Teacher Education 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

Updated August 1, 2017

Welcome to Teacher Education
At Eastern Mennonite University

The teacher education department subscribes to a Reflective Teaching Model informed by constructivist and critical reflective theorists. You will approach your studies through active learning as you reflect upon your beliefs, knowledge, thought, and actions. You will be challenged to examine your assumptions about teaching and learning as you participate in an environment of inquiry and collaboration.

Teachers touch and help shape the future. They serve as models of life itself. For this reason each teacher needs a positive self-concept, needs to think well of others, and needs to believe in persons' mutual dependence. Faith commitment to Christ makes possible this wholeness in outlook and in relationships.

Teacher education at Eastern Mennonite University offers you the opportunity to change and grow. The education faculty members believe that the person you are becoming is the key to your effectiveness as a prospective teacher. Preparation for teaching is dynamic and life-long. As your teachers, we are seeking to model this pilgrimage of openness and continuous growth both personally and professionally.

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

Sincerely,
Cathy Smeltzer Erb, Ph.D.
Chair of Undergraduate Teacher Education

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What is the Purpose of the Handbook?

This handbook guides you through the teacher education program at EMU. Blank copies of curriculum outlines are available on myEMU. Records of academic progress are maintained by the registrar's office and are accessible to students and advisors on myEMU. It is the mutual responsibility of you and your advisor to plan your academic program.

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

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

The education laboratory classrooms (CC Rooms 201 and 203) are located on the south end of second floor, adjacent to the education department offices and are equipped with a SMART Board Sympodium™. The MAC Computer Lab (CC 234) is also located on the second floor with a SMART Board Sympodium™, scanner, and printer. These rooms are available for education students to work on projects. Additional space is available in the Curriculum Materials Center in the lower level of Hartzler Library.

Students are welcome to stop by the education department for clarification of any information, especially in the area of licensure requirements.

What Teacher Education Programs Does EMU Offer?

Initial Endorsement Areas

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

Add-on Endorsement Areas

Journalism

Para-Professional Program

Para-professional, teacher assistant PreK-3

M.A. in Education Initial Endorsement Area

Teaching English as a Second Language, PreK-12

M.A. in Education Endorsement Areas

Reading Specialist
Teaching English as a Second Language, PreK-12

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

Program course requirements for each teacher education program can be found in the Eastern Mennonite University Undergraduate Catalog beginning on page 99. EMU students enrolled in each teacher education program are in regular contact with K-12 students through placements in the schools, beginning in the first year. Travel expenses incurred for these field experiences, including student teaching, are your responsibility. Practicum honoraria incurred for field experiences and other supplemental course materials are billed by the EMU business office. A complete list of course fees is found in Appendix F. All fees are set by COTE.

What is the Context for Teacher Education at EMU?

Background/Accreditation

Eastern Mennonite University, founded in 1917 in Harrisonburg, Virginia, has grown from a small academy to a four-year, fully-accredited, liberal arts university of more than 1,500 students. EMU has been preparing teachers since 1948, when the four-year program began. Today about 12% of all EMU undergraduates are enrolled in a program leading to licensure.

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

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

The Core Curriculum

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

Core Curriculum is the title of EMU's integrated general education curriculum, the central focus of which is to interpret life and the cultural heritage of humankind from the stance of Christian faith. The 38-41 semester hour (SH) curriculum includes 8 SH of Christian Faith courses, 6-7 SH of Communication courses including competency in mathematics, 9 SH of Cross-cultural Learning courses, and 12-14 SH of Critical Thinking. The curriculum also includes 2 writing intensive and 1 community-learning course.

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

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

What is the 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, Ghere, & 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.

Approved by COTE May 8, 2012

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

Approved by COTE May 8, 2012

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

Who are the 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
Jesse T Byler Endowed Chair
Professor of Teacher Education

Meg Sander, J.D., Ph.D.
Director of the 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
Program Coordinator of Secondary Education

Rachel J. Diener, B.A.
Director of Early Learning Center

Bonnie Yoder, M.Ed.
Adjunct Faculty

Who are the Decision Makers?

Committee on Teacher Education

The Committee on Teacher Education (COTE) is an interdisciplinary council consisting of representatives that coordinate the total teacher education program of the institution. COTE usually meets four times a year, twice each semester. It consists of one representative from each of the content areas (biology/chemistry, English/foreign language, history and social science, math/computer science, music, physical education, visual arts/theater), a representative from MA in Education-Harrisonburg & Lancaster, field placement coordinator, elementary/early childhood education faculty, special education faculty, secondary education faculty, three persons from area public and private schools, two undergraduate students (6-12/PreK-12 and PreK-3/PreK-6/SPED), and one graduate student. The Chair of Undergraduate Teacher Education and the Director of the Master of Arts in Education serve as co-chairs. To maintain communication between the unit and the core curriculum, the Director of EMU's Core Curriculum holds a liaison role. COTE serves as an advisory and policy making body.

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

Teacher Education Admissions Committee
Screens Candidates

The Teacher Education Admissions Committee (TEAC) is composed of eight persons, four of whom are elected from the Committee on Teacher Education, with the Chair of Undergraduate Teacher Education or the Director of the M.A. in Education Program serving as chair and ex-officio members. By virtue of the position, the field placement coordinator and the assistant director of the Master of Arts in Education program in Lancaster are automatically appointed to the committee. The function of the Teacher Education Admissions Committee is to admit applicants to: undergraduate teacher education, student teaching, M.A. in Education, and M.A. candidacy on the basis of departmental criteria.

TEAC usually meets six times a year to process candidates (October, December, March, May, July, and August.) Admission criteria for undergraduate programs are outlined in this handbook. Admission criteria for the MA in Education program is outlined in the MA in Education handbook. Students are invited to meet with academic advisors in their respective departments and their advisors within the education department if their application is below criteria standards or if they wish to appeal a decision of TEAC (see page 30).

Assessment Committee
Monitors the Assessment System

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

Membership is composed of the Assessment Coordinator, a representative from the Institutional Research Office, the chair of undergraduate teacher education, the director of the Master of Arts in Education, one representative from the education department, one other non-education department member of COTE, and a public school representative. The chair of the Assessment Committee is the Assessment Coordinator of the

Unit, as an appointed position with departmental load hours assigned (Refer to UAS manual for further details).

Working Assumptions and Principles

1. Evaluation measures assess candidate performance and unit operations/effectiveness.
2. Candidate assessments measure knowledge, skills and dispositions according to curricula and appropriate standards.
3. Candidate performance is measured through multiple assessments and at regular intervals, matching the candidate transition points.
4. Assessments are consistent with national, state, and unit standards, best practice, and research.
5. Communication concerning the assessment processes is regular and transparent.
6. Unit members work collaboratively with the Assessment Subcommittee to further articulate, implement and review assessments consistent with the Unit Outcomes, the Specialty Professional Association Outcomes and university, state and national standards.

Roles and Processes

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

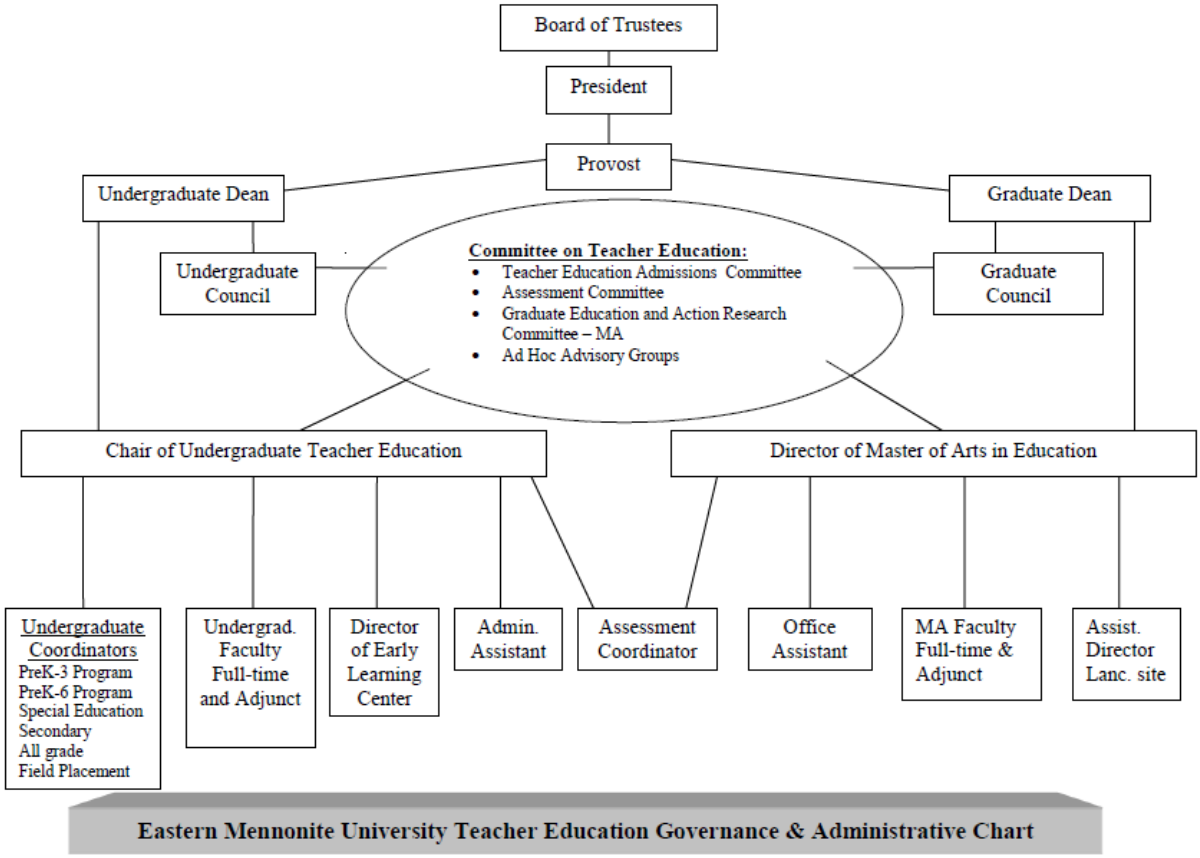
Graduate Education and Action Research Committee

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

Ad Hoc Advisory Groups
Provide Program Guidance

Ad Hoc Advisory Groups are formed for each undergraduate and graduate program area for purposes of program consultation, revision, and evaluation. Advisory groups are formed by program coordinators when major curriculum or program revisions are contemplated or when input from P-12 stakeholders would be beneficial for program improvement. The Advisory Groups consist of 5-6 teachers and administrators from

area schools who are selected for their expertise. Coordinators are responsible for convening and setting the agenda for their respective advisory group. Feedback from advisory groups is shared as part of program evaluation.



Eastern Mennonite University Teacher Education Governance & Administrative Chart

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

Resources and 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 2017-2018,* "Student Academic Integrity Policy," pp. 20-21)

The education department will apply EMU's Student Academic Integrity Policy (see Undergraduate Catalog, pp. 20-24) 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)

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

Education majors should complete all testing requirements prior to student teaching

BIOL 101 Biological Explorations: Life Cycles
CLEP Biology ..... passing score: 50

ENVS 181 Environmental Science
DSST Environmental Science: 46

HE 202 Health & Safety
DSST Health and Human Development 400

HIST 132 US History: 1865 to Present
CLEP History of the United States II.....50

PSYC 202 Developmental Psychology
CLEP Human Growth & Development.....50
DSST Lifespan Developmental Psychology.....46

EMU Math Courses and CLEP/DSST Exams

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

Course	**CLEP/DSST exam(s) (Score)**	**EMU Course Substitution (including AP credits) for Strong Math Students**
MATH 110 Algebra and the Environment OR MATH 145 College Algebra and Trigonometry	DSST Fundamentals of College Algebra (400); CLEP College Algebra (50)	Any Calculus course; MATH 350 Linear Algebra
MATH 130 Finite Mathematics	CLEP College Mathematics (50)	MATH 170 Discrete Math
MATH 140 Elementary Statistics	DSST Principles of Statistics (400)	MATH 240 Statistics for the Natural Sciences
MATH 120 Mathematics and the Liberal Arts	*No CLEP available*	*No course substitution available*

How does Academic Advising Take Place?

Academic advising is a very important part of your Teacher Education Program. As an early childhood, elementary education, or special education candidate, you will be assigned to an education faculty member. If you are enrolled in secondary education, visual art education, foreign language education, music education, or physical education, you **must** check with your education advisor for licensure and education requirements as well as your content area advisor.

You are encouraged to contact your academic advisor on a regular basis. Registration during the school year will be channeled through assigned advisors. You and your advisor are responsible to check curriculum outlines for graduation and licensure requirements. The Career Services Office of the Student Life Office is also available to students for career counseling.

Student Education Association (SEA)

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

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

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

2017-18 SEA Leadership Committee
Co-Presidents: Hannah Menefee and Victoria Campbell
Secretary: Ranae Nyce
Publicist: Robert Chaplin
Historian: Kate Weaver
Treasurer: Dallas Crawford

Faculty Sponsors: Tracy Hough

Tips for Transfer Students

1. Go over your evaluation of transfer credit with your advisor to make certain that you will be taking needed general education courses or needed prerequisite courses. Plan your Praxis I and Virginia Communication & Literacy Assessment (VCLA) test dates and the necessary preparation.
2. Attend the transfer orientation meeting your first semester on campus with the Chair of Undergraduate Teacher Education (September or January).
3. Plan on the possibility of taking a summer course or two in order to get into proper sequence for courses, which may be offered only in the fall or spring semesters.
4. Transfer students from two-year institutions, particularly those with 62 accepted semester credits, should use every opportunity to take upper-level courses to fulfill the Liberal Arts major requirements.
5. Note the transfer student's checklist (appendix C) and evaluate your status in the teacher education program. To ensure that your plans to student teach and graduate are not delayed, please complete those steps leading to admission to teacher education by the end of your first semester. Pay special attention to test dates for the Praxis Core and VCLA tests. **Delay in taking the Praxis Core and VCLA tests may result in a delay in completing student teaching.**
6. Consult with your education (& content major) advisor(s) to ensure successful completion of EMU's teacher education program.

Entrance and Exit Requirements

Entrance requirements for admission to Teacher Education

For admission to the teacher education program at EMU, you must make formal application for admission by November 30 of your sophomore year or junior year for transfer students. Application information and requirements are sent via e-mail and special memos to students. These applications are acted upon by the Teacher Education Admissions Committee based on consideration of the following requirements (also found at http://www.emu.edu/education/3-steps/). Admission to teacher education is required for enrollment in the following courses: ED 341/2/3, ED 351, ED 361, ED 371-376, ED 381, ED 401, PE 401, PE 402, HE 401.

1. complete ED 101 Exploring Teaching, or its equivalent with a C or better.
2. pass the Virginia Communication and Literacy Assessment (VCLA). The VCLA test is a Virginia Licensure requirement designed to assess entry-level academic competency and must be taken in Virginia as identified in registration materials (http://www.va.nesinc.com). You must submit a copy of your examinee score report to the education department. You are responsible for all test fees.
3. pass the basic skills assessment in <u>one</u> of the following ways:
   - meet the Virginia SAT/ACT Qualifying Scores for Praxis Core Academic Skills for Educators test.
   - pass the Reading, Writing, and Mathematics sections of the Praxis Core Academic Skills for Educators test.
   - pass the Mathematics section of the Praxis Core Academic Skills for Educators test with a score of 150 or higher AND pass the Virginia Communication and Literacy Assessment (VCLA) with a score of 470 or higher.

   The Praxis Core Academic Skills for Educators test is designed to assess entry-level academic competency and can be taken at James Madison University or other Educational Testing Services (ETS) testing sites as identified in registration materials (http://www.ets.org/praxis/). You are responsible for all test fees.
4. submit a Teacher Education application by November 30.
5. read and acknowledge an understanding of the *Virginia Licensure Regulations for School Personnel.*
6. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, scholarship and inquiry, and reflective practice as evidenced by academic, teacher education, and character recommendations.
7. maintain a minimum cumulative grade point average of 2.5. (2.7 needed for student teaching)
8. achieve a C or better in all education courses (courses with an ED/EDS prefix) to be admitted to Student Teaching.
9. complete a Teacher Education Admission Portfolio by February 1. A fee for the portfolio is required.
10. complete a teacher education interview in February.

Pending COTE approval

You will be notified by the education department upon admission and must maintain a satisfactory academic standing prior to admission to student teaching. If your application is denied, you will be required to conference with the Chair of Undergraduate Teacher Education and a student growth plan will be completed if applicable.

If you apply for admission late, you must meet the same requirements as other students. Late admission means that you may need to extend your program of study because admission to Teacher Education is required for enrollment in ED 341/2/3, ED 351, ED 361, ED 371-376, ED 381, ED 401, PE 401, PE 402, HE 401.

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

Current cut-off scores for the Praxis Core and VCLA exams are listed in Appendix A of this handbook and on the web: http://www.emu.edu/education/test-scores/.

Entrance Requirements for admission to Student Teaching

In order to student teach, you must complete an application by **November 30** of your junior year or the academic year prior to your student teaching placement. Application information and requirements are sent via e-mail and special memos to students. These applications are acted upon by the Teacher Education Admissions Committee based on consideration of the following requirements (also found at http://www.emu.edu/education/3-steps/).

1. be admitted to teacher education and remain in good standing according to the Teacher Education admissions criteria.
2. achieve and maintain a minimum cumulative GPA of 2.7.
3. achieve a C or better in all education courses (with an ED/EDS prefix) .
4. complete an application for admission to student teaching by November 30.
5. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, scholarship and inquiry, and reflective practice as evidenced by academic, teacher education, and character recommendations.
6. meet with the Coordinator of Field Experience or the Chair of Undergraduate Teacher Education for a student teaching placement interview in January.
7. have a negative Tuberculosis screening.
8. take the Praxis Subject Assessment required for Virginia Licensure and/or your EMU program prior to student teaching.
    - *Health & Physical Education* candidates student teaching in the spring may take the Praxis Subject Assessment in January of their student teaching semester and must submit proof of registration prior to student teaching.
    - *Special Education* candidates student teaching in the spring may take the Praxis Subject Assessment in January of their student teaching semester, or may take the Praxis Subject Assessment in April of their student teaching semester if registered for the RVE in January and must submit proof of registration prior to student teaching.
    - For those seeking certification in more than one program area, one Praxis Subject Assessment is required as indicated above, and additional Praxis Subject Assessments must be taken and passed prior to program completion.
9. PreK-3, PreK-6, and Special Education candidates who are student teaching in the fall must have taken the Reading for Virginia Educators (RVE) exam prior to student teaching. PreK-3, PreK-6 and Special Education candidates who are student teaching in the spring may take the RVE in January during their student teaching semester and must submit proof of registration prior to student teaching.
10. achieve a score of 2 or higher on designated criteria in the lesson plan rubric from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once.*
11. achieve a score of "Developing Towards Expectations" or higher on each of seven essential criterion in the Profile of Clinical Performance practicum evaluation from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once.**
12. Complete certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The certification or training shall include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.
13. Write and submit three copies each of an introductory letter and a resume by March 31 prior to the student teaching semester. A set will be given to each supervising teacher and one set will be placed in your student file.
14. complete the background check requirement of the school division(s) in which you will student teach by the date required (dates will vary depending on the school division).

Approved by COTE May 9, 2017

*Designated courses for the lesson plan evaluation for admission to student teaching: ED 331, 333, 351, and 371-376; EDS 331 and 332; PE 402; ART 398; MUED 342; LING 450; THR 371
**Designated courses for the practicum evaluation for admission to student teaching: ED 252, 331-333, 341-343, & 361; EDS 331-332; ART 397-398; LING 450 & 460; MUED 341-342; PE 401-402; THR 370-371. The Profile of Clinical Performance is in a pilot phase during calendar year 2017. Candidates will not be penalized in the pilot phase period if any particular data set is unavailable due to a change in admission requirements or the period in which performance data are collected.

You will be notified by the education department upon admission. As a transfer student, you are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching. **Students must be admitted to teacher education by July 1, prior to the academic year they wish to student teach. At the discretion of TEAC, adjustments to the July 1 admission date may be considered.** If your application is denied, you will be required to conference with the Chair of Undergraduate Teacher Education and a student growth plan will be completed, if applicable.

Policy statements exist in the *Student Teaching Handbook* for requests to work, student teach away from the area, and/or participate in athletics during your student teaching semester.
http://www.emu.edu/education/sthandbook.pdf

Current cut-off scores for the Praxis Subject Assessments and Reading for Virginia Educators exam (RVE) are listed in Appendix A of this handbook and on the web:
http://www.emu.edu/education/test-scores/.

Student Teaching requests following a canceled placement

If a student teaching placement is canceled because a candidate has been denied admission to teacher education, items 1-7, 12, 13 of the Entrance Requirements for admission to Student Teaching (page27) must be met before the education department will request student teaching placements with school divisions. These requirements must be completed by the May Teacher Education Admissions Committee meeting prior to the academic year the candidate wishes to student teach.

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

Approved by COTE May 9, 2017

Exit Requirements

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.

Appeal Procedure

In the event you are denied admission to teacher education or to student teaching, you may appeal the action by writing a letter to the chair of the Teacher Education Admissions Committee (the undergraduate department chair). The letter should clearly state the reasons why you feel you should be admitted and show further evidence that the weaknesses cited by the committee are inaccurate, have been sufficiently improved upon, or that extenuating circumstances exist that merit reconsideration of the decision.

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.**

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 appraised 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

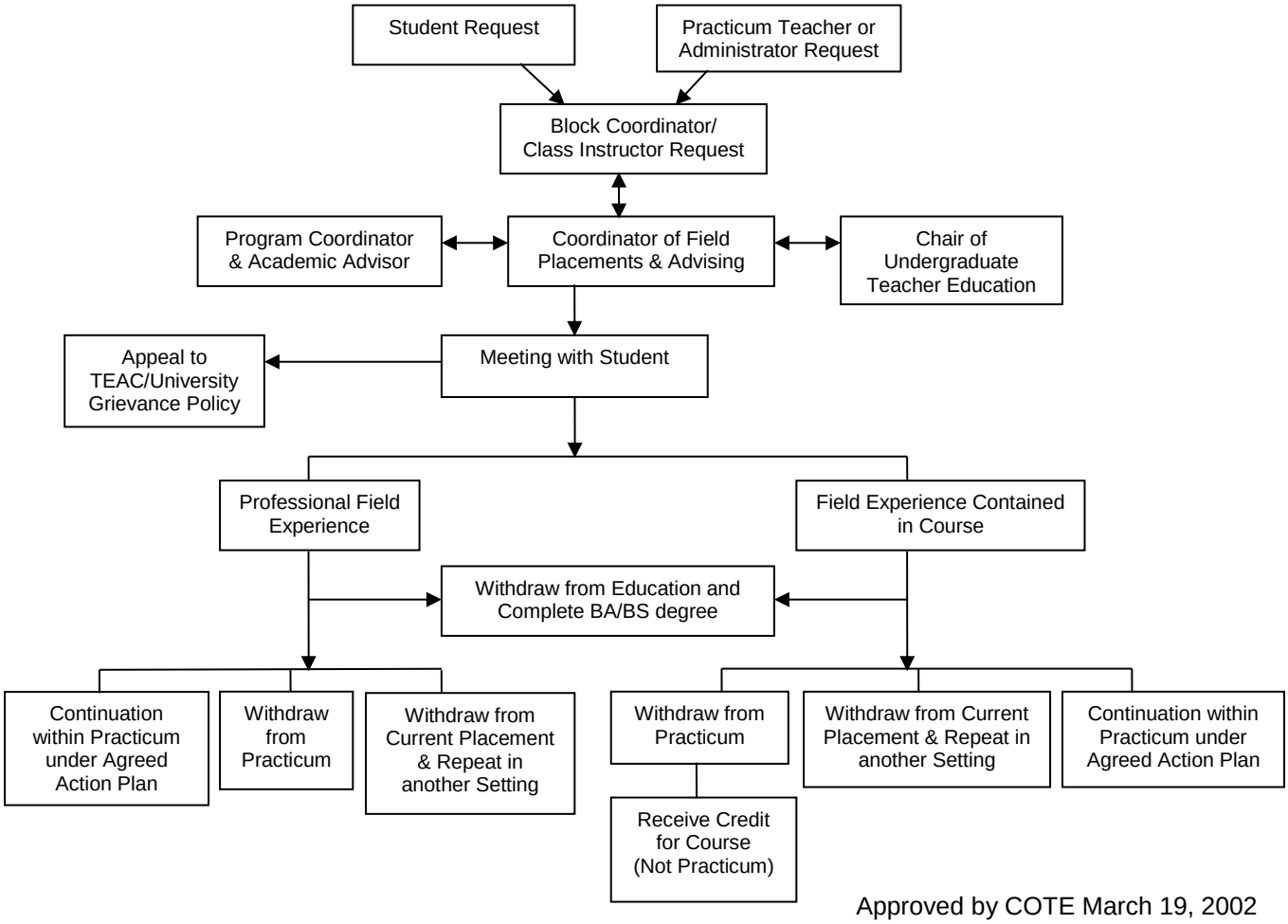
If the recommendation is to terminate the student teaching/practicum placement, the university program coordinator, university consultant, and the university Coordinator of Field Placements will meet to finalize the recommendation and determine the candidate's next steps. The Coordinator of Field Placements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

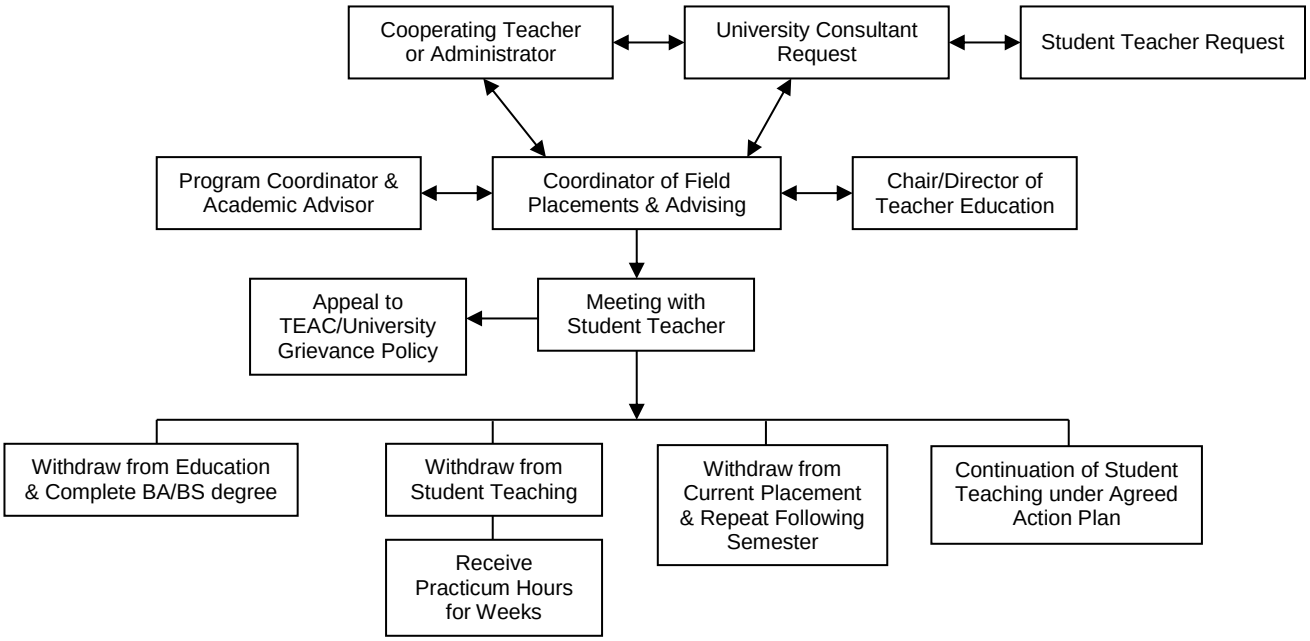
Approved by COTE May 8, 2012

Problem Solving Process for Withdrawal from Practicum Experience



Approved by COTE March 19, 2002

Withdrawal From Student Teaching & Internship



Approved by COTE May 8, 2012

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

EMU works closely with cooperating schools and teachers. The education department at EMU has collaborative relationships with area public and private schools for field experience assignments, research, and service projects. In addition, the EMU Early Learning Center located at nearby Park View Mennonite Church provides quality laboratory experiences. On occasion, accredited private and public schools in selected stateside and international settings have been used for student teaching assignments.

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

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

While the department values all of its relationships with area schools, several have been selected for specific partnerships. Broadway High, Spotswood High, Skyline Middle, and Thomas Harrison Middle Schools provide placements for EMU's secondary programs while Plains Elementary and John C. Myers Elementary Schools serve as centers for the PreK-3 and PreK-6 programs. Rockingham County and Harrisonburg City elementary schools partner with the department for the special education program. Harrisonburg City elementary schools partner with the department in literacy and English as a Second Language (ESL) programs. Additionally the department promotes events such as "Young Authors" in partnership with the Shenandoah Valley Reading Council.

How is the Teacher Education Program Evaluated?

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

What Support is Available for First Year Teachers?

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

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards

Throughout the teacher education program, candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.

The Learner and Learning

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

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

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

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

Content

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

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) 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.

InTASC Model Core Teaching Standards: A Resource for State Dialogue (April 2011)
http://www.ccsso.org/Documents/2011/InTasc_Model_Core_Teaching_Standards_2011.pdf

Appendix A

Virginia Licensure and EMU Program Exam Requirements

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

Entry Assessments for admission to Teacher Education:

Licensure Area	*Required Test (test codes listed in parentheses)*	*Minimum Passing Score*
All	**Virginia Communication and Literacy Assessment (VCLA)** Composite score *Includes Reading subtest (091) and Writing subtest (092)* 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)

Licensure Area	*Required Test (with test codes)*	*Minimum Passing Score*
PreK-3 and PreK-6	**Elementary Education: Multiple Subjects** (use test code 5001 when signing up for all subtests at once) • 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	*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.*	*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) *Praxis Subject Assessment in this area is not a VA licensure requirement, but is an EMU program requirement.*	*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) *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.*	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) *Praxis Subject Assessment in this area is not a VA licensure requirement, but is an EMU program requirement.*	*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

Appendix B

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

First Year Fall Semester

____ Enroll in Exploring Teaching.

____ Make plans to take the Praxis Core Academic Skills for Educators: Mathematics test (if not SAT or ACT exempt) and Virginia Communication and Literacy Assessment (VCLA) by the end of your first year.

____ Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.

____ Make arrangements for access to a vehicle to transport yourself to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

First Year Spring Semester

____ Declare a major and licensure area in education.

____ Complete a 4-year plan with your advisor.

____ Complete the Virginia Communication Literacy Assessment (VCLA) with a minimum passing score of 470 and submit examinee score report to the education department.
**There are no exemptions as the VCLA is a Virginia state licensure requirement.*

____ Complete the basic skills assessment in ***one*** of the following ways (see minimum scores in Appendix A):
**There are no exemptions as achieving passing results on the basic skills assessment is required for admission to teacher education.*

1. Meet the SAT qualifying scores.
2. Meet the ACT qualifying scores.
3. Complete the reading, writing, and mathematics sections of the Praxis Core Academic Skills for Educators test.
4. Complete the VCLA AND complete the Praxis Core Academic Skills for Educators: Mathematics test.

____ Make arrangements for access to a vehicle to transport yourself to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

Sophomore Fall Semester

____ Apply for admission to teacher education by **November 30** which includes the following requirements:

- Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.
- Submit a completed teacher education application.
- Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.

Sophomore Spring Semester

____ Submit a Teacher Education Admission Portfolio by February 1.

____ Complete a teacher education interview – in February.

____ Admission to teacher education is required before registering for ED 341/2/3 Literacy Block or ED 351 General & Special Methods.

Junior Fall Semester

____ Apply for admission to student teaching by **November 30** if planning to student teach the following academic year which includes the following requirements:

- Maintain at least a 2.7 GPA and have a C or better in all education courses (courses with an ED/EDS prefix).
- Submit a completed student teaching application.
- Meet all the criteria as outlined for admission to teacher education.
- Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.

- achieve a score of 2 or higher on designated criteria in the lesson plan rubric from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once. (Designated courses: ED 331, 333, 351, and 371-376; EDS 331 and 332; PE 402; ART 398; MUED 342; LING 450; THR 371)
- achieve a score of "Developing Towards Expectations" or higher on each of seven essential criterion in the Profile of Clinical Performance practicum evaluation from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once. (Designated courses: ED 252, 331-333, 341-343, & 361; EDS 331-332; ART 397-398; LING 450 & 460; MUED 341-342; PE 401-402; THR 370-371)

____ Transfer students are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching.

Junior Spring Semester

____ Meet individually with the 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 & 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 exam (if required).
- Successfully complete student teaching as determined by the university consultant in cooperation with the cooperating 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.

Appendix C

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

Fall Semester Sophomore or Junior Year:

____ Enroll in Exploring Teaching.

____ Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.

____ Make plans to take the Praxis Core Academic Skills for Educators: Mathematics test (if not SAT or ACT exempt) and Virginia Communication Literacy Assessment (VCLA).

____ Declare a major and licensure area in education.

____ Complete a planned course of study with your advisor.

____ Apply for admission to teacher education by **November 30** which includes the following requirements:

- Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.
- Submit a completed teacher education application.
- Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.
- Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by EMU's health services director or a physician.

____ Make arrangements for access to a vehicle to transport yourself to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

Spring Semester Sophomore or Junior Year (all transfers):

____ Complete the Virginia Communication Literacy Assessment (VCLA) with a minimum passing score of 470 and submit original score report to the education department.
**There are no exemptions as the VCLA is a Virginia state licensure requirement.*

____ Complete the basic skills assessment in ***one*** of the following ways (see minimum scores in Appendix A):

1. Meet the SAT qualifying scores
2. Meet the ACT qualifying scores
3. Complete the reading, writing, and mathematics sections of the Praxis Core Academic Skills for Educators test
4. Complete the VCLA AND complete the Praxis Core Academic Skills for Educators: Mathematics test

**There are no exemptions as achieving passing results on the basic skills assessment is required for admission to teacher education.*

____ Submit a Teacher Education Admission Portfolio prior to teacher education interview.

____ Complete a teacher education interview – in February.

____ Admission to teacher education is required before registering for ED 341/2/3 Literacy Block or ED 351 General & Special Methods.

____ Make arrangements for access to a vehicle to transport yourself to and from schools for each semester in which you have a field experience. You are responsible to arrange for your own transportation to all field experiences after ED 101.

Fall Semester the Year Prior to Student Teaching:

____ Apply for admission to student teaching by **November 30** if planning to student teach the following academic year which includes the following requirements:

- Maintain at least a 2.7 GPA and have a C or better in all education courses (with an ED/EDS prefix).
- Submit a completed student teaching application.
- Meet all the criteria as outlined for admission to teacher education.
- Demonstrate dispositions of responsibility, relationships, scholarship and inquiry, and reflective action as evidenced by academic, character, and teacher education recommendations.

- achieve a score of 2 or higher on designated criteria in the lesson plan rubric from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once. (Designated courses: ED 331, 333, 351, and 371-376; EDS 331 and 332; PE 402; ART 398; MUED 342; LING 450; THR 371)
- achieve a score of "Developing Towards Expectations" or higher on each of seven essential criterion in the Profile of Clinical Performance practicum evaluation from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once. (Designated courses: ED 252, 331-333, 341-343, & 361; EDS 331-332; ART 397-398; LING 450 & 460; MUED 341-342; PE 401-402; THR 370-371).

____ Transfer students are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching.

Spring Semester the Year Prior to Student Teaching:

____ Meet individually with the 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.
- Submit a negative Tuberculosis screening.

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.

Appendix D

Recommendations for Student Professional Development

____ Join professional organizations such as signing up for membership in VEA (Virginia Education Association) or a licensure-specific professional association (ACEI, NCTE, NCTM, SHAPE, etc.)

____ Obtain as much instructional experience with children and/or youth as possible during summers and vacation periods.

____ Participate in career development opportunities.

____ Develop a wide range of interests, including hobbies, to enrich personal development.

Appendix E

State Departments of Education

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

Alabama	**Alaska**
State Department of Education Office of Teaching and Leading 50 North Ripley St P.O. Box 302101 Montgomery, AL 36104 (334) 353-8567 www.alsde.edu	Alaska Dept. of Education and Early Development 801 West 10th St., Suite 200 P.O. Box 110500 Juneau, AK 99811-0500 (907) 465-2831 education.alaska.gov/TeacherCertification
Arizona	**Arkansas**
Arizona Department of Education 1535 W. Jefferson St. Phoenix, AZ 85007 (602) 542-4367 (800) 352-4558 www.azed.gov/educator-certification	Department of Education Office of Educator Licensure Four Capitol Mall, Room 106-B Little Rock, AR 72201 (501) 682-4342 www.arkansased.org
California	**Colorado**
Commission on Teacher Credentialing 1900 Capitol Ave. Sacramento, CA 95811-4213 (916) 322-4974, option 1 www.ctc.ca.gov	Colorado Department of Education Professional Services and Educator Licensure 6000 E. Evans Ave. Building #2, Suite 100 Denver, CO 80222 (303) 866-6628 www.cde.state.co.us/cdeprof
Connecticut	**Delaware**
Connecticut Department of Education Bureau of Educator Standards & Certification 165 Capitol Ave. Hartford, CT 06106-1630 (860) 713-6969 www.state.ct.us/sde	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	**Florida**
Office of the State Superintendent of Education Educator Licensure & Accreditation 810 First St. NE, 8th Floor Washington, D.C. 20002 (202) 741-5881 Osse.dc.gov	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	**Hawaii**
Georgia Professional Standards Commission 200 Piedmont Ave. SW Suite 1702, West Tower Atlanta, GA 30334-9032 (800) 869-7775 www.gapsc.com	Hawaii Teacher Standards Board 650 Iwilei Road #201 Honolulu, HI 96817 (808) 586-2603 Htsb.org
Idaho	**Illinois**
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 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 14th 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, 3rd 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 12th 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 F

2017-2018 Education Course Fees

Course fees are used to cover the cost of practicum experiences, unless otherwise noted

Course #	Title	Fees
ED 101	Exploring Teaching	$50.00
ED 221	PFE Early Childhood	$35.00
ED 252	Learning, Motivation & Assessment PFE	$35.00
ED 321	Management & Org. in Early Educ.	$30.00
ED 331	Curriculum Block	$55.00
ED 341	Literacy Block *($55 for practicum, $20 for supplemental course materials)*	$75.00
ED 361	Special Methods Practicum	$55.00
ED 391	Middle School Curriculum & Org.	$30.00
ED 499	Independent Study	$50.00
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
ED 411	Reflective Teaching Seminar *(fee is for supplemental course materials)*	$12.00
EDS 331	Special Education Block	$55.00
EDS 351	Intervention Strategies	$25.00
EDS 371	Evaluation & Planning in SPED	$30.00
EDS 381	May SPED PFE	$55.00
EDS 461	Student Teaching: Elementary Except.	$90.00
EDS 462	Student Teaching: Middle/High School Except.	$90.00
LING 450	Methods of Language Teaching	$30.00
LING 460	Practicum in TESOL	$55.00
ART 397	Elementary School Art Methods *($30 for practicum, $25 for art supplies)*	$55.00
ART 398	Secondary School Art Methods	$30.00
PE 401	Elementary PE	$55.00
PE 402	Middle and Secondary PE	$55.00
MUED 341	Elementary School Music *(only for students taking this for 3 SH)*	$30.00
MUED 342	Secondary School Music *(only for students taking this for 3 SH)*	$30.00

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

Appendix G

Anticipated Program Fees

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

Description	When in Program	Anticipated Fee
Education Course Fees See Appendix F Course Fees for a complete list of ED/EDS courses that have fees	Throughout program	$30-90 per course
Entrance and licensure tests For complete details go to http://www.emu.edu/education/test-scores	Varies	$90-170
Taskstream e-portfolio	Needed for admission to teacher education and for student teaching semester	$42 for 1 year subscription $69 for 2 year subscription $91 for 3 year subscription
TB screening/test	For admission to Student Teaching and for Management & Organization class	will bill insurance, or $15 at the health center when not billed through insurance
First Aid, CPR, and AED training	For admission to student teaching	$35 - $110 (See options below)
Background Checks	For student teaching	$20 - $47 per school division
Licensure application	At the end of program	$50 - $75
Transcript (to include with your licensure application)	At the end of program	$5
Graduation	At the end of program	$75 plus cost of cap & gown
Other university fees are found at http://www.emu.edu/business-office/fees/		

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

*Training/certification in First Aid, CPR, and AED may be done elsewhere. If you have completed training in another setting please submit proof to the education department.

- Take the HE 201 First Aid 1 credit course - $35 course fee
- Complete a 6 hour on-campus training (available 1-2 times per year and arranged by the education department) - $75
- Training in Harrisonburg through Emergency Prep (http://www.eprepcpr.com) - $75
- Training in Harrisonburg through Sentara RMH (https://www.sentara.com/harrisonburg-virginia/classesevents/listing.aspx) - $95-$110
- Training through JMU UREC (https://urecregister.jmu.edu under "Aquatics & Safety") - $80