praxis)	470 150

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

<i>Licensure Area</i>	<i>Required Test (with test codes)</i>	<i>Minimum Passing Score</i>
PreK-3 and PreK-6	Elementary Education: Multiple Subjects (use test code 5001 when signing up for all subtests at once) • Reading and Language Arts Subtest (5002) • Mathematics Subtest (5003) • Social Studies Subtest (5004) • Science Subtest (5005)	157 157 155 159
	Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education (5306)	157

Special Education	<i>It is recommended that you take Special Education: Core Knowledge and Application (5354), or you may take a special education test required by another state. Praxis Subject Assessment in this area is not a VA licensure requirement, but is an EMU program requirement.</i>	n/a
	Reading for Virginia Educators: Elementary and Special Education (5306)	157
Secondary Education (6-12) programs		
Biology	Biology: Content Knowledge (5235)	155
Chemistry	Chemistry: Content Knowledge (5245)	153
Computer Science	Computer Science (5651) <i>Praxis Subject Assessment in this area is not a VA licensure requirement, but is an EMU program requirement.</i>	n/a
English	English Language Arts: Content Knowledge (5038)	167
History and Social Science	Social Studies: Content Knowledge (5081)	161
Mathematics	Mathematics: Content Knowledge (5161)	160
All Grade Education (PreK-12) programs		
English as a Second Language	English to Speakers of Other Languages (5362) <i>Passing score is effective July 1, 2016 for those seeking an add-on endorsement through testing. Passing score is effective September 1, 2017 for licensure applicants completing an approved program. All EMU students seeking ESL endorsement are required to take this test as an EMU program requirement.</i>	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
Theater Arts	Theatre (5641) <i>Praxis Subject Assessment in this area is not a VA licensure requirement, but is an EMU program requirement.</i>	n/a
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 of your score report to the education department 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 VCLA score recipient number is 011
 - EMU's ETS Praxis institutional score recipient number is 5181

Updated 7/6/2017

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

Spring Semester the Year Prior to Student Teaching:

- _____ Meet individually with the Coordinator of Field Placements to discuss student teaching placements.
- _____ Complete the following requirements for admission to student teaching:
 - write and submit three copies each of an introductory letter and a resume by March 31. A set will be given to each supervising teacher and one set will be placed in your permanent file.
 - complete certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), 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 CPR and the use of an AED, such as a program developed by the American Heart Association or the American Red Cross. The certification or training shall include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.
 - Submit a negative Tuberculosis screening.
- _____ Make arrangements for access to a vehicle to transport yourself to and from schools for your student teaching semester. You are responsible to arrange for your own transportation to all field experiences after ED 101.

Senior Year

- _____ Participate in Opening School Experience. Spring student teachers participate the August prior to student teaching.
- _____ Take the Praxis Subject Assessment and the Reading for Virginia Educators exam (if required) prior to the student teaching semester. Health and Physical Education and Special Education candidates may take their Praxis Subject Assessment in January of their student teaching semester.
- _____ Have enough credit hours to graduate (128 semester hours) and not exceed 18 hours (6-12 and PreK-12) or 24 hours (PreK-3, PreK-6, and SPED) of professional education hours.

Program Exit Requirements

- _____ Maintain at least a 2.7 GPA through graduation.
- _____ Meet the following exit requirements before graduation:
 - Pass the Virginia state requirements for the Praxis Subject Assessment, VCLA, and Reading for Virginia Educators (if required).
 - Successfully complete student teaching as determined by the cooperating teacher in cooperation with the supervising teacher.
 - Submit a Student Teaching Portfolio including a comprehensive record of professional experiences and documentation of student learning.
 - Demonstrate proficiency in meeting Virginia Technology Standards for Instructional Personnel.
 - 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>
 - Apply for Virginia state licensure – directions and forms are distributed during the student teaching semester.

LICENSURE APPLICATIONS WILL BE PROCESSED AFTER THE ABOVE EXIT REQUIREMENTS HAVE BEEN MET AND A COMPLETE TRANSCRIPT HAS BEEN RECEIVED BY THE EDUCATION DEPARTMENT.

Selected References for Student Teaching

- Banks, J. A. (1996). *Multicultural education, transformative knowledge, and action*. New York: Teacher's College Press.
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- Cole, R. R. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association of Supervision and Curriculum Development.
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- Dareh, J. C. (1995) *Supervision as a proactive process*. White Plains, NY: Longman Inc.
- Dilg, M. L. (1999). *Race and culture in the classroom: Teaching and learning through multicultural education*. New York: Teachers College Press.
- Dwyer, C. A.. (1994) *Development of the knowledge base for the praxis III: Classroom performance assessments assessment criteria*. Princeton, NJ: Educational Testing Service.
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- Good, T. L. (1997) *Looking in classrooms*. New York: Longman.
- Henderson, J. G. (1996) *The study of your constructivist practices*. Englewood Cliffs, NJ: Merrill.
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- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass.
- Liston, D. P., & Zeichner, K. M. (1996). *Culture and teaching*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Marsh, C. J., & Willis, G. (2003). *Curriculum: Alternative approaches, ongoing issues*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Pelletier, C. M. (2000) *A handbook of techniques and strategies for coaching student teachers*. Boston: Allyn and Bacon.
- Pelletier, C. M. (2000) *Strategies for successful student teaching: A comprehensive guide*. Boston: Allyn and Bacon.
- Posner, G. J. (2000) *Field experience: A guide to reflective teaching* (5 ed.). New York: Addison Wesley Longman.
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- Roe, B. D., E. P. Ross and P. C. Burns. (1998) *Student teaching and field experiences handbook*. Columbus: Merrill Publishing Company.
- Rosenberg, M. S. et. al. (1998) *Student teacher to master teacher: A practical guide for educating students with special needs*. Upper Saddle River, NJ: Prentice-Hall, Inc.
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- Wiggins, G. (1989). *The futility of trying to teach everything of importance*. *Educational Leadership*, 47(3), 44-48, 57-59.
- Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: Association of Supervision and Curriculum Development.

State Departments of Education

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

Alabama 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 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 Arizona Department of Education 1535 W. Jefferson St. Phoenix, AZ 85007 (602) 542-4367 (800) 352-4558 www.azed.gov/educator-certification	Arkansas Department of Education Office of Educator Licensure Four Capitol Mall, Room 106-B Little Rock, AR 72201 (501) 682-4342 www.arkansased.org
California Commission on Teacher Credentialing 1900 Capitol Ave. Sacramento, CA 95811-4213 (916) 322-4974, option 1 www.ctc.ca.gov	Colorado 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 Connecticut Department of Education Bureau of Educator Standards & Certification 165 Capitol Ave. Hartford, CT 06106-1630 (860) 713-6969 www.state.ct.us/sde	Delaware Delaware Department of Education Licensure/Certification Office 35 Commerce Way, Suite 1 Dover, DE 19904 (302) 735-4000 https://deeds.doe.k12.de.us/default.aspx
District of Columbia Office of the State Superintendent of Education Educator Licensure & Accreditation 810 First St. NE, 8 th Floor Washington, D.C. 20002 (202) 741-5881 Osse.dc.gov	Florida Florida Department of Education Bureau of Teacher Certification Suite 201, Turlington Building 325 W. Gaines Street Tallahassee, FL 32399-0400 (800) 445-6739 www.fldoe.org/edcert
Georgia Georgia Professional Standards Commission 200 Piedmont Ave. SW Suite 1702, West Tower Atlanta, GA 30334-9032 (800) 869-7775 www.gapsc.com	Hawaii Hawaii Teacher Standards Board 650 Iwilei Road #201 Honolulu, HI 96817 (808) 586-2603 Htsb.org
Idaho Idaho Department of Education Teacher Certification Division 650 West State St Boise, ID 83720-0027 (208) 332-6882 www.sde.idaho.gov/site/teacher-certification	Illinois Illinois State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-4321 (866) 262-6663 www.isbe.state.il.us/ELIS

Indiana	Iowa
Indiana Department of Education Office of Educator Licensing & Development South Tower, Suite 600 115 W. Washington St. Indianapolis, IN 46204 (317) 232-9010 www.doe.in.gov/licensing	Board of Educational Examiners Grimes State Office Building 400 East 14 th Street Des Moines, IA 50319-0146 (515) 281-5294 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	Education Professional Standards Board (EPSB) Division of Certification 100 Airport Rd, 3 rd floor Frankfort, KY 40601 (502) 564-5846 (888) 598-7667 www.kyepsb.net/certification
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 oesprd01.doe.louisiana.gov	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 (866) 772-8922 (410) 767-0412 www.marylandpublicschools.org/MSDE	Massachusetts Department of Education Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-5023 (781) 338-6600 www.doe.mass.edu
Michigan	Minnesota
Department of Education 608 W. Allegan St. P.O. Box 30008 Lansing, MI 48909 (517) 373-3324 www.michigan.gov/mde	Minnesota Department of Education Educator Licensing 1500 Highway 36 West Roseville, MN 55113 (651) 582-8200 www.education.state.mn.us/mde/edexc/licen
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/educator-licensure	Missouri Educator Certification P.O. Box 480 Jefferson City, MO 65102-0480 (573) 751-0051 www.dese.mo.gov
Montana	Nebraska
Montana Office of Public Instruction Attn: Educator Licensure P.O. Box 202501 Helena, MT 59620-2501 (406) 444-3150 (888) 231-9393 ext.3150 www.opi.mt.gov	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 Carson City (Northern Office) 700 E Fifth St Carson City, NV 89701-5096 (775) 687-9115 Teachers.nv.gov	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 (877) 900-6960 www.state.nj.us/education	New Mexico Public Education Department Professional Licensure Bureau 300 Don Gaspar Santa Fe, NM 87501 (505) 827-5821 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) 474-4661 www.nysed.gov www.highered.nysed.gov/tcert	Department of Public Instruction Licensure Section 6365 Mail Service Center Raleigh, NC 27699-6365 (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.dpi.state.nd.us	Ohio Department of Education Office of Education Licensure 25 S. Front St. Columbus, OH 43215-4183 (877) 644-6338 education.ohio.gov
Oklahoma	Oregon
Oklahoma Department of Education Professional Standards Section Oliver Hodge Building, Suite 212 2500 N. Lincoln Blvd. 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.pde.state.pa.us	Office of Educator Quality & Certification 255 Westminster St Providence, RI 02903 (401) 222-8892 www.ride.ri.gov
South Carolina	South Dakota
State Department of Education Educator Licensure 8301 Parklane Rd. Columbia, SC 29223 (803) 896-0325 (877) 885-5280 www.ed.sc.gov	Department of Education Certification Office 800 Governors Drive Pierre, SD 57501 (605) 773-3134 www.doe.sd.gov
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) 463-9734 www.tea.state.tx.us

Utah	Vermont
Utah State Office of Education Educator Quality and Licensing 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114 (801) 538-7740 www.schools.utah.gov/cert/	Agency of Education 219 N. Main St., Suite 402 Barre, VT 05641 (802) 479-1700 www.education.vermont.gov/licensing
Virginia	Washington
Virginia Department of Education Division of Teacher Education & Licensure P.O. Box 2120 Richmond, VA 23218 (804) 225-2022 www.doe.virginia.gov	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) 558-3660 (800) 982-2378 wvde.state.wv.us/certification/	Department of Public Instruction Educator Licensing 125 S. Webster St. P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563 www.dpi.wi.gov
Wyoming	
Wyoming Department of Education Professional Teaching Standards Board 1920 Thomes Ave, Suite 400 Cheyenne, WY 82002 (800) 675-6893 (307) 777-7291 edu.wyoming.gov	

Appendix E

2017-18 Student Teaching Course Fees

Course fees are used to cover the cost of student teaching stipends, unless otherwise noted

<u>Course #</u>	<u>Title</u>	<u>Fees</u>
ED 421	Student Teaching I: PreK-3	\$90.00
ED 422	Student Teaching II: PreK-3	\$90.00
ED 423	Student Teaching 4-6	\$90.00
ED 451	Middle School Student Teaching	\$90.00
ED 452	High School Student Teaching	\$90.00
ED 461	Student Teaching (PreK-6)	\$90.00
ED 462	Student Teaching (6-12)	\$90.00
EDS 461	Student Teaching: Elementary Except.	\$90.00
EDS 462	Student Teaching: Middle/High School Except.	\$90.00
ED 411	Reflective Teaching Seminar (fee is for supplemental course materials)	\$12.00

Transportation to student teaching is the sole responsibility of the student.