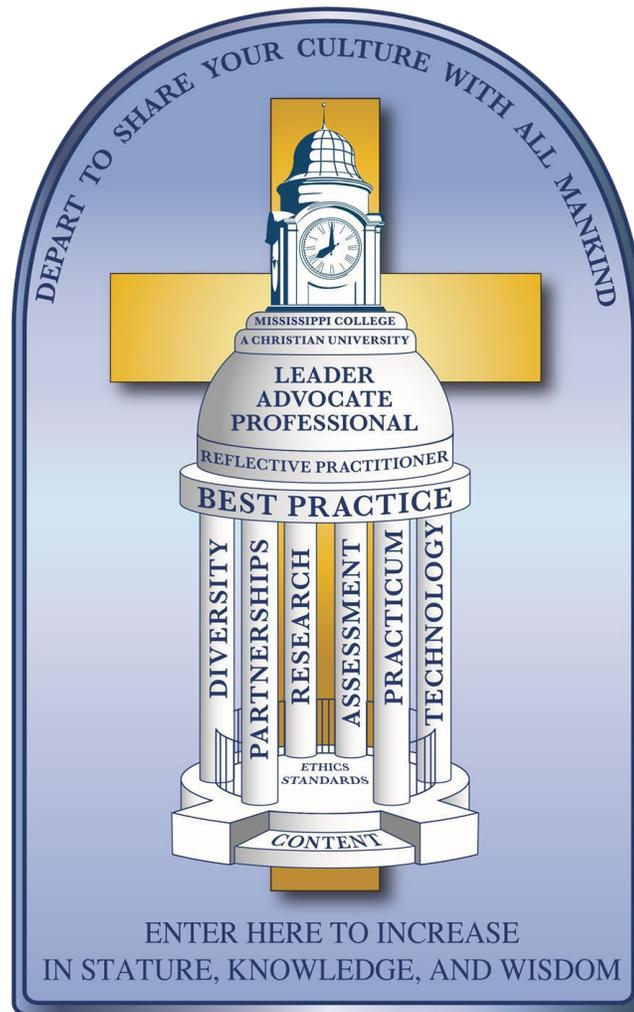


Mississippi College Teacher Education Handbook

MISSISSIPPI COLLEGE TEACHER EDUCATION & LEADERSHIP PROGRAMS



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INTRODUCTION

This *Teacher Education Handbook* is designed to serve as a guide for teacher candidates, faculty, student teachers, university supervisors, cooperating teachers, principals, superintendents, and other partners involved in the professional Educator Preparation Program (EPP) at Mississippi College. This handbook contains valuable information including the EPP's conceptual framework, as well as the connections and integration of the framework throughout the various programs in the Department of Teacher Education and Leadership and to the University as a whole. Mission statements relevant to educator preparation and the national and state standards underlying educator programs at Mississippi College provide a basis for coherence and are included in the *Teacher Education Handbook*. The first section of this handbook describes the EPP's commitment to quality educator preparation programs highlighting sequence and continuity. The remaining portion of the handbook describes the responsibilities and guidelines for teacher candidates, cooperating teachers and university supervisors.

CONCEPTUAL FRAMEWORK

The EPP's conceptual framework is representative of all initial and advanced degree programs leading to educator licensure. The framework developed as a shared vision of the faculty of the Department of Teacher Education and Leadership. This framework, translated into a visual symbol, is based on current knowledge, articulates supporting knowledge, and incorporates national and state standards which lead to the development of reflective practitioners who focus on identified best practices for contemporary teaching and learning. The framework provides a system for developing and assessing coherence throughout the various educator preparation programs and undergirds the values and mission of Mississippi College and the Department of Teacher Education and Leadership. It appears on the front cover of this handbook to represent the important components of the EPP's mission statement.

The graphic is anchored by the cross, a spiritual symbol of Christianity, to set a suitable and coherent philosophical framework for teacher education and leadership at Mississippi College. The historic mission of the university as it appears on main entrance and exit to campus, "Enter Here to Increase in Stature, Knowledge and Wisdom" and "Depart to Share Your Culture with All Mankind," appears prominently at the top and bottom of the figure and reflects the overarching goal of the institution from its earliest beginnings.

The EPP's contemporary mission of producing Reflective Practitioners who are leaders, advocates, and professionals is etched on the surface of the overarching dome. These goals are supported by a foundation of content upon which standards and ethics are built. The supportive columns, which provide the strong structure for the education and leadership programs, are diversity, partnerships, research, assessment, practicum, and technology. Each column represents an important facet of the courses offered in the department. Above the dome is the clock tower of Nelson Hall, referred to as "The Beacon" located at the heart of the campus and housing the university administration. The Beacon in this model is symbolic of the prepared educator as he/she leaves the institution to facilitate and "watch over" the flocks of students and teachers in today's schools incorporating all of the knowledge, skills, and dispositions of the professional, ethical, and effective educator.

MISSION

Perhaps the most significant redemptive spiritual symbol of the Christian Church, and therefore, the Christian College is the cross. As a distinctly Christian university, Mississippi College is determined to fulfill its historic mission and its contemporary mission in such a way as to apply this redemptive symbol through practical and temporal programs. The historic mission for the college is still etched on the entrance and exit portals: “Enter Here to Increase in Stature, Knowledge and Wisdom” and “Depart to Share Your Culture With All Mankind”. The contemporary mission statements of the University, as well as the School of Education and the Department of Teacher Education and Leadership are much more comprehensive in nature but still adhere to the basic purpose of ministering to society. Reflective Practitioners, who are undergirded by Christian principles, are excellent examples of program completers who effectively personify the intersection of the institution’s historic and contemporary missions with evolving educational standards and practices. The symbolic architecture suggests that Mississippi College graduates serve mankind in time and that their ministry is meant to be a beacon in society. Teachers and other school leaders will become beacons in their communities when they are reflective practitioners who embody leadership, advocacy, and professionalism.

CONTENT

In order for classroom and school leaders to be effective, it is crucial that they bring a knowledge of the content necessary for functioning in a democratic society and in the greater context of an ever-shrinking world. Education is not a profession that can be practiced skillfully without understanding the context of society, culture, politics, etc... For these reasons, the educator preparations programs at Mississippi College are built upon a strong content foundation. The initial elementary education program requires two years of core curriculum prior to beginning professional preparation. This program also requires additional content course work to further strengthen each candidate’s knowledge base. Similarly, undergraduate secondary and specialized subject area programs require a content major as the foundation for pedagogical preparation. Graduate programs require strong undergraduate programs which include a breadth of preparation in the arts and sciences. The program model symbolizes content mastery as the critical step toward preparation to become an effective educator. It also symbolizes content knowledge and understanding as an important link which allows integration of pure knowledge with the knowledge, skills and dispositions required to be an effective communicator/instructor.

STANDARDS

The Mississippi Department of Education (MDE) reviews all initial and advanced licensure programs during the Program Review process. The National Council for the Accreditation of Teacher Education (NCATE) has accredited the EPP for several decades, and the Council for the Accreditation of Educator Preparation (CAEP) is the new accreditor charged with reviewing the EPP’s initial and advanced programs according to national and state standards.

Continuous improvement is the ultimate goal for the operational effectiveness of the EPP, therefore national and state standards become the foundation for this ongoing work of the EPP. At Mississippi College, teacher candidates admitted to initial programs learn to construct and reconstruct instructional practices and learning environments based upon careful reflective analysis of the many elements of the InTASC standards: the learner and learning, content, instructional practice, and professional responsibility. Advanced programs follow guidelines set forth by the professional constituent association providing standards for content knowledge, dispositions, and pedagogical skills in the specific educational field.

The basic concept which aligns professional education programs at MC is an honest adherence to accepted national and state standards combined with a commitment to the development of reflective practitioners who

adopt standards, recognize more appropriate standards which reflect new research findings, and modify or reconstruct standards based on teaching built around the variety of learner needs that surface in the classroom. Standards ultimately provide the foundational structure to develop reflective practitioners who can lead other professionals into the 21st century and who can facilitate learning for diverse populations of P-12 students to attain their unique and highest potential.

ETHICS

The Mississippi Educator Code of Ethics provides the platform for teaching professional ethics to all initial and advanced program candidates. Ethics, such as these combined with program specific ethical behaviors are introduced in all educator preparation programs so candidates exhibit strong moral and ethical behavior as they act as mentors for P-12 students and other educational professionals. The EPP is committed to providing explicit instruction in ethics to develop and maintain high ethical standards, and to guide candidates in reflective practice as they enter their specific fields of education.

PROGRAM COMPONENTS

The faculty of the Department of Teacher Education and Leadership at Mississippi College have identified six program “pillars” that are critical to the preparation of reflective practitioners and other educational leaders. Diversity, Partnerships, Research, Assessment, Practicum, and Technology are integrated throughout the EPP to ensure comprehensive preparation. A description of these program elements follows.

Diversity

The history of the United States provides a record of the struggle for equality. One of the great battlefields of the struggle has been our nation’s schools. The great democratic experiment known as the United States continues to depend on harmonious and civil relationships amongst a people who share much and yet hold to cultural, social and religious identities. Only if the next generation of educators advance the concept of tolerance and celebration of differences within the context of a shared and common culture will this nation’s great progress continue. For these reasons, Mississippi College educator preparation integrates global and multicultural perspectives throughout its programs. Opportunities are sought to naturally incorporate these perspectives within courses, through field experiences, and by recruiting students and faculty who represent a rich cross section of diversity.

As schools become more diverse, the Reflective Practitioner model prepares educators for positive relations in schools. Knowledge about diverse cultures and populations is acquired through general studies, Christian studies, and content courses. Professional and pedagogical studies, in addition to diverse field experiences, prepare practitioners who provide quality school experiences for all races, ethnic groups, social classes, abilities and genders.

Partnerships

Field-based, clinical experiences are critical to educator preparation at both the initial and advanced levels. The EPP has developed relationships with a variety of school districts with the goal of building mutually, beneficially partnerships. These partnerships are designed to provide experiences at critical intervals of each program, outline the process for candidate placement and mentor selection, and provide professional development and training for partner mentors. The progression of field-based, clinical experiences in all programs has been designed to scaffold on previous experiences, and increase in intensity, rigor, and clock hours in diverse school settings.

Research

Providing students with opportunities to pursue quality research experiences is an expectation of both the initial and advanced programs educator preparation programs. The concepts of research are woven throughout the classes to provide scaffolded experiences for candidates to engage in identification of problems, literature review, development of a research plan, action research, and data collection and analysis.

Assessment

In order for initial and advanced educator preparation programs at Mississippi College to improve and respond to demonstrated needs and current research, a continuous, comprehensive program assessment plan (Quality Assurance System—QAS) was developed and is used systematically by the EPP. There are several dimensions of assessment in educator preparation at Mississippi College. The traditional elements of candidate assessment continue: overall GPA requirements, licensure exams, and specific program assessments for each program. More and more, authentic assessment of candidate products and performance is being driven by rubrics-based assessment as the EPP has developed program assessments establishing content validity and inter-rater reliability to assure quality of the measures. Additionally, proprietary, state assessments have been developed with other EPPs in process to provide capstone completer assessments to show candidates have demonstrated content knowledge, professional dispositions, and pedagogical skills effectively as they approach graduation and entry into the respective educational field.

Practicum

To properly assess a candidate's knowledge and understanding of the teaching/learning and leadership processes, the EPP recognizes the necessity of immersion in diverse educational settings. For this reason, all initial and advanced educator preparation programs at Mississippi College include field-based, clinical experiences.

At the initial program level, all candidates begin with EDU 299 Pre-teaching field experience, which is an observation/exposure level experience designed to acquaint the candidate with the general environment of the school and the context in which the teacher operates during 30 hours of visits. Secondary and specialized subject area candidates then receive numerous discipline specific experiences which vary depending on the area of licensure being sought. Elementary education teacher candidates interact with young children during a thirty-hour placement while taking EDU 320 Early Childhood. An additional 15 hours are provided during a field placement with the reading block (EDU 309 & EDU 334). During the elementary professional block (EDU 311, EDU 312, EDU 321, EDU 439) candidates are placed in a school for approximately 60 hours and required to plan and teach a minimum of 20 lessons in language arts, science, social studies and math. The culminating field experience for all undergraduate students is student teaching. EDU 421, 422, 423, 424 for elementary candidates, EDU 431, 432, 433, 434 for secondary candidates and EDU 471, 472, 473, 474 for those seeking K-12 licensure i.e. music, physical education, and art. The MDE Teacher Growth Rubric (TGR) and INTASC standards form the assessment foundation for student teaching and for other clinical and field experiences at the undergraduate level.

Advanced licensure programs utilize field-based, clinical experiences in relation to the educational field. Council for Exceptional Children (CEC) standards for clinical experiences are followed for the preparation of Mild/Moderate, Special Education teachers; International Multi-Sensory Learning Educational Council (IMSLEC) standards provide guidance for internship experiences of Dyslexia Therapy candidates; and Professional Standards for Educational Leaders (PSEL) identify necessary areas for clinical experiences to prepare Educational Leadership candidates.

Technology

Educator preparation programs must include and integrate advances of the information age so that these candidates can lead the way for their students and can be efficient and effective educators in America's 21st Century schools. Technological coherence is based on fundamental technological competence which is a requirement of the University Core Curriculum. Near the beginning of the initial program, candidates integrate technological training with professional skills development during EDU 317 Introduction to Instructional Technology based on the International Standards for Technology Education (ISTE). Advanced programs utilize technological advancements relative to each education field of study, and incorporate technology as a platform for instruction with several of the advanced programs available as fully online programs. Virtually all professional education courses include requirements for applying technology skills.

The purchase of Anthology, an electronic assessment system, is required of all initial and advanced program candidates. Program key assessments are submitted, assessed, and stored in this system making data collection and analysis by the EPP possible as an integral function of the QAS.

Best Practice

The expected outcome of the educator programs at Mississippi College will be candidates who know and understand the best practices of the teaching/learning environment as it relates to the field of education. A further expectation is that candidates will be committed and disposed to implement best practice as teachers and school leaders as they enter the field as lifelong learners staying abreast of current findings.

The Reflective Practitioner, Leader, Advocate, Professional/Summary and Conclusions

The EPP is committed to educator preparation so that candidates exit educator programs as caring, competent professionals whose dispositions have been influenced and are constantly being refined by Christian principles. Both the initial and advanced licensure programs at Mississippi College are infused with the expectation to constantly review, analyze, and improve teaching and leadership practice and behaviors so that program completers will evolve and improve over the course of their careers. All professional education programs at Mississippi College are conceptualized around the view that standards can only be used effectively when practitioners reflect on their own practice; hence the development of a *reflective practitioner model* which provides a framework for the experiences in the EPP programs. Content knowledge is the foundation followed by professional knowledge, dispositions and skills that ultimately lead to the reflective practitioner who is competent, caring and Christian. Program completers must be able to use reflective practices to continually improve their own teaching performance and be able to respond to the changing environment as their careers move through the stages of the profession from novice to master teacher.

Through the experiences that make up each program, prospective practitioners continually construct meaning to formulate a holistic vision of teaching and learning. Systemic involvement ensures a rigorous core curriculum which provides the foundation for content knowledge. Each program major builds a specialized knowledge base to further strengthen content being taught in each of the program licensure areas. A professional education foundation provides the pedagogical strategy base which allows the educator to apply knowledge and practice the skill and dispositions necessary to translate knowledge to the learner. Based on this strong foundation, program completers are empowered to leave MC as professionals, advocates, and leaders in their respective fields of education.

The theme of reflection pervades the model. Reflective practitioners constantly think about their behaviors - past, present, and future. They make conscious and rational decisions about future practices based on reflective analysis of past and present. Their practice is built on growing experience, new information, and careful

thought rather than in unsubstantiated trial and error, hunch and whim. Reflection is practiced and refined through a series of clinical and field experiences. Finally, reflective practitioners scrutinize the dilemmas of practice through the assessment of their own performance as well as the performance of learners.

The conceptual framework is a metaphor of a building representing the structure of the department’s programs leading to a reflective practitioner. The words, “Enter here to increase in stature, knowledge, and wisdom” lay the groundwork for the prospective teacher’s experience at Mississippi College. General studies as well as discipline specific content and studies in Christian Studies make up a broad knowledge base serving as a foundation for teacher preparation programs. The pillars representing standards, diversity, technology, assessment and practicum provide the foundation for best practice that is constantly refined by professional reflection. This multifaceted approach to educator preparation allows candidates to build their own capstone structure which has been identified as a competent, caring Christian educator equipped to depart as a beacon to “share culture with mankind.” The program model is graphically illustrated below.



GOALS UNDERLYING THE COLLEGE'S TEACHER EDUCATION PROGRAM

In an effort to strengthen and improve the teacher education program, the EPP faculty analyzed all features of the program. The model which emerged is built upon the importance of consistency in identifying with the mission of the institution, state requirements and the knowledge from professional organizations in determining goals for producing competent educators. These goals are formulated on the belief that the professional education of teachers and other education professionals is a joint responsibility shared by the School of Education, other schools within the College, and the public, private, and church-related schools of Mississippi. The goals are that all teacher education candidates should:

1. Have a strong background in general education courses that provide an intellectual foundation in the liberal arts.
2. Have strong academic specializations.
3. Develop the ability to think critically about the issues of education, schooling, and the vocation of teaching in relation to an emerging personal educational philosophy.
4. Utilize the liberal arts and a multi-cultural perspective when working with diverse student populations.
5. Develop an underlying confidence necessary for creative and active instructional planning, classroom management, and teaching strategies based upon:
6. Application of appropriate principles from developmental cognitive, humanistic behavioral psychology, and communications theory
7. Critical analysis of educational methods, approaches and materials as well as a willingness to experiment with new programs
8. A knowledge for determining learning styles and developmental capacities of individual students.
9. Understand exceptional individuals and how to include these students in the regular classroom.
10. Communicate clearly and appropriately to non-student populations, such as teachers, administrators, service personnel, and parents.
11. Evaluate themselves for continuous personal and professional growth.
12. Exhibit strong, ethical decision-making evidenced through professional dispositions.

PROGRAM OUTCOMES

The above goals are made more explicit through the various Program Outcomes that are listed below. The teacher education theme, namely, the teacher as a reflective practitioner, has as its focus the teacher who not only utilizes knowledge in creating new ideas but demonstrates the following in the successful implementation and utilization of that knowledge.

1. Understanding of the developmental and learning patterns of the student.
2. Understanding of the processes of the social and cultural environment and how they affect learning.
3. Understanding of the necessity of organizing a learning environment that is attractive, orderly and considerate of the differences among students.
4. Understanding of the needs and progress of individual learners.
5. Planning and sequencing of instruction at a variety of levels to achieve selected objectives.
6. Understanding of instruction and how to differentiate to make it more effective.
7. A variety of teaching methods and materials and/or curriculum models through structuring the learning environment.
8. Effective functioning in a diverse society and the importance of instilling in all students a positive self-concept and a sense of value and worth in all people.
9. Effective communications and the importance of instilling interpersonal human relation skills in students.
10. Understanding of the legislation and litigation that will affect schools, school personnel, and students.
11. Professional standards in educational settings.
12. Effective development and implementation of instruction in accordance with standards including INTASC, TGR, PSEL, CEC, ISTE, AND IMSLEC standards.
13. Knowledge of community, state and national resources available to educators in meeting student needs.
14. Use of professional resources (particularly digital resources) for strengthening curriculum and gaining knowledge in research for the purpose of writing grants and research proposals, and applying research results in an educational setting.
15. Reinforcement and encouragement of students in planning, researching, and evaluating instruction including data analysis.
16. Understanding of the foundations of American education and the role of the federal, regional, and local governments in determining school policies, curriculum and standards.
17. Knowledge of the skills necessary for assisting others in making educational, career, personal and social choices.

18. Understanding of various developmental and educational theories through the preparation of the student's own philosophy.
19. Demonstrating the appropriate professional dispositions based on the Mississippi Educator Code of Ethics and other professional standards.

THE UNDERGRADUATE TEACHER EDUCATION PROGRAM (TEP)

Mississippi's State Board of Education mandates certain requirements for candidates seeking admission to a teacher education program at any of the state's fifteen senior institutions of higher learning. One of these requirements attempts to ensure that teacher education applicants demonstrate at least minimal academic ability. **Specifically, at Mississippi College (MC), candidates must meet the following requirements in order to be admitted to the Teacher Education Program (TEP) or to any courses that require TEP admission.**

Each applicant for entry into a teacher licensure program shall demonstrate minimum academic ability prior to being admitted to a teacher education program. Applicants must meet ONE of the following for admission into the TEP.

- Completion of a minimum of 60-hours of course credit with a minimum 3.0 GPA on a 4.0 system; or
- ACT 21 or SAT equivalent; or
- Qualifying passing score on the Praxis CORE

Candidates apply for admission into the TEP as part of the course requirements for EDU 300, INTRODUCTION TO EDUCATION. **MC Transfer students who have had the course equivalent of EDU 300 at another 4-year institution must make application to the TEP by seeing the Licensure Officer during their first semester at MC.**

After making application to the TEP, candidates are monitored carefully by the School of Education's licensure officer as they progress through MC's teacher preparation program. The candidate's advisor also assists in this monitoring process. **However, responsibility rests with the candidate for knowing the rules and regulations related to the TEP. Until candidates are admitted to the TEP, they may not take any courses, which have program admission as a prerequisite. (APPENDIX B – TRANSITIONS SHEET)**

After admission to the TEP, a candidate must maintain at least a 2.75 cumulative grade point average as well as a 2.75 GPA in the area(s) of expected certification for progression. A grade of C or better is required in all teacher education courses. Teacher education courses, which receive grades of “D” or “F” may be repeated only one time. A failing grade in any two teacher education courses will result in dismissal from the TEP.

Any candidate who withdraws from Mississippi College for at least one semester must meet the following requirements for re-admission to the Teacher Education Program (TEP).

- Meet all TEP admittance requirements.
- Submit a Professional Reflection Statement to the Teacher Education and Leadership Department Chair explaining the reason for withdrawal and plans for successfully completing the program.
- Attend an in-person Professional Dispositions Committee Meeting.
- Receive approval of re-admittance by the Professional Dispositions Committee.

Since standards for progress in the TEP are different from MC's standard for avoiding academic suspension, a candidate who is ineligible to enter or remain in the TEP may still be eligible to remain a student at Mississippi College in another major.

STATEMENT OF PERMISSION TO USE

In creating work samples, assignments, and research papers in partial fulfillment of the requirements of my degree, at MS College, I agree that the MC Library, Teacher Education & Leadership, and the university's academic office shall make it available to borrowers and students, under the rules of the university. Quotations from my work are allowable, without special permission, provided the appropriate acknowledgement of the source is made.

FIELD-BASED, CLINICAL EXPERIENCES

An adequate sequence of experiences to apply knowledge, develop skills and exhibit the dispositions consistent with INTASC, ISTE, CLRP, CAEP and others standards is an important feature of the conceptual program framework and the program model. Advanced programs provide specific clinical experiences in each phase of the coursework. Initial programs incorporate methods courses with opportunity to teach segments in the peer environment and provide quality field-based, clinical experiences. At the sophomore level, all candidates take EDU 299 Pre-Teaching Field Experience for 30 hours of classroom observation and one-on-one tutorial instructional experience preceding the more involved field work in subsequent levels of the program. Basic elements of the initial program experiences are included below.

Elementary Education (K-6)

Elementary students are able to obtain field experiences through (1) EDU 320 Principles and Methods of Early Childhood Education, a course allowing students to interact with young children in early childhood or kindergarten settings. (2) The Reading Block; two content area courses, EDU 309 Introduction to Reading and EDU 334, Materials and Methods of Teaching Reading in the Elementary School are blocked together. Prior to going into the field, the candidates participate in clinical experiences which prepares them for working with students in the field. The culminating activity for reading block students is 15 hours in classrooms teaching small groups of at-risk students. (3) The Professional Content Block Experience occurs the semester before student teaching. The four content-area methods courses (Social Studies, EDU 311, Science, EDU 312, Mathematics, EDU 321 and Language Arts, EDU 439) have been blocked together with EDU 458 Classroom Management to provide a 60+ hour field experience. Teacher candidates spend 12 weeks in contact time with methods faculty and conclude with a four-week field experience.

Secondary Education (7-12) & Specialized Subject-Area Education (K-12)

Between EDU 299 Pre-Teaching Field Experience and the professional teaching semester, secondary student will take the appropriate methods course(s) related to their major. In this course the candidate will be expected to be involved in actual school/field activities including observation, tutoring and instructional participation. Additionally, students are required to observe for 15 hours during EDU 304, Educational Psychology, and spend another 15 hours in a field placement while taking EDU 460, Classroom Management.

Background Checks

Candidates entering a MS College program must complete a background check, if student teaching, field experience hours, internships, or practicums are required. Candidates must provide evidence, as directed, that a

background check has been completed. Official confirmation of a cleared background check (no legal violations) must be received by MS College before any student teaching, field experiences, internships, or practicums can be started/completed.

Transportation

Transportation to and from the teacher education candidate's placement site is the sole responsibility of the teacher education candidate. Most schools have designated parking spaces for teacher education candidates. Check with the school secretary regarding parking space.

Insurance

Candidates must show proof of liability insurance during orientation week or prior to entering a K- 12 classroom during the senior year.

Difficulty During Field Experience

Any candidate who is removed from any Mississippi College assigned field experience must meet the following requirements.

- Submit a *Professional Reflection Statement* to the Director of Field Experience explaining the reason for removal and plans to complete future field experience opportunities successfully.
- Attend an in-person Professional Dispositions Committee Meeting.
- Receive approval by the Professional Dispositions Committee.

Reporting Issues

In the process of completing field experiences, student teaching, internships, or practicums, candidates shall report any witnessed issues or conflicts that are in violation of the MS Code of Ethics to the Program Coordinator/Advisor. The information will be reported to the University Supervisor who will share issues with the Dean.

THE PROFESSIONAL TEACHING SEMESTER

At the undergraduate level the candidate's professional education program at Mississippi College culminates with professional student teaching during the Professional Teaching Semester (PTS). Other information regarding the Professional Teaching Semester can be found in the Teacher Candidate Handbook.

Every candidate seeking a Mississippi teaching license in any area is required to complete a Professional Teaching Semester. This culminating experience affords teacher candidates an opportunity to apply much of what they have learned in their content and professional education courses to actual classrooms in public or state-approved private schools in Mississippi. Candidates are admitted to and retained in the Professional Teaching Semester according to the following criteria.

The candidate must:

1. Be admitted to the Teacher Education Program for **at least one full semester prior** to the semester of Professional Teaching Semester.
2. Have completed EDU 299.
3. Passed MC's writing proficiency test/or ENG 099.
4. Not have any grades of (I) incomplete.

5. Complete any outstanding coursework and have grade(s) on file in the Registrar's Office before the Professional Semester begins. In keeping with university policy, the last 33 hours of the program must be completed at Mississippi College.
6. Have at least a 2.75 GPA in the area(s) of expected certification as well as a cumulative GPA of 2.75
7. Have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 421, 422, 423, and 424 (elementary candidates only).
8. Have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 431, 432, 433, and 434 (secondary education candidates only).
9. Have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 471, 472, 473, and 474 (specialized subject-area education candidates only).

Due to departmental scheduling issues, secondary education candidates (7-12) and specialized subject- area education candidates (K-12) may be allowed to apply for the Professional Teaching Semester once they have completed at least three-fourths of the required courses in his/her area of specialization. This exception is made on a case-by-case basis and should be approved by the candidate's advisor, the Director of Field Experiences, and the Chair of the Department of Teacher Education & Leadership.

COMPOSITION OF THE PROFESSIONAL SEMESTER

- Elementary Education: Directed Teaching, K-6
 - EDU 421, 422, 423, 424: Professional Teaching Semester for Elementary Education majors
- Secondary Education: Directed Teaching, 7-12
 - EDU 431, 432, 433, 434: Professional Teaching Semester for 7-12 majors
- Specialized Subject-Area Education: Directed Teaching, K-12
 - EDU 471, 472, 473, 474: Professional Teaching Semester for K-12 majors

It is recommended that these courses should be taken during the Professional Teaching Semester and any additional courses are listed on the "proposed schedule for degree completion" form.

- All Teacher Candidates are expected to complete a minimum of fifteen (15) weeks of student teaching.
- Elementary Education (K-6) Teacher Candidates receive one placement and should complete three weeks of full-time teaching.
- Secondary Education (7-12) and Specialized Subject-Area Education (K-12) Teacher Candidates receive two placements and should complete two weeks of full-time teaching at each placement for a total of four weeks of full-time teaching.

PRAXIS SCORES AND TEST CODES

All students pursuing a teacher education curriculum and seeking Class A Licensure must take the appropriate test(s) and achieve at or above the minimum scores established by the Mississippi Department of Education before the Dean of Education and/or the Chair of the Teacher Education and Leadership Department recommends that the candidate be licensed to teach. All persons applying for first-time licensure must have appropriate test scores on file with the Mississippi Department of Education and with Mississippi College. The minimum cut-scores as mandated by the MDE for various licensure areas are shown below.

For initial Elementary Education licensure, a Teacher Candidate in Mississippi must also earn a passing score on the Foundations of Reading (FOR) Test. Students are responsible for providing MDE with passing scores upon application for a Mississippi teaching license. The FOR passing score is 233. <http://www.ms.nesinc.com>

Praxis I -Students Needing Admittance to the TEP

PRAXIS CORE	Passing Score	Test Code
Reading	156	5713
Writing	162	5723
Math	130	5733

Praxis II – PLT for Elementary Education, Secondary Education, and K-12 Education

Praxis II - PLT	Program	Passing Score	Test Code
Principles of Learning K-6	Elementary	160	5622
Principles of Learning 7-12	Secondary and K-12	157	5624

Foundations of Reading (FOR) – Elementary Education, Special Education

	Program	Passing Score	Test Code
Foundations of Reading	Elementary Ed	233	190

Praxis II -Major Area of Study & Endorsements

Endorsement or Major Area of Study	Program	Passing Score	Test Code
Students must take test for major area of study			
Added endorsements require the Praxis test <u>OR</u> 12-21 hours of coursework			
Administrator K-12 (SLLA)	Graduate	151	6990
Art K-12	Undergraduate	158	5134
Biology 7-12	Endorsement	148	5236
Business Education 7-12	Endorsement	153	5101

Child Development PreK-K	Undergraduate Elementary Ed	160	5024
Chemistry 7-12	Endorsement	140	5246
Computer Applications K-12	Supplemental Endorsement		
Driver Education	Supplemental Endorsement		
Drama	Endorsement		
Dyslexia Therapy	Graduate		
Elementary Content Knowledge	Graduate – Alt Route	163	5018
Elementary K-6	Undergraduate Elem Ed Majors	153	5017
English 7-12	Undergraduate	167	5038
English as Second Language K-12	Endorsement	149	5362
French K-12	Endorsement	153	5174
German K-12	Endorsement	154	5183
Gifted Ed K-12	Supplemental Endorsement	151	5358
Health Education K-12	Supplemental Endorsement	149	5551
Latin K-12	Endorsement	152	5601
Marketing 7-12	Endorsement	151	5561
Math 7-12	Undergraduate	152	5165
Math 7-8 (Middle School)	Endorsement	150	5164
Music K-12	Undergraduate	161	5113
Media Arts K-12	Supplemental Endorsement		
Physical Education K-12	Undergraduate	145	5091
Physical Science 7-12	Endorsement		
Physics 7-12	Endorsement	140	5266
Remedial Reading K-12	Undergraduate & Graduate Endorsement		
School Counselor K-12	Graduate	153	5422
Social Studies 7-12	Undergraduate	150	5081
Spanish K-12	Endorsement	160	5195
SPED Mild/Moderate K-12	Endorsement or Graduate	152	5354
SPED Mild/Moderate K-6	Elementary Ed Majors Only Endorsement		

For all other endorsement areas visit [Licensure](#) | [Teacher Education & Leadership](#) | [Mississippi College](#)

Those candidates who expect to teach in states other than Mississippi will be held responsible for knowing the facts regarding licensure requirements in those states and should, during the time that they are students at Mississippi College, pursue such courses that will satisfy the licensure requirements of the particular state in which they intend to teach. Appropriate application forms may be obtained from the Mississippi Department of Education in the state where licensure is sought.

APPENDIX A – MISSION STATEMENTS

Mississippi College Mission Statement

Mississippi College, governed by a Board of Trustees elected by the Mississippi Baptist Convention, is a private, co-educational, comprehensive university of liberal arts and sciences and professional studies dedicated to the pursuit of academic excellence. Founded in 1826, Mississippi College is the oldest institution of higher learning and the largest private university in the state of Mississippi. As a Christian institution, Mississippi College values the integration of faith and learning throughout the educational process.

Consistent with its Baptist heritage and relationship to the Convention, Mississippi College provides a quality Christian education for its student population. Students select the University because of the quality of its academic programs, Christian environment, and location. The University strives to recruit students who demonstrate excellence in scholarship, leadership, and church/community involvement. The majority of students come from Mississippi and other southeastern states.

Mississippi College stimulates the intellectual development of its students through the liberal arts and sciences and concentrated study in specialized fields, including preprofessional and professional programs. Furthermore, the university environment promotes the spiritual, social, emotional, and physical development of its students and encourages them to utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others. The University emphasizes those undergraduate, graduate, and professional programs which offer opportunities for service. Additionally, the University reflects its responsibility of service to the community through a variety of learning opportunities and numerous cultural enrichment experiences.

Mississippi College is committed to excellence and innovation in teaching and learning. The University seeks to employ and retain faculty who are dedicated to teaching/learning and advising students, who support and engage in scholarship and creative activities that advance knowledge, and who seek to continue their own professional development. The University also seeks to employ and retain staff and administrators who are equally dedicated to supporting these efforts. Furthermore, the University selects employees who reflect Christian values and a commitment to service. Mississippi College is an equal opportunity employer in accordance with Title VII and applicable exemptions.

Official mission statement as adopted by the Board of Trustees, 1998

School of Education Mission Statement

The mission of the Mississippi College School of Education is to provide a caring Christian environment which facilitates the acquisition of knowledge in the behavioral sciences, teaching and learning, and health and human sciences. The School of Education provides the general education, professional studies, field and clinical experience, research skill development, and technological foundations required for each graduate and undergraduate program. These components generate the knowledge, dispositions, and skills necessary to render appropriate service to God and others in a professional environment while meeting all local, state and national performance standards.

Department of Teacher Education Mission Statement

The mission of the Department of Teacher Education and Leadership at Mississippi College is to provide collaborative, integrated professional educator preparation which is field connected and focused on teaching and learning; based on best practice which is driven and assessed by high national, state and local standards which will develop reflective practitioners who are professional and demonstrate the appropriate knowledge, dispositions, and skills to advocate and lead the 21st Century educational enterprise in America.

APPENDIX B – TRANSITIONS SHEET

Transition Point 2: ENTRANCE and MAINTENANCE REQUIREMENTS for the MISSISSIPPI COLLEGE TEACHER EDUCATION PROGRAM (TEP)

Teacher candidates will apply for admission to the Teacher Education Program (TEP) as part of the course requirements for EDU 300, INTRODUCTION TO EDUCATION. Transfer students who have had the course equivalent of EDU 300 at another 4-year institution must make application to TEP in the Office of Field Experiences (Lowrey 207) during their first semester at Mississippi College. No upper level (300-400) courses including EDU 300 are accepted in transfer from 2-year colleges as part of the TEP requirements. All students must be admitted to the TEP before taking any courses for which TEP admission is required. All teacher candidates applying for entrance into the TEP must meet the following:

- Each applicant for entry into a teacher licensure program shall demonstrate minimum academic ability prior to being admitted to a teacher education program. For traditional and alternate route candidates these skills are:
 - Completion of a minimum of 60-hours of course credit with a minimum 3.0 GPA on a 4.0 system; or
 - ACT 21 or SAT equivalent; or
 - Qualifying passing score on the Praxis CORE.

Transition Point 3: ENTRANCE and MAINTENANCE REQUIREMENTS for the PROFESSIONAL SEMESTER of STUDENT TEACHING at MISSISSIPPI COLLEGE

Student Teaching is to be completed during a candidate's senior year after the following requirements have been met:

1. Admission to the Teacher Education Program for at least one full semester prior to the semester of student teaching.
2. Removal of any grades of (I) incomplete.
3. Completion of all coursework with all grades on file in the Registrar's Office before Professional Semester begins.
4. A 2.75 GPA in the area(s) of expected licensure as well as a cumulative GPA of 2.75.
5. **Elementary Education (K-6) candidates** – Completion of all Professional Education and subject matter courses (with a minimum grade of C) except EDU 421, 422, 423, 424 (Student Teaching)
6. **Secondary Education (7-12) candidates** – Completion of all Professional Education and subject matter courses (with a minimum grade of C) except EDU 431, 432, 433, 434 (Student Teaching)
7. **Specialized Subject-Area Education (K-12) candidates** – Completion of all Professional Education and subject matter courses (with a minimum grade of C) except EDU 471, 472, 473, 474 (Student Teaching).
8. Each teacher candidate is responsible to return a completed application for student teaching to the Office of Field Experiences by the assigned date.

Transition Point 4: EDUCATOR LICENSURE REQUIREMENTS

All TEP completers who have passed the required MDE licensure test(s) at or above the minimum scores established by MDE will be recommended by the Dean of the School of Education to receive the Class A Educator License in the appropriate area(s). Test requirements are as follows:

- **Elementary Education (K-6) candidates** – Must have passing scores for: 1) Foundations of Reading Test, 2) Praxis II Principles of Learning and Teaching: K-6 (PLT 5622), and 3) Praxis II Elementary Education Content Exam (CIA 5017).
- **Secondary Education (7-12) candidates & Specialized Subject-Area Education (K-12) candidates** – Must have passing scores for: 1) Praxis II Principles of Learning and Teaching: 7 – 12 (PLT 5624), and 2) Praxis II Content Exam according to the primary area of licensure.

I have read carefully the above material. I understand that it is my responsibility to see that each of these requirements is met. I also understand that I am responsible for the information found in the college catalog and the Teacher Education Handbook. Courses and programs of study are subject to change, if the TEL department, university, and/or accrediting body mandate a change.

Student's Signature: _____ Date: _____ Printed Name: _____

APPENDIX C - TEACHER CANDIDATE LICENSURE ADVISORY

The information provided within this document is to advise you of current licensure requirements. This document and licensure guidelines may change without notice. It is the responsibility of the applicant to remain abreast of licensure requirements.

Traditional Baccalaureate Teacher Education Program Candidate

A five-year educator license is granted to applicants meeting all licensing requirements and completing a state approved or NCATE/CAEP approved teacher education program from a regionally/nationally accredited institution of higher learning. Minimum licensure requirements are as follows:

- Educational courses
- Minimum Cumulative GPA of 2.75
- A full semester of student teaching
- Praxis II Principles of Learning and Teaching Test/Praxis II Specialty Area Test in Degree Area/
Foundations of Reading for Elementary ONLY

Please visit the following link to identify specific test codes for assessment that have been validated for the state of Mississippi: <https://praxis.ets.org/state-requirements/mississippi-tests.html>

Praxis tests are administered by the Educational Testing Services (ETS). Register at <https://praxis.ets.org/>

Supplemental endorsements may be added to a valid three-year alternate route or five-year traditional Mississippi License:

Endorsements with 18 Hours

Teachers who wish to add endorsements for most major subject areas may take the Praxis II test or have 18 hours of coursework with grades of a C or higher (Math 7-12 may **only** be added by taking a prescribed set of Math courses).

Endorsements with Approved Programs

Some supplemental endorsements require an approved program of study. The programs are different at each college and for each endorsement. The Dean of Education or designee shall advise the teacher of the required coursework, and an institutional recommendation must be signed by the Dean or Institutional Certification Officer in order to add the endorsement to the license.

[MDE website for Educator Licensure](#)

[MDE's Guidelines for Educator Licensure Handbook](#)

APPENDIX D – MAEP SALARY SCHEDULE

<https://mdek12.org/financialservices/teachersalarieschedule/>

FY2024-2025 MSFF SALARY SCHEDULE MS Code Section 37-19-7

Yrs. Exp.	Certification Level AAAA	Certification Level AAA	Certification Level AA	Certification Level A
0	45,500	44,000	43,000	41,500
1	46,100	44,550	43,525	41,900
2	46,700	45,100	44,050	42,300
3	47,300	45,650	44,575	42,700
4	47,900	46,200	45,100	43,100
5	49,250	47,500	46,350	44,300
6	49,850	48,050	46,875	44,700
7	50,450	48,600	47,400	45,100
8	51,050	49,150	47,925	45,500
9	51,650	49,700	48,450	45,900
10	53,000	51,000	49,700	47,100
11	53,600	51,550	50,225	47,500
12	54,200	52,100	50,750	47,900
13	54,800	52,650	51,275	48,300
14	55,400	53,200	51,800	48,700
15	56,750	54,500	53,050	49,900
16	57,350	55,050	53,575	50,300
17	57,950	55,600	54,100	50,700
18	58,550	56,150	54,625	51,100
19	59,150	56,700	55,150	51,500
20	60,500	58,000	56,400	52,700
21	61,100	58,550	56,925	53,100
22	61,700	59,100	57,450	53,500
23	62,300	59,650	57,975	53,900
24	62,900	60,200	58,500	54,300
25	65,400	62,700	61,000	56,800
26	66,000	63,250	61,525	57,200
27	66,600	63,800	62,050	57,600
28	67,200	64,350	62,575	58,000
29	67,800	64,900	63,100	58,400
30	68,400	65,450	63,625	58,800
31	69,000	66,000	64,150	59,200
32	69,600	66,550	64,675	59,600
33	70,200	67,100	65,200	60,000
34	70,800	67,650	65,725	60,400
35 & above	71,400	68,200	66,250	60,800

NOTE: Assistant Teachers - \$17,000 (MS Code Section 37-21-7(6))

APPENDIX E – FIVE YEAR LICENSE REQUIREMENT TABLE

https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/guidelines_for_mississippi_educator_licensure_k-12_august-2024.pdf

FIVE YEAR EDUCATOR LICENSE – TRADITIONAL TEACHER EDUCATION ROUTE			
<i>A five-year educator license is granted to applicants meeting all licensing requirements and completing a state approved or National Council for Accreditation of Teacher Education (NCATE) or Council for the Accreditation for Educator Preparation (CAEP) approved teacher education program from a regionally/nationally accredited institution of higher learning.</i>			
License	Requirements	Validity	Renewal
Class A	<ol style="list-style-type: none"> 1. Bachelor’s degree or higher in Teacher Education with documentation of completion of student teaching from a state approved or NCATE/CAEP accredited program from a regionally/nationally accredited institution of higher education 2. Twenty-one (21) ACT (or SAT equivalent) or achieve a qualifying passing score on the Praxis Core Academic Skills for Educators examination or minimum GPA of 3.0 on a minimum of 60-hours of course credit as established by the State Board of Education; and 3. Praxis Subject Assessment 4. Praxis: Principles of Learning and Teaching (PLT) 	5 years	<p>Ten (10) continuing education units (CEU’s) in content or job/skill related area</p> <p align="center">OR</p> <p>Three (3) semester hours in content or job/skill related area</p> <p align="center">AND</p> <p>Five (5) continuing education units (CEU’s) in content or job/skill related area</p> <p align="center">OR</p> <p>Six (6) semester hours in content or job/skill related area</p> <p align="center">OR</p> <p>Completion of the National Board for Professional Teaching Standards process</p>

APPENDIX E – DISPOSITIONS INTERVENTION PROCESS

Professional Education Dispositions for Teacher Candidates Intervention Process¹

Professional Education Dispositions for Teacher Candidates

Professional Dispositions consist of the attitudes, beliefs, values, and behaviors toward students, families, colleagues and communities exhibited by professional educators in the field of education. Professional Dispositions are guided by values such as caring for others, fairness, honesty, responsibility, and social justice. These attitudes, beliefs, values, and behaviors affect student learning, motivation and development as well as the educator's own professional growth.

Mississippi College seeks to be recognized as a university known for academic excellence and commitment to the cause of Christ. The Department of Teacher Education & Leadership at MC seeks to help those who are called to teach become leaders, advocates, and professionals who reflect the qualities of a Christian University within the field of education.

Teacher candidates are held to high standards and should demonstrate consistency and excellence through practice, collaboration, and assessment. Teacher candidates are expected to display the highest level of professionalism, outstanding teaching qualities, and leadership in their relationships with others whether they are in the university classroom or during clinical experiences in our partner school districts and agencies.

All teacher education candidates in the Department of Teacher Education & Leadership at Mississippi College are expected to exhibit the following dispositions listed below.

As a teacher education candidate, I will:

- Maintain a professional relationship with all students
- Conduct myself in an ethical manner as set forth by **the *MS Educator Code of Ethics and Standards of Conduct***
- Demonstrate a high level of professionalism
- Demonstrate an expectation that all students can learn and are a vital part of the learning community
- Demonstrate outstanding content and pedagogical knowledge
- Display sensitivity to the needs of others
- Work cooperatively with peers, instructors, university supervisors, and relevant stakeholders to advance student learning
- Design or use educational environments and instructional practices to meet all students' needs, abilities, and interests
- Understand or thoughtfully use formal and informal evaluation strategies
- Model poise, maturity, and sound judgment
- Engage in continuous self-evaluation and improvement
- Act as a steward of the profession

Any student who has withdrawn from MC for at least one semester must meet in-person with the Professional Dispositions Committee as a condition of re-admittance to the TEP prior to participating in any field experience. See TEP Handbook for full policy details.

¹ This Professional Dispositions Infraction Process was originally developed by the faculty of the Department of Teacher Education at The University of Mississippi. Mississippi College gratefully acknowledges permission received from the Department of Teacher Education at the University of Mississippi to use this process with our teacher candidates in the Department of Teacher Education & Leadership at Mississippi College.

Disposition Infraction Process

If a Department of Teacher Education course instructor or University Supervisor recognizes disposition related infractions by a candidate, the following procedures will be followed:

1. The University supervisor or course instructor will complete a disposition infraction form and submit it to the Director of Field Experiences.
2. After review of the form(s) between candidate and instructor or University supervisor, the candidate will be asked to sign the form (within 7 days of the submission of the disposition infraction). The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form.
3. Notification of the infraction will be sent to the Director of Field Experiences, Department Chair, student advisor, and the members of the standing disposition committee.
4. When two disposition infraction forms on a teacher candidate have been submitted, the disposition committee will meet. **(A meeting of the committee may be warranted after one infraction. This will be left to the discretion of the Director of Field Experiences, Dispositions Committee Chair and Department Chair.)**
5. The committee will meet with the teacher candidate and review the disposition infractions.
6. The committee's recommendation will be sent to the candidate. After the conference the candidate must sign the recommendation form within 7 days of the committee's recommendation. The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form.
7. If the Disposition Infraction Committee recommends dismissal, the teacher candidate will be dismissed from the Teacher Education Program (TEP) and must remain out of the TEP for a full semester (Fall or Spring term) prior to applying for readmission to TEP. To be considered for readmission the candidate must show substantial growth in the areas of deficiency identified in the disposition infraction process (see # 12 of Disposition Infractions Process).
8. Upon dismissal from the program the teacher candidate will not be allowed to return to the course(s) that include a field experience component. If the teacher candidate appeals the dismissal (see step 9 of Disposition Infractions Process) he/she may continue in university classes but will not attend any associated field experiences during the appeal process. If the decision of the committee for dismissal is upheld following the appeals process, a grade of "F" will be awarded for the course. The "F" grade is not an appealable grade. The teacher candidate may continue in non-field-experience-based coursework already underway for the current semester. The candidate will not continue in Teacher Education coursework in future semesters at the university.
9. If the candidate intends to appeal the committee's decision, the candidate will submit a narrative about the incident and their appeal of the decision to the Director of Field Experiences. The Chair will conduct an appeals meeting with the student and will file a report to the student and the committee.

If student appeals further to the Dean:

10. The candidate will submit their appeal of the decision directly to the Dean. The Dean will conduct a meeting, and a report will be filed.
11. If the Dean upholds the recommendation of dismissal, the teacher candidate has the right to appeal to the Vice-President of Academic Affairs in writing within fifteen (15) calendar days of the receipt of the Dean's decision. (Please note: University holiday closing dates are not counted in the calendar days).
12. If a teacher candidate is recommended for counseling and not for dismissal, a recommendation will be sent to the Chair of the Department of Teacher Education, the candidate's advisor, and the Director of Field Experiences.

13. To reapply for admission to TEP, candidates must submit the following information to the Office of Field Experiences:
- a. A 1-2 page letter justifying readmission to TEP identifying how previous deficiencies have been rectified.
 - b. Three letters of recommendation to include one Department of Education Faculty member and one currently employed K-12 educator or administrator. Each letter must include contact information (email address and phone number).
 - c. A transcript indicating all coursework since being dismissed from TEP.

I have received a copy of the Professional Dispositions Evaluation Tool, The Statewide Dispositions Instrument and the Disposition Infraction process. I have reviewed and understand the information regarding the Professional Dispositions Evaluation for Teacher Candidates, the Statewide Dispositions Instrument, and the Disposition Infraction process. I understand that if I receive two (2) disposition infraction forms, I must meet with the Professional Dispositions Committee where a decision will be made concerning my status in the program. **A meeting MAY be warranted based on the first disposition infraction.**

Teacher Candidate Signature

Date



APPENDIX F – INFRACTION FORM

Mississippi College Teacher Education
Dispositions Infraction Form

Candidate Name: _____ Date of Evaluation: _____
Course Number: _____ Course Name (s): _____
Instructor: _____ Current Semester: _____
Major: _____ Advisor: _____

Supervisors and Faculty, please check the infraction and provide a comment or explanation.
Ratings are based upon class meetings, assignments, appointments, group work and field/clinical experiences.

Responsibilities: ___ Submits incomplete assignments/projects or assignments/projects are not submitted
by the establish deadlines

Comment: _____

Attendance & Punctuality: ___ Is absent for 25% or more of scheduled class time or field experience (including
tardies and early departures)

Comment: _____

Professional Appearance: ___ Does not dress appropriately for the classroom environment and field experiences or
demonstrates poor personal hygiene

Comment: _____

Demeanor: ___ Lacks confidence or displays a critical or negative attitude and may have a negative
effect on the learning environment

Comment: _____

Initiative: ___ Seldom volunteers for tasks, exhibits little energy, enthusiasm, or effort

Comment: _____

Integrity: ___ Speaks or behaves inappropriately with others and lacks respect for confidentiality
(including social media)

Comment: _____

Organization: ___ Is unprepared, does not have needed materials or resources, and/or utilizes poor time
management

Comment: _____

Flexibility: ___ Is unwilling to modify ideas, adapt to changes, and/or is not receptive to the opinions
and ideas of others

Comment: _____

Communication: ___ Does not use effective oral or written communication, or tone is not professional, or language is informal/inappropriate

Comment: _____

Diversity: ___ Is exclusive or displays inappropriate behaviors toward diverse peers or students (e.g. ethnicity, race, cultural, gender, SES, language, disability, ability level, etc.)

Comment: _____

Leadership: ___ Does not display characteristics of leadership when appropriate including committing to tasks, showing confidence and enthusiasm, offering suggestions, or contributing useful ideas

Comment: _____

Collaboration: ___ Does not work effectively with others by sharing responsibilities, contributing ideas, or problem solving to accomplish common tasks

Comment: _____

Cooperation: ___ Demonstrates inability or unwillingness to work cooperatively with others

Comment: _____

Responsive Feedback: ___ Rejects or ignores constructive feedback

Comment: _____

Rapport: ___ Does not communicate and interact effectively and professionally with others

Comment: _____

Other

Teacher Candidate Signature: _____ Date: _____

Supervisor/Faculty Signature: _____ Date: _____

Committee Recommendations: _____

APPENDIX G – INTASC

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS AND INDICATORS

Summary of Updated InTASC Core Teaching Standards

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

The Learner and Learning

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

Standard #1: Learner Development.

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

Standard #2: Learning Differences.

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

Standard #3: Learning Environments.

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

Content

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

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

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

Standard #6: Assessment.

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

Standard #7: Planning for Instruction.

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

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

Professional Responsibility

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

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

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

APPENDIX H – CAEP

Council for the Accreditation of Educator Preparation (CAEP) 2022 Standards

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard- to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Competency at Completion The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness The provider demonstrates that program completers:

- effectively contribute to P-12 student-learning growth AND
- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

R5.1 Quality Assurance System The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

R5.2 Data Quality The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes. R5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard 6. If an EPP's institution is not accredited by an accreditor recognized by the U.S.

Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence. R6.1 Fiscal Resources The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.