

Student Teaching Handbook

Preparing Caring, Reflective Teachers



For a Changing World

**Education Department
Eastern Mennonite University
2009-2010**

www.emu.edu/education/sthandbook.pdf

Welcome to Student Teaching and the Professional Semester

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

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

Sincerely,
Cathy Smeltzer Erb, Ph.D.
Chair of Undergraduate Teacher Education
&
Sandy Brownscombe, Ed.D.
Coordinator of Field Placements

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Introduction

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

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

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

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

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

What is the Conceptual Framework of the Teacher Education Unit?

The phrase that articulates the mission of the Teacher Education Program is **Preparing Caring, Reflective Teachers for a Changing World**. The framework is under-girded by the vision and mission of the university.

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*

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 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, post-baccalaureate and MA graduates.

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, and value service to others.

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 that teachers are best prepared through a rigorous liberal arts program that seeks integration across disciplines and cultures.
- We believe in a reflective teaching model that develops excellence in teaching, an ethic of caring, and creative problem solving.
- We believe in the integration of theory and reflective practice through purposeful and systematic experiences in college classrooms and field placements within P-12 classrooms.
- We believe that candidates have the power to serve as collaborative change agents with sensitivity to an interdependent world.
- We believe in the integration of Anabaptist principles with the profession of teaching based on a Christian world view valuing community, caring

relationships, service to others, peacebuilding and conflict transformation, and stewardship of resources.

- 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 who mentor candidates should nurture and model desirable personal and professional qualities.

Approved by COTE September 16, 2003

What are the Teacher Candidate Performance Outcomes?

Scholarship: to acquire knowledge through the liberal arts, Global Village 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)/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 for reflection, problem-solving, and learning through dialogue
- draw 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 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
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- understand how educational legal and policy issues affect students', guardians', 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 guardians 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 all students
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote social harmony and peace building 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 all students
- 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 (conceptual framework)
- demonstrate resourcefulness and responsibility in educational settings influencing positive change.
- build professional relationships with colleagues
- participate in opportunities for professional growth

Approved by COTE 2/24/04

What are the Dispositions?

The 3 Rs of Caring, Reflective Practitioners: Responsibility, Relationships, and Reflection provide the framework for specific dispositions the education program seeks to develop in candidates.

Caring About Personal and Professional Responsibility

1. demonstrates professional responsibility (ie. is consistent and punctual in attendance, comes to class prepared, meets deadlines, trustworthy, presents positive outlook, meets appropriate expectations regarding appearance)
2. takes responsibility for actions
3. regulates personal emotions
4. maintains collaborative, positive relationships with colleagues
5. develops positive relationships with those in authority
6. shows mature judgment
7. holds high expectations for all students

Caring About Relationships in Learning Communities:

1. considers multiple perspectives (listens actively, responds well to criticism or suggestions)
2. promotes compassionate and just learning environments
3. demonstrates passion/enthusiasm about learning and teaching
4. values diversity (eager to work with persons from a variety of perspectives and cultural/ethnic groups)

Caring About Reflective Practice:

1. makes decisions based upon reflection, research, and best practice
2. uses critical thinking to self-assess, to evaluate progress and to set realistic goals
3. commits to planning, teaching, assessment, and reflection as an ongoing process to enhance student learning

Approved by COTE 11/18/04

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 nature of schooling and schools without loss of the religious and moral values we have embraced for over 500 years. We prepare teachers for a changing world--A world that is increasingly technological, multicultural, postmodern, and secular. We do so with faith and optimism exhibited by Aronowitz and Giroux (1991) when they say,

In a world whose boundaries have become chipped and porous, new challenges present themselves not only to educators but for all those for whom contingency and loss and certainty do not mean the inevitable triumph of nihilism and despair but rather a state of possibility in which destiny and hope can be snatched from the weakening grasp of modernity. (p. 133)

Constructivism

The philosophical base is informed by the theory of constructivism. Constructivism is an ubiquitous term with definitions varying from Fosnot's "post-structuralist psychological theory that construes learning as an interpretive, recursive, building process by active learners interacting with the physical and social world," (1996, p. 30) to Henderson's "constructivist teaching can be defined as any deliberate, thoughtful, educational activity that is designed to facilitate students' active understanding" (1996, p. 9). Constructivist educators believe that "the act of teaching" cannot be distinguished from "the act of learning." Teachers using a constructivist approach emphasize big concepts, student questions, active learning, and collaboration. A constructivist approach seeks to connect theory to practice and views the student as "thinker, creator, and constructor." Integral to a constructivist theory of learning is creative problem solving. Teachers take responsibility for assessing and solving problems not through mechanistic "cook book" recipes, but by asking "What decisions should I be making?" "On what basis do I make these decisions?" and "What can I do to enhance learning?"

The conceptual framework of teacher preparation at EMU orients teacher candidates to education environments that support best practices using a constructivist approach. Starting in Exploring Teaching candidates use

the following chart from Brooks and Brooks (1999) to begin to understand the continuum of teaching from traditional and constructivist perspectives. The paradigm is identified below.

A Look at School Environments

Traditional Classrooms	Constructivist Classrooms
Curriculum is presented part to whole, with emphasis on basic skills.	Curriculum is presented whole to part with emphasis on basic concepts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions is highly valued.
Curricular activities rely heavily on textbooks and workbooks.	Curricular activities rely heavily on primary sources of data and manipulative materials.
Students are viewed as “blank slates” onto which information is etched by the teacher.	Students are viewed as “thinkers” with emerging theories about the world.
Teachers generally behave in a didactic manner, disseminating information to students.	Teachers generally behave in an interactive manner, mediating the environment for students.
Teachers seek the correct answer to validate student learning.	Teachers seek the students’ points of view in order to understand students’ present conceptions for use in subsequent lessons.
Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.	Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.
Students primary work in alone.	Students primary work in groups.

Reflection

The philosophical base is also informed by reflective teaching. Reflective Teaching is an inquiry approach that emphasizes an ethic of caring, a constructivist approach to teaching, and creative problem solving. Reflection encompasses and gives shape to the outcomes of the Education Department. When teachers care, they become reflective about

the endeavor to learn, to teach, to communicate, to ask questions, and to become leaders.

The Education Department concurs with Dewey's concept of reflection identified by Rodgers (2002) as a meaning making process, a systematic, rigorous disciplined way of thinking that needs to happen in community and which requires attitudes that value the personal and intellectual growth of self and others. In addition, the Education Department fully supports the INTASC standard on reflection and professional development that describes the teacher as "a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally" (1992, p. 30). Reflection is at the heart of practice (Hole et. al. 2003).

Integration of Theory and Practice

Candidates participate in carefully arranged and fully integrated field based experiences beginning in the first year and culminating in the senior year with Student Teaching. The professional education curriculum emphasizes caring relationships, assertive but cooperative classroom management practices, peace and justice issues, and the integration of ethics with professional competency.

The ultimate goal of teacher education at EMU is to empower the candidate to develop a spirit of inquiry leading to informed decision making while applying values to action.

Members of the education faculty are committed to demonstrating the reflective model in their own teaching. Education classes utilize instructional activities such as collaborative learning strategies, class interaction and role-playing, microteaching lessons, and case studies. Instructors give special attention to the application of theory and practice by helping to make connections between relevant concepts through higher order questioning strategies. Reflective thinking skills -- the ability to evaluate and interpret evidence, modify views, and make objective judgments--are stressed in all courses.

Caring

An ethic of caring respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. A premium is placed on the dignity of all persons. According to Irvine (2003)

The task of teacher educators is to make sure that teacher education students and the people who evaluate and assess them understand the complexity of a term that seems so simple—*care*....Teacher characteristics and traits, such as being caring, are influenced by the multiple layers of and enigmatic nature of classroom practice. (p. 44-45).

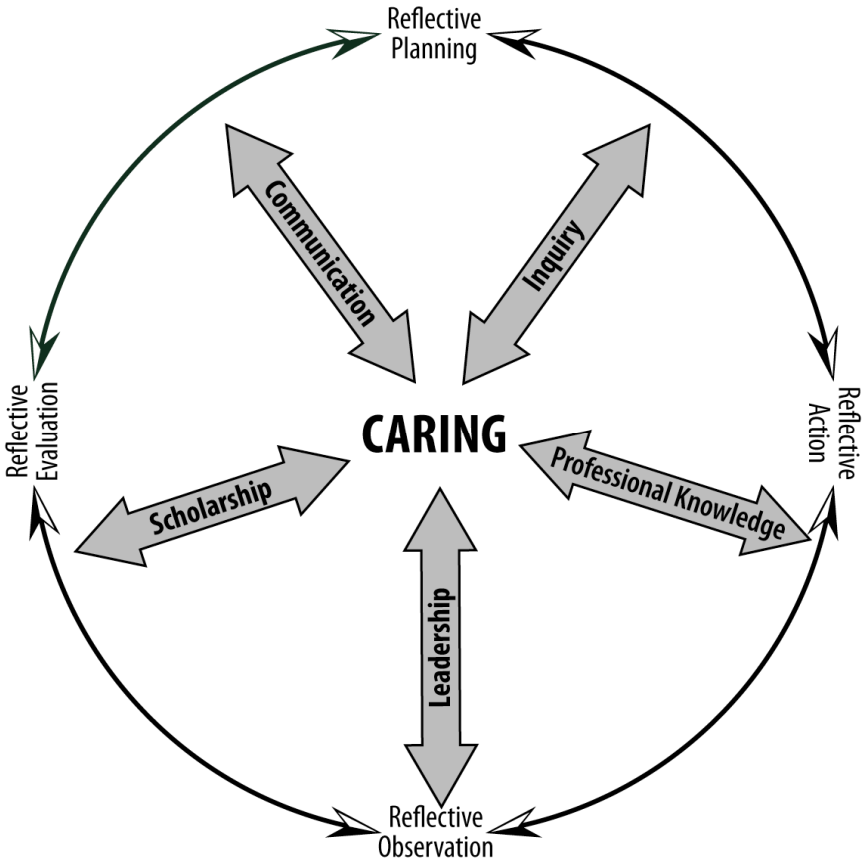
Caring is at the core of the framework. The university's general education framework is drawn from the biblical text, Micah 6:8 "act justly and to love mercy and to walk humbly with your God." The Teacher Education Program is committed to multicultural, peace-building and restorative justice endeavors. We expect our students to exhibit dispositions that reflect an understanding of the student as a "whole person" with complex personal, social, emotional and academic needs. The 3 Rs of Caring, Reflective Practitioners: Responsibility, Relationships, and Reflection provide the framework for specific dispositions the education program seeks to develop in candidates. Caring for others and for relationships remains central.

Beyond the definition of caring, the relationship of caring to reflection must be clear. The Teacher Education faculty want pre-service teachers to care about others in a way that builds relationship but this is not to be understood solely as kindness or concern without action. 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 (1984) distinguishes between the concepts of caring for and caring about and describes caring for as a personal response to another person. 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. 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. Caring teachers are distinguished by their high performance, expectations, advocacy, and empowerment of students as well as by their use of pedagogical practices that facilitate school success." (p. 62)

This concept of caring permeates our program. It informs not only what we want teachers to learn and model in their classrooms, but the practices they employ. This can be accomplished by ensuring the mastery of program outcomes.

The Model

The Education Department's perspective on the theme "Preparing Reflective Teachers for a Changing World" is illustrated in the following model.



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 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 Inquiry requires critical thinking about theory and practice, ethics and values, personal reflection and conduct.

Care about Leadership requires professional development and transforming approaches to education through advocacy for children and youth.

In summary, the theoretical knowledge bases that support the outcomes of the Teacher Education Program at EMU are informed by the theory of constructivism, employed with a commitment to authentic caring, and implemented with conscious, careful, and active reflection.

What Resources are Available for Prospective Teachers?

Licensure Testing Assistance

Assistance is available for preparing to take the Praxis I and Praxis II exams. The Praxis I Coordinator has an office located in the lower level of Hartzler Library Room 104 near the Curriculum Library. Please check posted office hours.

Special accommodations are available for Praxis I and II 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 the registration of Praxis I and/or II. 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) and the Virginia Reading Assessment online <http://www.va.nesinc.com/>. Please see "Registering for Alternative Testing Arrangements".

Disability Statement

Reasonable accommodations are provided for students with documented disabilities. Students who have registered in the Academic Support Center should self-identify to your instructors and advisor by making an appointment with them. Students who have not yet registered their documented disability should do so immediately.

Academic Support Center

The Academic Support Center, located on the third floor of the library, is a valuable resource to you. Referrals to the Academic Support Center are also made by the faculty when you need assistance with improving reading, writing, and/or mathematics skills. The Center offers individual and small group tutoring. The Academic Support Center also provides academic support and advocacy for students with documented disabilities. www.emu.edu/academicsupport/

Academic Integrity

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. That trust is broken when the standards of right and wrong which all students and faculty are expected to uphold are violated. These standards include academic honesty. When students lie, cheat, or steal through the wrongful use of information in tests, term papers, or other academic assignments, it is considered a serious violation of the integrity of the academic process. Plagiarism, the intentional use of ideas and words taken from another source without proper credit, is a serious offense. Assisting or allowing someone else to cheat is also an act of academic dishonesty.

When there is evidence of academic dishonesty, the instructor deals with the student on an individual basis and may assign a failing grade for the particular assignment or for the course. A Record of Academic Dishonesty form is to be completed and sent to the Undergraduate Dean's Office. It will then be placed in a designated file and kept until graduation or the student leaves. Access to this file will be limited and can only be obtained through the dean. This incident is not to be recorded in the student's permanent file except in the case of multiple occurrences, which will be determined at that time. The student should also receive a copy of the form.

Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Instructional Competencies, Knowledge Base Applications, and Professional Qualities

The following instructional competencies, knowledge base applications, and personal and professional qualities identify specific areas on which student teachers should concentrate. These are explicated further in the "Profile of Student Teaching Performance."

Specific instructional competencies include knowledge of content, preparation for instruction, instructional performances, reflection and evaluation-impact on student learning and demonstrating professional behaviors.

Specific knowledge base applications include attention to diversity, ability to connect and integrate knowledge, application of active learning strategies, emphasis on creative and critical thinking, attention to ongoing assessment of student performance, ability to take appropriate action, and an ability to enhance student self-concept.

Specific personal/professional qualities include an ability to demonstrate personal and professional responsibility, positive relationships in learning communities and application of reflective practice.

Profile of Student Teaching Performance: A Continuum of Professional Development

Objectives of student teaching support the mission of the education department and are drawn from Mid-Valley Clinical Faculty Consortium reference guide, "A Continuum for Professional Development." Each student teacher will demonstrate the ability to:

A. KNOWLEDGE OF CONTENT

- A1: Demonstrates an understanding of appropriate content standards (sol/professional standards)
- A2. Identifies key principles and concepts of subject matter
- A3. Uses examples to support basic principles of content
- A4. Links content to students' prior experiences and to related subject areas

B. PREPARATION FOR INSTRUCTION

- B1. Is familiar with relevant aspects of students' background, knowledge, experience and skills
- B2. Plans for the unique characteristics of individual students (i.e. tag/gt, esl, special needs, among others)
- B3. Formulates clear and appropriate learning outcomes
- B4. Plans appropriate methods to meet the learning outcomes (i.e. technology, cooperative learning, etc)
- B5. Plans assessments of learning outcomes

C. INSTRUCTIONAL PERFORMANCE

- C1. Establishes a safe physical and psychological environment
- C2. Creates a climate of fairness and respect
- C3. Maintains consistent standards for positive classroom behavior
- C4. Makes procedures and outcomes clear to students
- C5. Presents content accurately and effectively
- C6. Models appropriate language usage
- C7. Provides appropriate accommodations for diverse learners
- C8. Provides opportunities for content application
- C9. Checks for understanding using a variety of formal or informal assessment techniques
- C10. Uses instructional time effectively

D. REFLECTION AND EVALUATION - IMPACT ON STUDENTLEARNING

- D1. Provides specific evidence to document student learning
- D2. Accurately describes strengths and weaknesses of his/her teaching skills in relation to student learning
- D3. Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction
- D4. Indicates strategies to improve instruction

E. PROFESSIONALISM

- ___ Is responsible and dependable
- ___ Shows initiative
- ___ Is punctual and regular in attendance
- ___ Exhibits the ability to make decisions
- ___ Sets appropriate priorities and meets deadlines
- ___ Displays mature judgment and self-control
- ___ Demonstrates enthusiasm for teaching
- ___ Has compassion for students
- ___ Dresses appropriately
- ___ Demonstrates professional behavior with students, families, and school personnel
- ___ Maintains confidentiality

A Reflective Teaching Model Is Used During Student Teaching

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

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

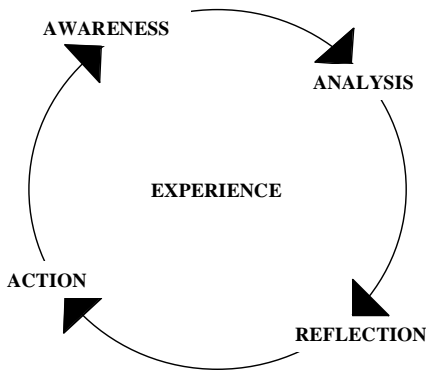
- Step 1:** Prospective teachers **describe** actual teaching events or dilemmas by answering the question, "What do I do when teaching?" This step helps create awareness.
- Step 2:** Prospective teachers **inform** themselves about the implied meanings gleaned from their descriptions. They ask, "What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

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

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

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

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



Freire, 1972⁴

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

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

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

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

Who are the Teacher Education Faculty?

The teacher education faculty at EMU is committed to purposeful change. The Education Department faculty meets biweekly 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.
Professor of Teacher Education
Chair of Undergraduate Teacher Education

Sandra L. Brownscombe, Ed.D.
Professor of Teacher Education & P.E.
Coordinator of Field Placements

Toni M. Flanagan, Ed.D.
Associate Professor of Teacher Education

Tracy L. Hough, M.A.
Assistant Professor of Teacher Education

Lori A. H. Leaman, Ed.D.
Associate Professor of Teacher Education

Katrina L. Maynard, Ph.D.
Associate Professor of Teacher Education

Donovan D. Steiner, Ph.D.
Professor of Teacher Education
Director of M.A. in Education

Who are the University Consultants?

The following persons work in conjunction with the teacher education faculty as University Consultants.

Cyndi Gusler – Visual Arts
Fred Kennon – Adjunct, SPED
Tom Long – Adjunct, History & Social Science
Marta Loyola – Spanish
Jenny Martin – Adjunct English

Expectations for the Cooperating Teacher

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

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

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

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

Orienting the Student Teacher

1. Speak of the EMU student as a colleague rather than as a student teacher, but do not oversell your student teacher so that the student teacher finds it hard to live up to the pupils' expectations.
2. If possible, have a desk or table placed in the classroom for the student teacher's use. A "home base" for keeping materials is important.
3. You may want to have the pupils plan how they may help to orient the "assisting teacher" to the classroom and to the school.
4. Confer with your principal regarding a schedule of activities for the student teacher as appropriate in your school.

5. Assemble a packet of materials which describe the school situation: faculty and student handbooks, releases from the administrative office, school calendar, floor plan of the building, description of grading system, fire drill procedures, etc.
6. Have available copies of textbooks, lesson plan book, and grade book for the student teacher's use.
7. Help fellow teachers and parents to develop a favorable attitude toward the student teacher and the student teaching program. You may wish to send a form letter to parents, preparing them for the arrival of the student teacher.
8. Plan for systematic supervision and continuous evaluation using formal and informal approaches.

The Student Teacher's First Day

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

1. Welcome them and help them to relax through friendly conversational interchange.
2. Introduce the student teacher to your pupils and other members of the school staff (including cooks and custodians).
3. Take time during the day to talk with your student teacher about your expectations during the next weeks: schedules, material to be covered, lesson plans, school and classroom routines, tasks to be completed, etc. This would be a good time to give your assistant the orientation materials you have prepared.
4. Clarify expectations for the student teacher at the outset of the experience. Regular informal and structured talks concerning plans and progress are necessary if the student teacher is to be successful.

Busy Weeks for Professional Maturing

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

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

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

A. Observation

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

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

Ease your student teacher into classroom teaching responsibilities. Make sure your "co-teacher" has had an opportunity to learn the pupils' names,

observe the organizational planning which you use with the subject, and make careful plans for teaching which you have approved.

B. Participation and Co-Teaching

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

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

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

Friend and Cook (1996) advocate various forms of co-teaching including the following: (1) *One teach, One drift*--one teacher does the teaching while the other assists students; (2) *Parallel Teaching*--the classroom is split in half and both instructors teach the same information at the same time; (3) *Alternative Teaching*--one teacher manages most of the class while the other teacher works with a small group inside or outside the classroom; (4) *Station Teaching*-- both teachers facilitate various teaching stations in the classroom; (5) *Team Teaching*--two teachers serve as one with both teachers engaging in conversation without lecture.

C. Responsible Teaching

This is the goal toward which all other student teaching experiences are pointed. Your "co-teacher" should be inducted into teaching gradually, adding classes as s/he can carry them successfully. During this time it is appropriate for the cooperating teacher to become an "assistant" and

place the responsibility for planning and leading with the student teacher. It is desirable for the student teacher to assume leadership responsibility for **all** classes for a minimum of three weeks for a seven-week placement.

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

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

D. Conferences

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

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

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

E. Reporting

The Education Department has tried to keep the paper work for the cooperating teacher to a minimum. We are asking for a written progress report at the halfway mark. Then, within one week after the student teacher leaves your school, you will mail a final evaluation, which includes a completed rating scale and a written evaluation of the student. An evaluation of the university consultant is also requested. Forms are provided and evaluations may be shared with the student teacher.

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

The evaluation forms are also available online:
<http://www.emu.edu/education/stforms/>

F. Additional Information

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

Expectations for the Student Teacher

As You Begin

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

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

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

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

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

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

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

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

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

Participation and Teaching

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

After you have shown yourself capable of limited participation, your cooperating teacher will give you various teaching assignments. It may be a single lesson or it may be a unit. You may expect to be asked to do responsible teaching after one or two weeks in the school, although this varies.

To meet college credit and state licensure requirements, we ask that the student teacher actually teach or participate in classroom management for a minimum of 150 clock hours per placement. Your student teacher should average approximately 20 clock hours per week in primary or co-teaching responsibilities. The student will keep record

of the hours spent; however, the number of hours does not constitute the length of the student teaching experience. The number of weeks of student teaching is the major criterion. The main objective, of course, is quality and variety of experiences rather than the number of hours accumulated. Typically student teachers will average 35 clock hours per week of student teaching in all activities and record a total of 500 plus hours in their two placements.

Lesson Planning

It is mandatory that you make a lesson plan for each class period that you teach. This plan should be shared and cleared with your supervising teacher before you teach the lesson. **When you begin teaching, lesson plans need to contain much detail.** As you experience success in teaching, they may become less detailed after several weeks. Lesson plans should be kept in your student teaching lesson plan notebook.

A good lesson plan:

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

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

As you Leave

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

A Few More Details

1. **The state of Virginia requires that you have a Tuberculosis test before you teach in the public schools. It is imperative that you take care of this before you begin student teaching. Please note that this test is effective only for 12 months.**
2. **You are not to be absent from your assignment for any reason whatsoever except for a personal illness or death in the immediate family.** In case of such an emergency, notify your University consultant **and** your Cooperating Teacher as early as possible. If you are teaching out-of-state, you need to notify your supervising teacher only. In **no** case may you ask your supervising teacher for permission to be absent for any reason whatsoever. Such requests must be cleared directly with the Coordinator of Field Placements.
3. In case of inclement weather, you are responsible for monitoring local radio and TV stations for school cancellations or delayed schedules.
4. **You are responsible to keep accurate record of the clock hours you spend in student teaching.** This information is to be reported on the Record of Student Teaching form available in the Office of Teacher Education. You must average approximately 35 clock hours per week of student teaching in all activities. We further require that your hours of "teaching or co-teaching" average approximately 20 clock hours per week. However, it is the total number of days and weeks that constitute the student teaching experience, not total hours accumulated. www.emu.edu/education/stforms/recordofhours.xls
5. A weekly **summary** (on the Student Teacher Weekly Report Form) of student teaching activities is to be forwarded to your assigned university consultant no later than 8:00 am on the Monday morning following the week being reported.
6. **You are expected to be at the cooperating school the same hours as the regular teachers.** Frequently, this is one-half hour before and one-half hour after school. Some days you may need to stay longer in order to have time for conferences with your supervising teacher. You are not to give your supervising teacher the impression that you must rush back to the EMU campus (or elsewhere) because of personal duties. In fact, you should be involved in very few campus activities during student teaching.

7. **You are required to do thorough lesson and unit planning.**
8. Seek to become acquainted with your school and the pupils outside the classroom. Attend athletic events, faculty, PTA, and education association meetings.
9. Learn to use the school's technology, computer, and duplicating equipment.
10. Participate in the clerical work of the teacher: keeping attendance records, collecting lunch money, etc.
11. If you are asked to do substitute teaching for your supervising teacher or another teacher in the school, you may do so if you feel sufficiently confident. You may count this in your student teaching record, provided you receive no pay for your work. However, for your own legal protection, make sure that a designated certified teacher has been assigned to you.
12. Sometimes student teachers and supervising teachers experience some difficulty in communicating. If this occurs, confide in your University Consultant early, so that the situation can be improved.
13. You are required to provide your own transportation to your student teaching placements.
14. You may be required to complete a background/criminal check prior to student teaching **at the request of the school division**. The **student will be responsible for arranging and paying** for the background check **prior to** the first day of Opening School Experience.

Reflective Teaching Seminar and Portfolio

Along with student teaching, you will enroll in a one-semester hour course ED 441/2 Reflective Teaching Seminar and Portfolio which is offered on a pass/fail basis. These seminars are required and your participation in the professional growth activities will be considered in your final evaluations for student teaching. Missed sessions will require make-up assignments. The dates will be announced in your syllabus and at the Cooperating Teachers Dinner. The purpose of the seminars is to focus on the improvement of teaching through reflective teaching. During your professional semester, you will finalize the development of your Student

Teaching Portfolio as part of ED 411. Please do not ask to be excused from these seminars unless your reason involves an emergency.

Policies for Student Teaching

Student Teaching and Work

Procedure for requesting permission to work:

- The semester prior to student teaching, the prospective student teacher should submit a letter requesting to work while student teaching to the Teacher Education Admission Committee and send it to the Education Department. The letter needs to include financial justification, specific details about the job situation, and provisions made for assuring that it will not interfere with the student teaching experience.

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

- Student Teaching takes precedence over all other activities for the semester and is to be seen as a full time, full load program.
- Student Teachers employed on campus (work study) or off campus must receive written permission from the Teacher Education Admission Committee. **The Teacher Education Admissions Committee reserves the right to deny any work requests.**
- Working must be confined to hours that do not interfere with student teaching responsibilities.
- If during Student Teaching there is indication that workload hinders student performance and jeopardizes student success in completing the program, the Coordinator of Field Placements in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to terminate employment and/or student teaching for the duration of the semester.

Student Teaching Outside the Consortium Area

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

- The student teaching placement must provide the student teacher with a cultural or educational context not readily available in the Shenandoah Valley.
- The student teaching placement must provide a strong support base for the student teacher.
- The student teaching placement must be adequately supervised by qualified teachers and school personnel.
- The student teaching placement must provide a solid match between the student teacher's major area of preparation and the resources offered by the placement itself.
- The first student teaching experience must be completed in the consortium area. Special placement requests will be dealt with on an individual basis.
- A faculty member in the Education Department must provide a written letter of recommendation for the student teacher.
- The student teacher shall be responsible for transportation costs of the EMU university consultant that exceed 100 miles per trip.

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

- must have demonstrated success in her/his first placement
- must demonstrate maturity, independence, academic competence, promptness in completing tasks, and flexibility in dealing with new situations
- must write a letter to the Coordinator of Field Placements stating why s/he wishes to student teach in a different locale
- must be willing to pay all costs incurred as a result of the supervisory arrangements and communication expenses
- must be willing to take responsibility for all living arrangements and transportation

Student Teaching & Athletic Involvement

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

In advance of the professional semester the Coordinator of Field Placements, the coach, and the athlete, together in conference, will plan the specific absences and departure times, giving attention to the following guidelines.

The involvement shall not necessitate:

- More than 5 early release times during the total semester. Attendance at seminars and classes is required;
- Absences on back to back days during the regular season (this may become necessary during post season play);
- More than one full day (6 hours) of time missed during any one week.
- If during Student Teaching there is indication that athletics hinders student performance and jeopardizes student success in completing the program, the Coordinator of Field Placements in conjunction with the Teacher Education Admissions Committee (TEAC) has the right to ask the student to terminate participation in athletics and/or student teaching for the duration of the semester.

A contract spelling out the condition of participation on an athletic team shall be signed by the coach, student teacher, and the Coordinator of Field Placements.

EMU Guidelines for Student Teaching in Own Classroom

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

Student Teacher Qualifications:

- submit a written request to student teach "in his/her own classroom" to the Coordinator of Field Placements
- student teacher must have completed all requirements for graduation and teacher certification except student teaching
- student teacher must be unconditionally admitted to student teaching
- student teacher must have met the Praxis II requirements

Classroom Setting:

- grade level, subject area, and classroom composition must meet appropriate licensure requirements
- classroom placements need to meet the following criteria: Early Childhood—two different seven-week placements in PreK-3; Elementary Education—one seven-week placement in K-3 and one seven-week placement in 4-6; PreK-12 (SPED, PE, Foreign Language, Art, and Music—one seven-week placement in K-5 and one seven-week placement in 6-8 or 9-12; Secondary Education—one seven-week placement in 6-8 and one seven-week placement in 9-12
- student teaching may in creative and unusual configuration to provide for dual placements and certifications while meeting the needs of the school division
- student teacher must be hired as the classroom teacher or as an aide or paraprofessional in another teacher's classroom

- if the student teacher is employed as an aide or paraprofessional, s/he must be allowed to complete all of the experiences required of student teachers
- student teacher must register for all appropriate student teaching semester courses.
- length of experience must conform to the appropriate approved program/accreditation guidelines, and may be extended if necessary; details will be outlined in a specific agreement approved by EMU, the school division or designee, and the student teacher
- student teacher must complete all program requirements for student teaching, including supplemental seminars and any "products" such as lesson/unit plans, portfolios, journals, etc.

Onsite Mentor:

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

Local Administrator:

- administrator may be the building principal or assistant principal, or the appropriate central office supervisor
- administrator must observe the student teacher at least twice, once at the midpoint and once at the end of the experience, using either the university's administrator observation form or the school division observation form
- administrator must submit copies of the completed observation forms to the university supervisor

University Supervisor:

- supervisor must visit and/or observe the student teacher at least once every other week
- supervisor must complete a minimum of five formal observations
- supervisor must complete all other paperwork required for normal student teaching placements

- supervisor must meet with the student teacher and mentor a minimum of two times

Other:

In rare instances school divisions may request that a student teacher be allowed to accept a paid teaching position prior to completing student teaching. The Director of Teacher Education and the Coordinator of Field Placements will evaluate each request on a case-by-case basis. In making this decision, consideration will be given to the location and appropriateness of the new teaching position, the student teacher's progress during his/her student teaching experience, continued supervision by the university supervisor, and the support to be provided by the requesting school.

Approved COTE April 13, 2000

Policy for Withdrawal from Student Teaching & Practicum Placements

For Concerns Related To The Performance of The Student Teacher/Practicum Student

The cooperating 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, and
- the setting of a realistic time line for review of the action plan.

The cooperating teacher and university consultant should keep the building principal, university program coordinator, and coordinator of field placements apprised of these actions as appropriate.

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, cooperating 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; or
- 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.

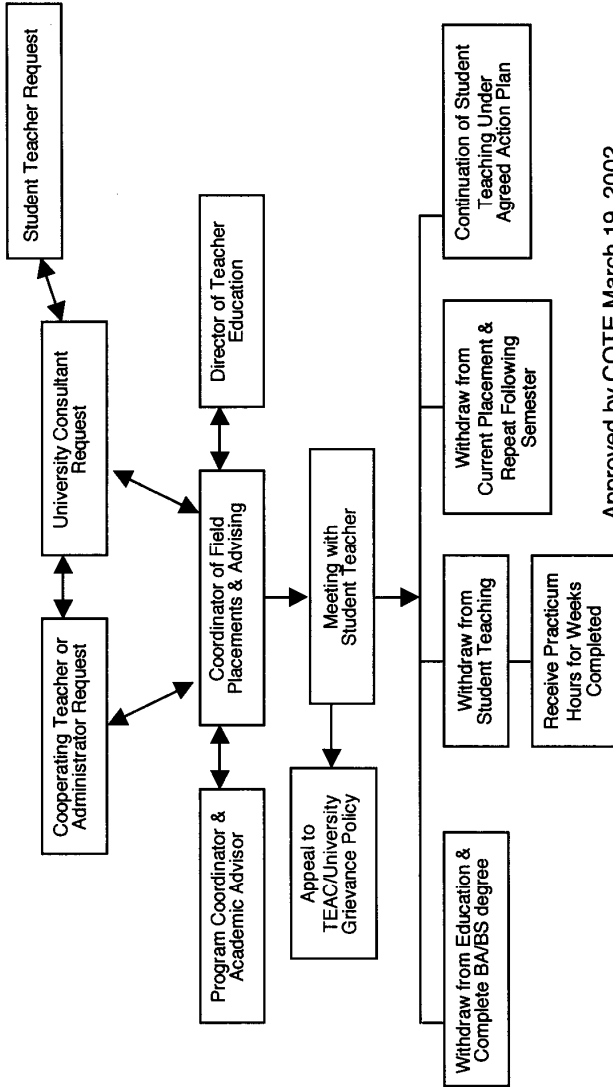
If the recommendation is to terminate the student teaching placement, the university program coordinator, university consultant, and the university coordinator of field placements will meet to finalize the recommendation and determine the student's next steps. The coordinator of field placements will 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 from the teacher education program, the university program coordinator will notify the student 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 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 March 19, 2002

Withdrawal From Student Teaching & Internship



Approved by COTE March 19, 2002

Expectations for the University Consultant

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

1. attend the Cooperating Teachers Dinner, the Student Teaching Celebration Breakfast, and in-service sessions as planned on student teacher supervision,
2. keep channels of communication open with all key persons relating to the student teaching experience,
3. visit the student teacher in his/her classroom at least five times (if non-clinical cooperating teacher) and at least 2 times (if clinical faculty trained) during the seven-week placement,
4. hold a two-way conference with the student teacher following each formal lesson evaluation (this may occur on site or on campus),
5. hold a minimum of two, three-way conferences with the student teacher and the cooperating teacher during each seven-week placement,
6. give feedback based on weekly reports and observations and make specific recommendations for improvement, especially in such areas as (a) lesson plans, (b) assessment of student learning, (c) differentiation of instruction, and (d) classroom management, and (e) development of the student teacher's personal teaching style,
7. examine and discuss lesson plans, the Documentation of Student Learning project, and record keeping,
8. complete the midterm and final evaluation of each student teacher and assist in bringing satisfactory closure to the total experience,
9. collect all student teacher paperwork (clinical faculty and university consultant lesson observation forms, weekly progress reports, weekly hour report forms, and cooperating teacher and university consultant

midterm and final evaluations) and submit to the administrative assistant at the conclusion of each seven-week placement,

10. serve as contact person for the student teacher when questions arise related to absences or other irregularities or emergencies,
11. complete an evaluation of each cooperating teacher,
12. and enter date into the EMU portfolio system, as applicable.

Assessment of the Student Teacher

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

It is of paramount importance that the student teacher be helped to reflect on his/her performance realistically. Hopefully, the student teacher will be made to feel, "I like teaching, and I can be successful if I continue growing." The student teacher should be fully aware of the areas of weakness in personal performance so that s/he can continue to work towards eliminating weaknesses and capitalizing on strengths.

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

The written evaluation of the student teaching performance made by the university consultant and the supervising teacher will be included in the EMU student's placement credentials. This has more value than a traditional letter grade to prospective employers.

Evaluation Forms & Surveys

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

Observation of Classroom Teaching

- five evaluations are to be completed during a seven week student teaching experience.

Midterm Evaluation

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

Final Evaluation

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

Evaluation Response from Cooperating Teacher

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

Evaluation of University Consultant

- to be completed by the **Cooperating Teacher** upon completion of placement
- to be completed by the **Student Teacher** following each placement (unless student teacher has the same university consultant for both placements)

Evaluation of Cooperating Teacher

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

Student Teaching Experience Evaluation

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

Student Teaching Observation Form

- to be completed by the **University Consultant** following each observation of the Student Teacher (approximately 5 per placement)

Record Keeping & Procedures

The following are the helpful guidelines provided for the student teacher and the forms used for record keeping during the professional semester. All forms are provided in individual student teaching packets given at the beginning of the semester. Most of the forms are also available online: <http://www.emu.edu/education/stforms/>

Student Teacher Roles form

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

Daily Lesson Plans form

- outline and guidance for daily lesson planning

Record of Hours

- used by the **student teacher** to record and tabulate clock hours of student teaching

Weekly Progress Report

- reflection of student teaching experience to be completed each week by the **student teacher** and the **cooperating teacher**

Mid-Valley Consortium for Teacher Education

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

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

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

The Mid-Valley Consortium for Teacher Education website:
http://coe.jmu.edu/esc/Consortium_Organization.shtml

Support Available for First Year Teachers

First-year teachers who teach within a 50 mile radius of EMU are invited by the education faculty to a banquet to reflect on their EMU experience, discuss their first year teaching experience, and ask for assistance if they wish. This banquet is held in the fall of each year and provides another measure of program effectiveness.

Standards for Beginning Teachers

Eastern Mennonite University seeks to prepare "Reflective Teachers for a Changing World." In order to accomplish this mission, professional standards from national learned societies and professional organizations have been consulted. The performance outcomes for EMU's teacher education program reflect "best practices" as promoted by these standards. The following standards are derived from the Interstate New Teacher Assessment and Support Consortium (INTASC), which are widely accepted within the teaching profession as exemplary. They should be consulted as a guide for bringing further definition of the goals for student teaching.

1. **Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1.10 **Knowledge**

- 1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
 - 1.12 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
 - 1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.
- ### 1.20 **Dispositions**
- 1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
 - 1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

- 1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- 1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

1.30 Performances

- 1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- 1.32 The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
- 1.33 The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- 1.34 The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- 1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- 1.36 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

2. Student Learning

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

2.10 Knowledge

- 2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

- 2.12 The teacher understands that student's physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- 2.13 The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

2.20 Dispositions

- 2.21 The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- 2.22 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

2.30 Performances

- 2.31 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- 2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- 2.33 The teacher accesses student's thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

3. Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

- 3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.
- 3.12 The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.
- 3.13 The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- 3.14 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- 3.15 The teacher has a well--grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.
- 3.20 Dispositions**
- 3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- 3.22 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- 3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.
- 3.24 The teacher is sensitive to community and cultural norms.
- 3.25 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.
- 3.31 The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

- 3.32 The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- 3.33 The teacher makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- 3.34 The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- 3.35 The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- 3.36 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- 3.37 The teacher creates a learning community in which individual differences are respected.

4. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4.10 Knowledge

- 4.11 The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 4.12 The teacher understands the principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audiovisual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions

4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.22 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

4.23 The teacher values the use of educational technology in the teaching and learning process.

4.30 Performances

4.31 The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

4.32 The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.

4.33 The teacher constantly monitors and adjusts strategies in response to learner feedback.

4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspective to encourage critical thinking.

- 4.36 The teacher uses educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and for advanced levels of learning.

5. Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.10 Knowledge

- 5.11 The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- 5.12 The teacher understands how social groups function and influence people, and how people influence groups.
- 5.13 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- 5.14 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- 5.15 The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.
- ### 5.20 Dispositions
- 5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- 5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

- 5.23 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 5.24 The teacher recognizes the values of intrinsic motivation to students' life-long growth and learning.
- 5.25 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.
- 5.30 Performances**
- 5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- 5.32 The teacher engages students in individual and group learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- 5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- 5.34 The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- 5.35 The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- 5.36 The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

- 5.37 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

6. Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.10 Knowledge

- 6.11 The teacher understands communication theory, language development, and the role of language in learning.
- 6.12 The teacher understands how cultural and gender differences can affect communication in the classroom.
- 6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.
- 6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

6.20 Dispositions

- 6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- 6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- 6.23 The teacher is a thoughtful and responsive listener.
- 6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

6.30 Performance

- 6.31 The teacher models effective communications strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

- 6.32 The teacher supports and expands learner expression in speaking, writing, and other media.
- 6.33 The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping stimulate students to question.
- 6.34 The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- 6.35 The teacher knows how to use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

7. **Planning Instruction**

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7.10 **Knowledge**

- 7.11 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- 7.12 The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

- 7.13 The teacher knows when and how to adjust plans based on student responses and other contingencies.

7.20 **Dispositions**

- 7.21 The teacher values both long term and short term planning.

- 7.22 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- 7.23 The teacher values planning as a collegial activity.

7.30 Performance

- 7.31 As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- 7.32 The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- 7.33 The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- 7.34 The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- 7.35 The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

8.10 Knowledge

- 8.11 The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences and technology will support their further growth and development.

8.12 The teacher knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.13 The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

8.20 Dispositions

8.21 The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

8.22 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

8.30 Performance

8.31 The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate student's progress and performances, and modify teaching and learning strategies.

8.32 The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

8.33 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

8.35 The teacher monitors her/his own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

- 8.36 The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents/guardians, and other colleagues.

9. Reflection and Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

9.10 Knowledge

- 9.11 The teacher understands the historical and philosophical foundations of education.
- 9.12 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- 9.13 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

9.20 Dispositions

- 9.21 The teacher values critical thinking and self-directed learning as habits of mind.
- 9.22 The teacher is committed to reflection, assessment, and learning as an ongoing process.
- 9.23 The teacher is willing to give and receive help.
- 9.24 The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- 9.25 The teacher recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

9.30 Performance

- 9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- 9.32 The teacher seeks out professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.
- 9.33 The teacher draws upon professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

10. Collaboration, Ethics, and Relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

10.10 Knowledge

- 10.11 The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within s/he works.
- 10.12 The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- 10.13 The teacher understands and implements laws related to student's rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

10.20 Dispositions

- 10.21 The teacher values and appreciates the importance of all aspects of a child's experience.

- 10.22 The teacher is concerned about all aspects of child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- 10.23 The teacher respects the privacy of students and confidentiality of information.
- 10.24 The teacher is willing to consult with other adults regarding the education and well-being of her/his students.
- 10.25 The teacher is willing to work with other professionals to improve the overall learning environment for students.

10.30 Performances

- 10.31 The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- 10.32 The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- 10.33 The teacher can identify and use community resources to foster student learning.
- 10.34 The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- 10.35 The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- 10.36 The teacher acts as an advocate for students.

Virginia Licensure Exam Scores

PRAXIS I (<http://www.ets.org/praxis>)

PPST or Computerized PPST: Reading.....	178
PPST or Computerized PPST: Writing.....	176
PPST or Computerized PPST: Math.....	178

Composite Score of 532

SAT Qualifying Scores for Praxis I exemption

Total of Critical Reading and Mathematics Scores.....	1100
Critical Reading (Verbal score prior to 3/2005).....	at least 530
Mathematics.....	at least 530

ACT Qualifying Scores for Praxis I exemption

Composite Score.....	24
English Plus Reading.....	46
Mathematics.....	22

*If you took the SAT or ACT prior to April 1, 1995,
please contact the education office for qualifying scores.*

Virginia Communication and Literacy Assessment (VCLA) 470
[for all licensure areas] <http://www.va.nesinc.com/>

Virginia Reading Assessment (VRA)..... 235
[PreK-3, PreK-6, SPED] <http://www.va.nesinc.com/>

PRAXIS II: Specialty Area Examinations (Test Codes)

Art: Content Knowledge (0133).....	159
Biology: Content Knowledge (0235).....	155
Chemistry: Content Knowledge (0245).....	153
English Language, Lit., & Comp.: Content Knowledge (0041).....	172
Elem. Education: Content Knowledge (PreK-3 & PreK-6) (10014).....	143
Mathematics: Content Knowledge (0061).....	147
Music: Content Knowledge (0113).....	160
Health and Physical Education: Content Knowledge (20856).....	151
Social Studies: Content Knowledge (0081).....	161
Spanish: Content Knowledge (0191).....	161

Special Education is recommended to take:

Education of Exceptional Students: Core Content Knowledge (20353)
(Effective September 1999, Special Education tests will not be required by the state of Virginia, but are still EMU exit requirements.)

**EMU's Praxis institutional score recipient number is R5181.
EMU's VCLA and VRA score recipient number is 011.**

Tests must be coded with this number for EMU to receive scores.

What is the 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 Director of 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.

Licensure is not automatic, but is acquired only when the student completes the proper application forms. These forms are available in the Teacher Education 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 or arrangements made for payment 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 the Teacher Education Office. **Please be aware that required teacher tests 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. Contact information for all the states are on pages 78-82 of this handbook and at www.emu.edu/education/doeaddress.html.

***Note that if you plan to apply for licensure in another state, your Praxis I & II 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 II:**

Specialty Area Test. A fee is charged if you send your scores after you have already taken the test.

Exit Requirements

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

Check List

Senior Fall Semester

- _____ Have enough credit hours to graduate (128 total hours for all students) and completed requirements for academic major.
- _____ Have not exceeded 24 hours of professional education hours within the 128 semester hour requirement for graduation.

Senior Spring Semester

- _____ Maintain at least a 2.7 GPA through the final semester.
- _____ Meet the following exit requirements **before graduation**:
 - * Pass the Virginia State requirements for the Praxis II: Specialty Area Tests as required by individual subject areas, the Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (if required).
 - * Successfully complete student teaching as determined by the supervising teacher in cooperation with the university consultant.
 - * Submit a **Student Teaching Portfolio** including documentation of student learning.
 - * Apply for Virginia State Licensure.

**NO LICENSURE APPLICATIONS WILL BE
PROCESSED WITHOUT MEETING THE ABOVE
EXIT REQUIREMENTS**

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Teacher Certification Section State Department of Education P.O. Box 302101 Montgomery, AL 36130-2101 (334) 242-9700 www.alsde.edu	Alaska Department of Education Teacher Certification Juneau, AK 99801-0500 (907) 465-2800 www.eed.state.ak.us
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