

GRADUATE CERTIFICATION PRESERVICE TEACHER EDUCATION RESOURCE MANUAL



SCHOOL OF EDUCATION
AVILA UNIVERSITY
KANSAS CITY, MISSOURI

STUDENT AGREEMENT ON ACCOUNTABILITY AND RESPONSIBILITY

I, _____ have reviewed the electronic copy of the Graduate Preservice Teacher Education Resource Manual.

I am aware that this manual contains important information about policies and procedures of the Avila University School of Education. Information concerning Admit to the School of Education, Professional Dispositions, Student Teaching/Internship, Certification and Examinations, along with many other items, is included in this manual. I will be responsible for the material in these pages as a condition of my acceptance into the School of Education program at Avila University. I will take responsibility for my learning.

If I have questions about the information and policies in the Preservice Manual, I will contact my education advisor and/or Deana Angotti, the Director of Graduate Education. The Director is located in Foyle Hall, Room 906, 816-501-2446 or via email at deana.angotti@avila.edu.

Signed _____ Date _____

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WELCOME

Dear Graduate Education Student:

Welcome to a challenging career in education!

Realizing this country's need for excellent instruction of its youth, the School of Education at Avila University seeks to recruit and educate outstanding professional teachers. We will do our best to help you be successful throughout the program.

This manual will acquaint you with the rules and procedures of the Teacher Education Program. It will become an essential resource for you as you proceed through Avila's School of Education. Please read it carefully, retain it, and discuss any questions you may have with your advisor. (In the case of conflicting information as represented in this handbook with those described in the appropriate undergraduate catalog, your advisor will provide clarification.)

Best wishes for an exciting career in education!

Sincerely,

The School of Education Faculty
Avila University

SCHOOL OF EDUCATION

PURPOSE, MISSION, AND PHILOSOPHY

EDUCATION PURPOSE STATEMENT

Avila teachers--reflective practitioners prepared to impact a changing world.

MISSION STATEMENT

The School of Education at Avila University is committed to educating innovative, adaptable, and involved professionals, who will provide service to a diverse and ever-changing population. Through value-based learning and authentic experiences, our graduates will be qualified, ethical, and responsible contributors to the greater society.

SCHOOL OF EDUCATION PHILOSOPHY

The central guiding philosophy for the School of Education at Avila University is the worth and potential of all students. We strive to prepare individuals to be caring, competent, and dedicated professional educators who will provide excellent learning opportunities for their own students. We embrace the values of Avila University in fostering the intellectual, spiritual, and social growth of its members. Avila University provides an academic community dedicated to education in the liberal arts and professional areas, and it promotes community service and life-long learning.

The School of Education reinforces the University's philosophy statement by preparing students for the teaching profession and for other people-oriented professions and careers. The School faculty and staff are committed to preparing students to become responsible, articulate persons with strong academic preparation, professional competence and dedication to a life of service.

Each major in the School and each course in the various curricula provide very specific objectives, which flow from the School objectives. It is in the light of these objectives that faculty and students in the School evaluate courses, curricula and total program outcomes.

SCHOOL OF EDUCATION OUTCOMES

Seven outcomes are pursued in the professional preparation of teachers. These outcomes are the building blocks of our framework. The conceptual framework is on page 34 of this handbook and on the Education website (<http://www.avila.edu/education/outcomes.asp>).

1. Students will demonstrate acceptable basic skill competencies in communication, quantitative concepts, and media communication.
2. Students will exhibit higher level thinking skills, including critical, creative, problem solving, evaluative, and reflective thinking in college classrooms and practical application experiences.
3. Students will demonstrate attitudes toward self, parents, children, colleagues, and administrators to foster learning and genuine human relationships in varied field experiences.
4. Students will integrate subject matter knowledge and a repertoire of teaching skills to meet the diverse needs of students and effectively manage the classrooms.
5. Students will interpret and respond appropriately to classroom events using theoretical knowledge and research about learning and human behavior.
6. Students will apply principles, theories, and methods learned in college classrooms to actual onsite experiences in schools.
7. Students will establish a foundation for continuing professional development.

GENERAL INFORMATION ABOUT AVILA UNIVERSITY'S TEACHER EDUCATION PROGRAM

Avila's School of Education programs are accredited by the Missouri State Department of Elementary and Secondary Education.

The School of Education is committed to meeting the needs of students and society for the 21st century. Accordingly, Avila will recruit and accept education students who demonstrate high academic achievement and possess those dispositions essential for educating youth and advancing the profession. Avila's School of Education maintains high expectations. Students must meet rigorous standards for both admission to the School of Education and approval to student teach.

All Graduate Certification students are required to meet with his/her Education advisor each semester.

All graduate certification students will participate in a variety of clinical experiences as a part of their course of study. One of the initial courses is ED 585 Practicum. ED 585 Practicum is a critical course for education students. Students in this course are given experiences that help them to determine whether or not teaching is their preferred career choice. Students are also able to explore those teaching levels and content areas most appropriate for them. In addition, the education faculty with the help of the practicum mentors, begin to assess the students' skills and dispositions that will lead to teaching success.

At the conclusion of ED 585, the instructor will share mentor and supervisor evaluations of the students with the education faculty. If it is determined that there are areas of concern for future success, the student will be advised of these concerns. A plan of action to help ensure improvement will be created by the student with assistance from the student's advisor. This plan of action must be successfully accomplished before the student will be admitted to the Teacher Education Program.

If the practicum instructor or practicum mentors feel it is necessary to address any concerns during the practicum experience, these will also be brought to the education faculty for discussion.

As a part of the learning process all Avila education students will complete a Teacher Work Sample (TWS). During your coursework, your professors will begin to introduce the TWS components. The TWS will be completed during student teaching/internship.

GENERAL EDUCATION POLICIES

1. Attendance in education classes is mandatory. However, each instructor states his/her own policy in the syllabus.
2. Education courses can only be repeated once to improve a grade. The student

may have a total of three (3) courses repeated in the entire program.

3. Cheating and plagiarism are not tolerated. See the Avila policy handbook on these behaviors.
4. Professional dress is required at all clinical experiences. See Avila's Dress Policy on the website (<http://www.avila.edu/Education/forms.asp>)
5. Professional Dispositions

CODE OF ETHICS OF THE EDUCATION PROFESSION

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. **The Code of Ethics of the Education Profession** dedicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of the **Code** shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I--COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. shall not unreasonably restrain the student from the independent action in the pursuit of learning.
2. shall not unreasonably deny the student access to varying points of view.
3. shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. shall not intentionally expose the student to embarrassment or disparagement.
6. shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family social or cultural background, or sexual orientation, unfairly:
 - a. exclude any student from participation in any program.
 - b. deny benefits to any student.
 - c. grant any advantage to any student.

7. shall not use professional relationships with students for private advantage.
8. shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II--COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. shall not misrepresent his/her professional qualifications.
3. shall not assist any entry into the profession of a person known to be unqualified in respect to character, education or other relevant attribute.
4. shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. shall not assist a non-educator in the unauthorized practice of teaching.
6. shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. shall not knowingly make false or malicious statements about a colleague.
8. shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or action.

--Adopted by the 1975 Representative Assembly of NEA

PROFESSIONAL DISPOSITIONS

All students who are recommended for certification by Avila University must meet several criteria. Included in these criteria are requirements for coursework, grade point average, portfolio completion and successful practica experiences. How prospective teachers interact with others; their professors, their classmates, the children, teachers, parents and staff in their school experiences, is just as important as their content knowledge and instructional strategies. The School of Education at Avila University has adopted a set of professional dispositions (or behaviors) that are essential for success as a professional.

These dispositions are important at each stage of the student's progress and are assessed at multiple points. These assessments are conducted whenever deemed necessary, but always after ED 185/585 Practicum, after Reading Practicum for elementary and special education students, after Special Methods for middle school and secondary students, and after student teaching. The Professional Dispositions form is available on the Avila website (<http://www.avila.edu/Education/forms.asp>).

Failure to demonstrate one or more of these dispositions could lead to an individualized program for improvement and, with failure to improve, could lead to dismissal from the Education program.

Professionalism Dispositions for Successful Teaching
1. The candidate follows standards of ethical conduct including academic honesty and confidentiality.
2. The candidate is prompt, reliable, completes assignments on time, displays excellent attendance and follows through on commitments.
3. The candidate presents self in an appropriate attire for the situation and displays appropriate hygiene.
4. The candidate values the profession of teaching and exhibits a positive attitude toward professors, peers, students, schools and parents.
5. The candidate responds appropriately to frustration and stress.
6. The candidate solicits questions and feedback and is receptive to suggestions, asks questions and adjusts performance accordingly.
7. The candidate is resourceful, independent and shows initiative.
8. The candidate demonstrates respect for the physical, emotional and social needs of others including appropriate use of personal technology.
9. The candidate is flexible and is able to adjust to needed changes.
10. The candidate recognizes multiple aspects of diversity and demonstrates respect for others of varied cultural backgrounds, races, ethnicities, religions, sexual orientations, political beliefs and disabilities.

Adapted from professional disposition forms from Luther College and the University of Nevada-Reno

PRAXIS II EXAMINATION, AEA AND KAPPA DELTA PI

PRAXIS II EXAMINATION

The Missouri Department of Elementary and Secondary Education (DESE). requires all teacher education graduates to take and pass the appropriate Praxis II in order to receive Missouri certification. This examination is given on the Avila campus. Scores from the Educational Testing Service (ETS) are usually received in approximately six weeks after the examination date.

Each student must attain the required minimum score on the Praxis specialty area exam. For a list of the qualifying scores please see the testing coordinator or consult the Education website (<http://www.avila.edu/Education/forms.asp>).

Students are strongly urged to take and pass the Praxis examination **before** student teaching. Students who do not receive a passing score on the appropriate Praxis cannot graduate with a major or minor in Education and cannot apply for teacher certification.

It is recommended that students have the Praxis scores sent to Avila University's School of Education. The code for Avila is 03994. Qualifying scores must be received by the School of Education before the graduate can be recommended to Missouri Department of Elementary and Secondary Education for teacher certification.

AEA AND KAPPA DELTA PI

All students are encouraged to join Avila Education Association (AEA) and Kappa Delta Pi (KDPI).

MEMBERSHIP REQUIREMENTS FOR AVILA EDUCATION ASSOCIATION

All members must be an Avila Education student or an Avila student interested in the field of Education. The purpose is to provide opportunities for professional growth, professional and social networking, and community service.

MEMBERSHIP REQUIREMENTS FOR KAPPA DELTA PI

Kappa Delta Pi is an International Honor Society in Education. It is open to all elementary, middle, secondary, special education, and education graduate students who meet the requirements.

KDPI membership is designed to help active members grow professionally. Access to exemplary programs, publications, and educators top the list of services. In addition to the teaching and research tools, members also have the opportunity to receive scholarships and awards. Membership provides an opportunity to enhance leadership experiences, collaborate with members and professionals in the educational field, fellowship with others, and network with local and national educators. Members are required to maintain the required GPA to remain a member.

The requirements for Graduate Certification students are:

- 3.25 GPA in all Avila coursework
- Accepted into the graduate program and pursuing education coursework
- At least six (6) semester hours programmed, in progress, or completed (all must be completed at Avila)
- Must have at least twelve (12) education hours programmed, in process or completed
- Must be a member of AEA

For more information please go to KDPI and AEA's website
<http://www.avila.edu/stulife/kappadeltapi/>

ADMISSION TO THE SCHOOL OF EDUCATION

Students who have previously earned a bachelor's degree and are interested in becoming certified to teach elementary, middle school, special, or secondary education through Avila University are **required to apply for admission to the Teacher Education Program**. Students must apply when they have completed ED 585 Practicum and at least one other education class. **Graduate Certification students must be admitted to the School of Education by the end of September, if the student is going to student teach in the spring semester. If the student is going to student teach in the fall semester, the student must be admitted by the end of May. If a student is not admitted by these dates, the student will not be allowed to student teach until the following semester.** Applications will be evaluated according to the criteria listed below. The application form may be obtained from the Avila website (<http://www.avila.edu/Education/forms.asp>) or from the School of Education office manager. Completed applications must be submitted to the Administrative Assistant in the Graduate Education office. The Director of Graduate Education will present the applications to the Teacher Education Committee. This committee is comprised of all full-time education faculty. The Education Committee will consider each application on the basis of the criteria stated below. The applicant will be notified by letter of one of the following decisions: approved, not approved or delay of decision. If the student is not approved, the student may reapply only one time.

CREDIT TRANSFER POLICY

Most education courses older than seven (7) years will not be accepted for credit.

CRITERIA FOR ADMISSION

The prospective teacher certification student will be evaluated by the Teacher Education Committee according to the following criteria for formal admission to the Teacher Education Program:

1. Admission to the University.
2. Completion of at least six (6) semester hours of professional education courses at Avila University.
3. Attainment of a cumulative grade point average of at least 2.5 (on a 4.0 scale), for all college/university work.
4. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all education courses, with no grade below C.
5. Attainment of a cumulative grade point average of at least 2.5 (on a 4.0 scale), for all content area courses required for certification, with no grade below C.

6. A grade of C or better in the following courses or their equivalents: Composition I, Composition II, Communication, college/university level Mathematics, and a computer course.
7. Favorable instructor evaluation of performance in activities for ED 585: Education Practicum. Practicum may be repeated only one time.
8. Favorable written recommendation from ED 585: Practicum mentor.
9. Evidence of good character, positive attitude and dedication to the ethics of the teaching profession, based on written evaluation of Practicum supervisor, Avila faculty members and class evaluations.
10. Evidence of good character, positive attitude and dedication to the ethics of the teaching profession, based on written evaluations from Practicum supervisor.
11. Evidence of positive evaluation of professional dispositions.
12. Background check clearance.

ACTION OF THE TEACHER EDUCATION COMMITTEE

If the Education Committee approves the request for admission to the Teacher Education Program, the student is notified and continues in the specified plan of study. If the Education Committee votes not to approve the request, the student may not be permitted to enroll in additional education courses in subsequent semesters. The student may reapply for admission only one time.

If there is a delay of decision by the Education Committee, the student is informed of the deficiency, which must be corrected before the Committee will act upon the application for admission into the Teacher Education Program. The student continues in the program, except for student teaching, and is directed to fulfill the admission requirements within a specified time span. If the student is unable to comply with these requirements within the time span, he or she will be dismissed from the program. Delayed admission decisions will be reconsidered and acted upon when a formal written statement from the student applicant is received documenting compliance with admission requirements.

APPEAL

If a student disagrees with the decision of the Committee, the student may submit a written petition to the School of Education for review. The School of Education has the option to accept or reject this petition.

RETENTION IN THE TEACHER EDUCATION PROGRAM

Admission to the Teacher Education Program does not guarantee retention in the program and/or eventual certification. The same criteria considered for admission are monitored each semester. Students must maintain a 3.0 average for all education courses and a 2.5 overall GPA prior to applying for student teaching and maintain a 3.0 in the content area courses required for state certification. To be retained in the Teacher Education Program, students must earn a grade of "C" or higher in all required courses in the certification area. Otherwise, those courses must be repeated before a student is allowed to student teach or to be recommended for certification. A student may only have a total of one (1) repeated course in entire program.

The Director of Graduate Education will review the student's cumulative GPA at the end of each semester. Notification of education students whose GPA falls below 2.5 will be given to the education advisor. The following procedures will then be in followed:

1. If a student's GPA falls below 2.5, but not lower than 2.0, the student will be notified that he or she has one semester to regain good standing in the Teacher Education Program. If good standing is not attained, the student will be dismissed from the Education Program.
2. If a student's GPA falls below 2.0 and/or the student is placed on academic probation, the student will automatically be dismissed from the Teacher Education Program and will be so informed by the Director of Graduate Education.
3. If a student has been dismissed from the Teacher Education Program because of a low overall GPA, reapplication for admission to the Program may occur when the 2.5 GPA has been re-attained at Avila.
4. If a student does not receive a grade of C or higher in ED 585 Practicum after one (1) repeat, the student may not continue in the program.
5. If the student has not demonstrated professional dispositions for teaching the student will be dismissed from the program.

POLICY ON BACKGROUND CHECKS FOR CLINICAL EXPERIENCES AT AVILA UNIVERSITY

In the state of Missouri, a criminal background check is required before a certificate is granted. In addition, a criminal background check is required before a student is allowed to participate in any clinical activities in the Avila curriculum. Many of the area districts are requiring a background check before students are allowed to work with their students. By signing the background check form, the Avila student is giving permission for the results of the background check to be shared with the appropriate districts.

The language of the legislative rule is as follows:

If you have ever pled guilty to or been found guilty of a felony or misdemeanor involving moral turpitude under the laws of Missouri or any other state of the United States or another country, whether or not sentence is imposed, the state board may refuse to issue you a certificate of license to teach.

The language of this statement says the state board “may” refuse to grant the license, not “must” refuse. This allows a person to appear before the board to give reasons that the license might be issued. This ruling was legislated in order to insure that Missouri’s school children would be guaranteed teachers above reproach in this area.

Attached is a list of crimes that automatically disqualify the candidate from ever receiving a teacher certificate. Other crimes and misdemeanors may be eligible for a waiver by the state board.

Because of this ruling, many districts are requiring background checks for all persons having contact with students, including university practicum students and student teachers.

In order to meet the school districts’ requirements as well as provide our students with information about their legal status for certification, Avila University’s School of Education has instituted background checks for students in clinical experiences.

Student names and social security numbers will be submitted to Validity Screening Solutions to conduct reviews and forward the results to Avila. The Dean of the School of Education or the Director of Graduate Education will review any information indicating that a student not be eligible for certification. In this instance, the student will be required to meet with the dean or director to discuss options.

If the background check indicates a possible hindrance to future certification, the student has the option of appealing this ruling to the State Board of Education early in the educational process to determine if certification will eventually be a possibility. While this process is going forward, the student would be allowed to continue in certain education classes if desired. Only students who pass the background check are allowed

to enroll in classes with clinical components. A student who does not pass the background check must meet immediately with his/her advisor to determine the best course of action to take.

The colleges and universities in Missouri are working with the Department of Elementary and Secondary Education to develop a quick and accurate way to accomplish compliance with the state rule concerning background information. It is hoped that this early clearance will begin to address concerns by districts at the same time it assures preservice students of accurate information before certification.

OFFENSES FOR AUTOMATIC REVOCATION FOUND IN 168.071.3

- Murder 1st Degree
- Murder 2nd Degree
- Arson 1st Degree
- Assault 1st Degree
- Forcible Rape
- Forcible Sodomy
- Kidnapping
- Robbery 1st Degree
- Rape
- Statutory Rape 1st Degree
- Statutory Rape 2nd Degree
- Sexual Assault
- Statutory Sodomy 1st Degree
- Statutory Sodomy 2nd Degree
- Child Molestation 1st Degree
- Child Molestation 2nd Degree
- Deviate Sexual Assault
- Sexual Misconduct Involving a Child
- Sexual Misconduct 1st Degree
- Sexual Abuse
- Incest
- Abandonment of Child 1st Degree
- Abandonment of Child 2nd Degree
- Endangering the Welfare of a Child 1st Degree
- Abuse of Child
- Child Used in a Sexual Performance
- Promoting sexual Performance by a Child
- Trafficking in Children
- Offenses Involving Child Pornography and Related Offenses
 - Promoting Obscenity in 1st Degree
 - Promoting Obscenity in 2nd Degree, if Penalty is Enhanced to Class D Felony
 - Promoting Child Pornography in 1st Degree

- Promoting Child Pornography in 2nd Degree
- Possession of Child Pornography
- Furnishing Pornographic Materials to Minors
- Coercing Acceptance of Obscene Material
- Sale or Rental to Persons Under 17

Any other Missouri felonies or misdemeanors **must be** cleared by the state before a certificate will be issued. The only misdemeanors that are automatically cleared are:

- Misdemeanor DWI's
- Misdemeanor DUI's
- Misdemeanor Bad Checks
- Local Ordinances – like drunk in public

STUDENT TEACHING/INTERNSHIP

PURPOSE, APPLICATION AND PLACEMENT PROCEDURES

STUDENT TEACHING/INTERNSHIP

Students in the Graduate Certification Program may do an eight-week student teaching assignment. However, some students in the graduate program fulfill this requirement through a paid internship. The policies for internship can be found on page 33.

PURPOSE

Student teaching provides preservice teachers the opportunity to coordinate and apply all the knowledge and skills learned from previous courses and practica. Most education graduates recall student teaching as their most important and relevant course. As the culminating experience in Avila's holistic education program, the importance of student teaching cannot be overstated.

Under the guidance of a cooperating teacher and an Avila supervisor(s), the preservice teacher will gradually and effectively assume full responsibility for a classroom and all related duties during his/her student teaching experience.

APPLICATION AND PLACEMENT PROCEDURES

Students must access the application and other accompanying forms online on the School of Education's website (www.avila.edu/graded/internships.asp). The application and all accompanying paperwork must be completed and returned electronically to the Director of Field Experiences **prior to the stated deadline**. A grace period exists for late submission, but only if a late fee is paid along with submission of paperwork. If paperwork is not submitted, the student will **NOT** student teach until the next semester. **NO EXCEPTIONS!** In addition, no guarantee of placement can be made if the application is turned in late.

Although the assignment of student teachers is the final responsibility of the School of Education, students may submit choices for each student teaching placement. Because a successful experience is dependent in part upon the organization and management of the classroom in which the student teacher works, it is imperative that serious consideration be devoted to this important decision. Students are urged to use practica and observations as opportunities to select a potential student teaching site. In addition, a resource book of potential student teaching sites is available from the student teaching placement administrative assistant for consideration. When selecting a student teaching site, the following guidelines should be noted:

1. The cooperating teacher shall have a minimum of three years of successful teaching experience and be certified in the teaching field and area for which the student teacher is seeking certification.

2. The cooperating teacher shall have expressed a willingness to participate in the student teaching program.
3. The cooperating teacher cannot be a relative, close friend or neighbor of the student teacher.
4. Students are not allowed to student teach in a school where they have previously taught, or have worked as a teacher's aide, coach, etc.
5. Students are not allowed to student teach in a school where a relative is either enrolled or employed or a district in which a relative is an administrator.
6. Students may be placed in a student teaching position in various cooperating school districts located within a **40-mile** radius of Avila University. If a student wishes to student teach outside of Avila's placement area, the student must write a letter requesting the long distance placement. The letter of request must be submitted at the time the student submits the application for student teaching/internship. The letter will be brought to the School of Education meeting and the faculty will make the decision concerning the request. The decision of the faculty is final. If approved, a distance fee will be assessed.

Success in student teaching depends upon the time, energy, and interest devoted to the undertaking. It is strongly advised that other courses not be taken during student teaching. If a class must be taken, this notation should be made on the student teaching application, listing the day and hours of the class. **Permission must be obtained from the Director of Graduate Education to take more than one course during student teaching.**

In some school districts, the school principal and/or cooperating teacher may require a personal interview with the prospective student teacher before approving final placement. If so, the student will receive notification directly from the district or school.

After all criteria have been confirmed, approval for student teaching has been granted and materials have been processed for student teacher placement, the student teacher placement administrative assistant will notify each student of his/her placement(s) electronically at the student's Avila e-mail address. The cooperating teacher will also receive the placement notification, along with a copy of the student's credential file and a copy of Avila's student teaching policies. Students must enroll in student teaching through the University's registration procedure for the semester in which they student teach.

Student teachers are to student teach for eight weeks (40 student contact days) on a full day schedule. The student teacher is expected to attend the whole day, each day school is in session during the student teaching period and for any professional evening or weekend functions normally attended by the cooperating teacher. **The Director of Field Experiences must approve any deviation from this schedule in advance.** Violations or frequent absences can adversely affect the student teacher's final evaluation. Holidays to be observed will be those of the cooperating school, not those of Avila University.

CRITERIA FOR STUDENT TEACHING

The highlight of the student's professional preparation is the student teaching experience. In order to safeguard the integrity of Avila's student teaching program and to maintain its fine reputation, students must meet basic criteria before being recommended to participating school districts as student teachers.

Prior to enrolling in student teaching, the student must complete the application for approval to student teach. **Graduate Certification students must be admitted to the School of Education by the end of September, if the student is going to student teach in the spring semester. If the student is going to student teach in the fall semester, the student must be admitted by the end of May. If a student is not admitted by these dates, the student will not be allowed to student teach until the following semester.** In addition to having met the criteria for acceptance to the Teacher Education Program, application for approval to student teach requires that the student will have:

1. maintained an overall minimum GPA of 2.5 (required for certification in Missouri).
2. maintained 3.0 GPA (with no grade below C) for Education courses (ED prefix) and maintained 2.5 GPA for certification area courses (with no grade below C.)
3. received favorable written references from at least one faculty member at Avila University, and one business reference. *(These forms are e-mailed to the individuals by the student teacher placement administrative assistant. You do not need to obtain them.)*
4. Evidence of good character, positive attitude and dedication to the ethics of the teaching profession, based on written evaluations from Practicum supervisor, an Avila faculty member from a School outside of education and an education faculty member.
5. Evidence of positive evaluation of professional dispositions. (see page 8)

NOTE: A passing score on the Praxis examination is required for all students for certification in both Missouri and Kansas. It is strongly recommended that the appropriate Praxis exam be taken and passed BEFORE student teaching. (See Praxis Examination, page 9 of this handbook.)

ACTION OF THE TEACHER EDUCATION COMMITTEE

Applicants for approval to student teach are presented to the Teacher Education Committee for consideration. Applicants are approved, denied, or given a delay of decision. If approved, the application is processed. In case of denial or delay of decision, the student will be notified of the reasons or deficiencies. If these are remedied, the student may reapply. The student may petition in writing for review by the Dean of Education, if it is felt that the decision was based on inaccurate data or improper application of the approval criteria.

STUDENT TEACHER/INTERN EVALUATION

The student teacher/intern will receive information from Avila notifying the student teacher/intern of the name of the Avila supervisor. As stated in that information, the student teacher/intern will call the Avila supervisor to arrange observations. As Avila's representative, the supervisor is anxious to be of assistance should any questions or concerns arise. If the student has not received this information prior to student teaching/internship, the student teacher/intern should contact the student teacher placement administrative assistant. Copies of student teacher forms can be obtained in the Student Teaching Office.

Evaluation is a continuous process involving daily conferences with the cooperating teacher, feedback from the Avila supervisor and self-evaluation by the student teacher/intern. Both formal and informal evaluation conferences should be utilized to discuss progress and problems. The student teacher/intern should become more adept at self-evaluation during these conferences.

In addition to these conferences, the cooperating teacher will be asked to complete an evaluation form at the end of the student teaching experience. A sample of this form may be viewed in the student teaching office.

Similarly, the Avila supervisor will complete a final written evaluation of the student teacher/intern's performance. This evaluation will address the following areas: planning and presentation of the lesson, classroom management and organization, student engagement, content knowledge, personal/professional characteristics, strengths and areas in need of improvement. A sample of this form of this form may be viewed in the student teaching office.

In a situation where it is deemed necessary, the Avila supervisor has the authority to remove a student teacher from the placement.

Student teachers earn a letter grade for their student teaching experience and interns receive credit/no credit for their internship experience. The Avila supervisor has final responsibility for assigning the grade.

SUPERVISORY VISITS

After notice of the student teaching placement has been received, an appointment should be made with the cooperating teacher to discuss classroom activities.

Prior to student teaching, notification will be sent to the student teacher/intern indicating the name of the Avila supervisor. The student teacher/intern will contact the Avila supervisor to arrange for the visits to the classroom. Typically, there will be three visits. Occasionally, an Avila supervisor may make an unannounced visit. The student teacher/intern should contact the Avila supervisor to arrange for supervisory visits. In addition, should an unusually difficult situation be encountered during student teaching/internship, the Avila supervisor should be contacted immediately.

STUDENT TEACHING/INTERNSHIP MANDATORY WITHDRAWAL POLICY

If a student does not receive a grade of C or better, receives a NC or is withdrawn from student teaching (ED 495/595)/internship (ED 596,598), the student may retake the class one time. The student must reapply to student teaching/internship and also provide evidence of his/her ability to succeed. The faculty of the School of Education will review the application and evidence and inform the student of the decision. The decision of the faculty is final.

STUDENT TEACHER/INTERNSHIP SEMINAR

All student teachers/intern will be required to attend Student Teaching Seminar during the student teaching semester. Student teachers/interns will be mailed the course syllabus and seminar schedule prior to the beginning of the student teaching semester. **Attendance at all seminar sessions is required**, since these sessions provide continuing mentoring and professional development for the preservice teacher and the intern.

TEACHER WORK SAMPLE

Successful teacher candidates support learning by designing a Teacher Work Sample (TWS) that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction to accomplish specific learning goals based upon student characteristics and needs and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each teaching process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the Standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each of the Standards.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to evaluate student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as it relates to student learning.

CREDENTIAL FILE

When applying to student teaching/internship, the student pays the educational file fee for membership in Avila's credential service. The initial credential file fee covers the completion of the credential file and mailing of three (3) copies of these papers from the Registrar's Office. There is a fee for additional requests and mailing. After the credential file fee is paid, the Registrar's Office will mail out the credential file upon written request from the student. Credential files **do not** include a transcript. They include the papers completed prior to student teaching, and student teaching evaluations from cooperating teacher(s) and Avila supervisor(s). Arrangements to have transcripts sent are made in writing to the Registrar's Office. If a student is asked about credential files during an interview for a teaching position, the above papers are those to which the interviewer is referring. However, your file is not complete for mailing until all evaluations have been received from the Avila supervisors and the cooperating teacher.

Credential files are confidential; however, students may review their files if they have signed the waiver allowing access to the credential file. An appointment must be made with the Registrar's office for review of the file no sooner than two weeks following the end of the semester in which student teaching/internship was completed, in the presence of the Registrar or Registrar's designee.

Graduates are asked to inform the student teacher placement administrative assistant when a teaching position has been accepted. Knowing this information is important for follow-up reports on certification recommendations. Also, please inform the Student Teaching office when name or contact information changes.

STUDENT TEACHING

THE COOPERATING TEACHER

ROLE DESCRIPTIONS

Cooperation and communication among all individuals involved are vital to a successful student teaching experience. The cooperating teacher's contribution to Avila's educational program is highly regarded. As a professional teaching model, the cooperating teacher provides instruction and feedback on a daily basis. In an attempt to promote communication and to clarify the roles of the cooperating teacher, the student teacher, and the Avila supervisor(s), the following responsibilities are outlined.

THE COOPERATING TEACHER (ROLES/RESPONSIBILITIES)

- ❖ familiarizes student with available resources for effective planning and presentation of lessons.
- ❖ has the legal and moral responsibility for the class, is in close touch with the activities of the classroom at all times, and is directly responsible for the student teacher.

Empowers the student teacher by:

- ❖ providing a specific work area for use by the student teacher.
- ❖ preparing the class for the arrival of the student teacher, referring to him/her as a co-worker or another teacher.
- ❖ acquainting the student teacher with classroom materials: textbooks, curriculum guides, media, etc.
- ❖ informing the student teacher of school policies and procedures, including health and safety issues and disciplinary guidelines.
- ❖ acquainting the student teacher with the district philosophy, goals and curriculum.

The cooperating teacher has further responsibilities to:

- ❖ provide opportunities for the student teacher to complete activities required by Avila.
- ❖ interpret standards of discipline and model effective techniques for achieving those standards.
- ❖ give the student teacher an opportunity to learn students' names, take attendance, help arrange physical facilities, help with bulletin boards, and

answer individual questions, etc., during the early days of student teaching.

- ❖ conference frequently with the student teacher regarding lesson plans (long-term and daily) and approve written plans.
- ❖ encourage creativity, initiative and originality.
- ❖ permit the student teacher to use content and techniques which may differ from the cooperating teacher's.
- ❖ teach lessons which the student teacher observes.
- ❖ gradually delegate responsibility to the student teacher leading to his/her assumption of full responsibility for the class.
- ❖ help the student teacher evaluate teaching experiences and offer suggestions and constructive criticism.
- ❖ provide opportunities for the student teacher to assist with or attend extra-curricular activities, when possible.
- ❖ provide opportunities for the student teacher to observe excellent teacher models in the school and the district.
- ❖ provide opportunities for the student teacher to share in parent-teacher conferences, staffings, and IEP meetings, when appropriate.
- ❖ confer with the college supervisor and complete written evaluation forms for the student teacher's placement folder.

The cooperating teacher is an essential person in Avila's student teaching program. Should any concern arise, please call the Avila supervisor or the Director of Field Experiences immediately at 816-501-2432. If, for any reason, the welfare or progress of the class is inhibited by the student teacher, the cooperating teacher has the option and responsibility to resume complete control of the class and to notify the Avila supervisor at once.

STUDENT TEACHING

THE STUDENT TEACHER

ROLES AND RESPONSIBILITIES

- ❖ has the welfare and education of the students as a primary objective.
- ❖ is directly responsible to the cooperating teacher.
- ❖ attends the school's orientation meeting(s), if applicable.
- ❖ attends faculty meetings, assemblies, Parent Teacher Association (PTA) meetings, open house, special club meetings, staffings and IEP conferences, as reasonably expected by the cooperating teacher.
- ❖ contacts the principal first when reporting to the assigned school.
- ❖ becomes acquainted with the school district's philosophy, goals and curriculum, the school's program (both curricular and extra-curricular), the physical facilities and the staff.
- ❖ keeps information concerning the students and the school system confidential.
- ❖ is prompt in arriving for school each day of the assignment. In the case of a necessary absence, the principal of the school, and the cooperating teacher, must be notified **no later** than one hour before regular reporting time. The student teacher is required to make up absences for any reason, including illness. Frequent absences are unacceptable.
- ❖ is available for conferences. (e.g. team planning, parent, principal, supervisor)
- ❖ maintains effective classroom management. If difficulties arise, seeks guidance from the cooperating teacher.
- ❖ demonstrates competence and knowledge of subject matter.
- ❖ plans long-term and daily lessons, seeking the cooperating teacher's approval in advance. Plans should be detailed and in writing.
- ❖ prepares a typed, detailed lesson plan in the recommended format each time the Avila supervisor visits.
- ❖ presents lessons effectively.
- ❖ shares in the evaluation of students.
- ❖ is responsible for any assigned record keeping.

- ❖ assumes additional responsibilities such as playground duty, cafeteria duty, bus duty, bulletin boards, etc.
- ❖ maintains a student log and fulfills appropriate requirements.
- ❖ demonstrates maturity, tact, kindness, sincerity, and consideration for the rights and opinions of others in dealing with students, co-workers and parents.
- ❖ models effective verbal and nonverbal communication skills.
- ❖ maintains proper teacher-student relationships with students.
- ❖ dresses neatly and appropriately, in accordance with the standards of dress that are required by Avila University for student teachers.
- ❖ maintains appropriate professional behavior at all times. (See Professional Dispositions statement on page 8 and NEA Code of Ethics on page 6)

Student teachers are guests in cooperating schools. The cooperating school operates under definite objectives, methods and policies. It is up to the student teacher to learn and follow these plans. Tact, courtesy, wholehearted cooperation, enthusiasm and dependability characterize the successful student teacher.

There are a number of factors, which may negatively affect the student teaching experience. These may include professional appearance, inappropriate behavior and personal hygiene. These deficiencies may be difficult to detect in oneself, and others may be hesitant to be objective about them. During student teaching, in order to grow professionally, students should be open to constructive suggestions in these areas.

It is very important to remember that student teaching evaluations include personal and professional characteristics, preparedness, teaching behavior, organization, attitude and cooperation. These evaluations become a permanent part of the student's Professional Credential File, which is requested by school districts when the teacher applies for positions.

The student teacher bears the primary responsibility for success during student teaching. The student teacher must be proactive in asking questions, seeking objective criticism on specific points, showing initiative, creativity, and being receptive to advice.

The student teacher should feel free to contact the Avila supervisor to discuss any situation that concerns the effectiveness of the student teaching assignment. Any matters that are not corrected during this period may make the difference between success and failure in a teaching career.

STUDENT TEACHING

THE AVILA SUPERVISOR

ROLES AND RESPONSIBILITIES

- ❖ visits the student teacher at least three times during each student teaching experience.
- ❖ observes the student teacher teach lessons in the classroom during each visit and completes Observation Form E for each visit, and completes Pedagogical Conference Form I during one visit.
- ❖ confers with the student teacher after each observation visit.
- ❖ provides positive reinforcement for successful practices and leads the student teacher in the creation of alternatives for ineffective practices.
- ❖ meets with the cooperating teacher to elicit feedback regarding the student's progress.
- ❖ together with the cooperating teacher, plans and directs the student teacher's responsibilities.
- ❖ coordinates any necessary paperwork, including written evaluations, letters of recommendation and assignment of a final grade for the course.
- ❖ serves as a liaison between Avila University, the cooperating teacher and the school.

The student teacher/intern will receive information from Avila notifying the student teacher/intern of the name of the Avila supervisor. As stated in that information, the Avila student teacher/intern will call the Avila supervisor to arrange observations. As Avila's representative, the supervisor is anxious to be of assistance should any questions or concerns arise. If the student has not received this information prior to student teaching/internship, the student teacher/intern should contact the Director of Field Experiences at 816-501-2432.

INTERNSHIP POLICIES

INTERNSHIP POLICIES

Students who have been accepted to the School of Education and completed the graduate certification courses may be offered teaching positions with a provisional certificate. Other students completing the program may already hold teaching positions in charter or private schools. To meet the needs of these students, Avila has designed a state approved internship program. The internship program consists of two parts, Beginning Internship and Advanced Internship. The policies and responsibilities related to internship are given below.

INTERNSHIP PLACEMENT PROCEDURES

Internship consists of a three-way agreement among the intern teacher applicant, the school, and Avila University. The student will fill out the appropriate internship placement form. The University will complete the agreement forms with the school/district. Internship lasts a minimum of one semester.

CRITERIA FOR ADMISSION TO INTERNSHIP

Prior to enrolling in internship, the student must complete the application for approval to become an intern. In addition to having met the criteria for acceptance to the Teacher Education Program, application for approval to internship requires that the student will have:

1. maintained an overall minimum GPA of 2.5 (required for certification in Missouri).
2. maintained 3.0 GPA (with no grade below C) for Education courses (ED prefix) and maintained 2.5 GPA for certification area courses (with no grade below C.)
3. received favorable written references from at least one faculty member at Avila University and one business reference. *(These forms are e-mailed to the individuals by the student teacher/internship placement administrative assistant. You do not need to obtain them.)*
4. Evidence of positive evaluation of professional dispositions. (see page 8)

NOTE: A passing score on the Praxis examination is required for all students for certification in both Missouri and Kansas. It is strongly recommended that the appropriate Praxis exam be taken and passed before student teaching. (See Praxis Examination, page 9.)

BEGINNING INTERNSHIP

Beginning Internship requires full-time employment as a teacher in the appropriate certification area. The beginning intern is a faculty member, not a short-term professional guest. Beginning Internship will provide the initial professional support from university supervisors to focus on development of essential beginning teacher skills. This is the first half of the 8-hour requirement for the clinical internship experience.

Students are required to register for Beginning Internship immediately following their employment as a classroom teacher. Classroom teachers who enter the program must register for Beginning Internship during their first semester at Avila. Registration in this course of study is completed with the student's academic advisor.

Unlike Advanced Internship the beginning intern can be at any stage of completing coursework for certification. Certification students, who have completed all coursework and Beginning Internship, will be eligible to apply for Advanced Internship.

ADVANCED INTERNSHIP

The teaching intern has earned an academic degree and has completed all coursework for certification except internship. Each intern is a provisionally certified teacher (if interning in Missouri), not a person who is "practicing" teaching or a "student teacher." This role difference is a crucial feature of the Avila internship experience. The teaching intern is a faculty member, not a short-term professional guest. As a result, the intern will receive an assignment of classes and students from the administrator. This person will work more independently than is possible in the student teaching model, thus freeing the mentor for supervision and counseling of interns, curriculum revision, and other professional activities. The district is asked to sign an Internship Placement Agreement, which states some of the responsibilities of the school district and the University. When an intern receives placement, the district representative is asked to sign an Internship Placement Request, which lists vital information regarding the placement. The intern then signs the agreement to accept the placement and the Avila representative also signs agreeing to supervise the placement.

While the teaching intern has many of the responsibilities of a traditional beginning teacher, differences do exist. A significant difference between the role of a teaching intern and that of a traditional beginning teacher has to do with the amount of professional assistance the intern will receive. The intern will be given increased supervision and will be provided with more support than the conventional beginning teacher.

Throughout the internship, the intern will expect, welcome, and receive regular, continuous supervision and counseling by the college representative, mentor, and occasionally the administrator.

ADVANCED INTERN RESPONSIBILITIES

Although there are a variety of internship models, all interns meet certain qualifications. Each intern has completed a BA or BS degree in a liberal arts and sciences field. Also, most interns (only those who do internships in the state of Missouri) are provisionally certified through the Teacher Certification Office of the Missouri Department of Elementary and Secondary Education. Interns must complete many hours of early field experiences, a field-based component of the practicum in education, and actual teaching in the General Methods course, as well as courses in lesson design, classroom management and motivation. Interns will have many classroom hours of observation before beginning the internship. Each intern will have sufficient prior experience to function as a member of the school district. During the internship, the teacher interns have the following responsibilities that they are expected to perform:

- ❖ Follow the calendar of the district, completing the entire public school semester in the assigned classroom, but be able to attend one or two days of activities at the university if required. Contact the Director of Field Experiences if a conflict arises.
- ❖ Perform all duties and responsibilities regularly assigned to teachers.
- ❖ Cooperate with and be responsible to the mentor teacher, the building principal, and the Avila representative.
- ❖ Adhere to policies and procedures of the school district and comply with all Avila internship requirements.
- ❖ Secure professional liability insurance (through the school, professional teachers' organizations, etc.) prior to beginning the internship.
- ❖ Keep the Student Teaching Office updated regarding any changes in status, including address changes.
- ❖ Participate in the Internship Seminar on campus. This is a required component of the internship semester.

MENTOR TEACHER RESPONSIBILITIES

The mentor teacher plays a critical role in nurturing the development of an intern. The mentor teacher is chosen by the school system to serve as the field-based expert who supports the intern on a daily basis. It is appropriate that the intern should observe his/her mentor in the variety of roles that a teacher is expected to play. Furthermore, the relationship between the mentor and intern should be that of colleagues. Interns should feel they can seek advice, comfort, and assistance from their mentors. Because of this, Avila will not require the mentor to assign a grade to the intern. However, the mentor will take part in the on-going evaluation of the intern as a partner of the University.

In the University and mentor partnership, there are certain responsibilities and obligations that the mentors should meet. The following is a partial list of these obligations:

UNIVERSITY REPRESENTATIVE RESPONSIBILITIES

The University representative is responsible for seeing that the intern has every chance to succeed and improve his or her professional performance throughout the duration of the internship. However, this responsibility is to be shared among the representative, the mentor teacher, and the principal. Ideally, the University representative will recognize which activities are being performed by the mentor teacher or principal and confine his/her role to reinforcing, supporting, and supplementing the work of the mentor teacher and the principal. Some of the University representative's responsibilities include the following:

- ❖ Maintain close contact with the intern. Visit the internship site as necessary for student support and success. Phone calls are encouraged as a supplement to on-site visits and as a means for maintaining close contact between the intern and the University. The paperwork completed for each visit becomes a part of the intern's portfolio.
- ❖ Provide ample collaboration time. All site visits should be of such duration and quality as to ensure the best chances for success of the intern.
- ❖ Serve as a resource person for the intern and the mentor, providing information about the program, the internship process, and other areas about which the intern and mentor may be concerned.
- ❖ Complete summative and performance-based intern evaluations.
- ❖ Perform periodic evaluations of the intern's progress. The University representative will assign the final credit/no credit grade for ED 596/598 Internship.

INTERNSHIP EVALUATION

Evaluation is a continuous process involving conferences with the mentor in the school, feedback from the University supervisor and self-evaluation by the intern. Both formal and informal evaluation conferences should be utilized to discuss progress and problems. The intern should become more adept at self-evaluation during these conferences.

The University supervisor will complete a written evaluation of the intern's performance. This evaluation will address the following areas: planning and presentation of the lesson, classroom management and organization, student engagement, content, personal/professional characteristics, strengths and areas in need of improvement.

Interns receive a grade of credit/no credit for the teaching experience.

SUPERVISORY VISITS

Since internship is a unique placement, the Avila supervisor will provide support for the classroom teacher. The number of visits and length of visits will be determined by the needs of each situation.

CERTIFICATION AND MASTER'S PROGRAM

CERTIFICATION APPLICATION

Students should make an appointment with the Certification Officer immediately following student teaching and Teacher Work Sample approval, to complete applications for state teaching certificate(s). Students seeking initial Kansas certification must also pass the appropriate Praxis exam.

In order for Avila's School of Education to recommend a student for certification, the student must seek certification within seven (7) years upon the completion of the undergraduate degree. If the student seeks certification after seven (7) years, the School of Education may not recommend the student for certification. The School of Education has the option to decide options for certification, which the student may pursue.

For information about initial teacher certification in the state of Missouri, please go to the DESE website. (<http://www.dese.mo.gov>)

MASTER'S PROGRAMS

The School of Education offers fully accredited Master's Degrees. Students can select a concentration in Teaching and Learning Teaching English as a Second Language. These programs can be very helpful and useful for certified teachers. Students are allowed to transfer up to fifteen (15) approved graduate hours. If you are interested in these degree programs, please contact Avila's Graduate Education office for more information. Certification students who are employed as full-time teachers can take up to nine credit hours in a master's program prior to completion of certification.

SCHOOL OF EDUCATION PROGRAM EVALUATION

Avila's Education Program is evaluated on a continuous and regular basis both to assess the program and to provide data for improvement of the program. Evaluative data are solicited from:

1. students currently in the program,
2. graduates of the program,
3. personnel in cooperating public and private school districts,
4. The Missouri Department of Elementary and Secondary Education, and
5. The Commission on Institutes of Higher Education of the North Central Association of Colleges and Schools.

In order to evaluate our teacher preparation program, student feedback is collected through written course and/or instructor evaluations each semester. In addition, summative evaluation forms are mailed to all School of Education graduates. Students are also encouraged to bring their concerns and suggestions to their academic advisor or to the Dean of Education at any time. Teachers and other school district personnel who work with Avila's Teacher Education Program are asked to complete a written evaluation and evaluative feedback is sought from accrediting agencies, such as the Missouri Department of Elementary and Secondary Education and the Commission on Institutes of Higher Education of the North Central Association of Colleges and Schools.

This information from numerous sources provides the data for program planning and assessment and is considered a vital component of Avila's Education Program.

AVILA UNIVERSITY'S SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK FOR EDUCATION PROGRAMS

PREFACE:

The Avila University Conceptual Framework for Education Programs was originally developed by School of Education faculty, the Education Advisory Council, K-12 teachers from the TEXT (Teaching Excellence) Team, education alumni and candidates in Avila's education programs. These members of the professional community continue to aid us in revising the document as research and practice in the field of education evolves.

Seven outcome statements serve as the foundation for the document. These are linked to the Missouri Quality Indicators for Beginning Teachers. All Avila professional education programs are based on the tenets articulated in this Conceptual Framework.

The Avila University Conceptual Framework for Education Programs compliments the School of Education mission and purpose statements. These are as follows:

Education Mission Statement

The School of Education at Avila University is committed to educating innovative, adaptable, and involved professionals and to providing service to a diverse and ever-changing population. Through value-based learning and authentic experiences, our graduates will be qualified, ethical, and responsible contributors to the greater society.

Education Purpose Statement

Avila teachers--reflective practitioners prepared to impact a changing world.

OUTCOME 1: Students will demonstrate strong basic skill competencies in the communicative arts, quantitative concepts, and technological communications. (Quality Indicators 1, 2, 7, 11)

PHILOSOPHICAL RATIONALE/PURPOSE:

There is a consensus among educators, business leaders, and accrediting agencies as to what skills students leaving university programs should possess. These include excellent written and oral communication skills, technological proficiency, a growing capacity for critical thinking, and the ability to work in teams (Bollag, 2005). Various professional associations such as the National Board of Professional Teaching Standards (NBPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) have also outlined what teachers should know and be able to do. These bodies agree that teachers must use (a) verbal, (b) nonverbal, (c) mathematical, and (d) technological communication skills to facilitate most learning experiences in the classroom.

Mastering fundamental skills is necessary in order for teachers to develop higher levels of learning. These skills are also necessary for teachers to amass the pedagogical content knowledge required to teach across disciplines and grade levels. Thus, excellent teaching is rooted in strong content knowledge (Kolis & Dunlap, 2004).

The United States will see student enrollment increase by three million in the years to come while half of the teaching force retires (Recruiting New Teachers, 2002). Our nation will need over two million new teachers who will be responsible for preparing students with the communication, quantitative and technological literacies required for success in a changing society that is increasingly influenced by globalization (Aust, et.al, 2005). Yet, many educators possess only a limited understanding of how to use information technology in their teaching. Teacher education must address this challenge by preparing teachers to be life-long learners who consistently integrate new knowledge and technologies into their classrooms (Tatkovic et. al., 2006).

It is vital for teachers to exhibit competency in all three basic skills areas in order to teach these skills to students, assess students' mastery of these skills, interpret assessment data, remediate weaknesses, and communicate effectively with parents and colleagues.

Sungur & Tekkaya (1999) predict that students will need communication, quantitative, and technological skills to solve the problems of the future. Specifically, students will need strong written and oral language skills to clearly and succinctly communicate with others. Students will need to be able to read printed text with a high degree of comprehension. Students will need to use mathematical, scientific, and technological skills with the same proficiency they exhibit with a pencil. If Sungur & Tekkaya's predictions are accurate, educators must be prepared to help students meet these demands.

OUTCOME/ASSESSMENT MEASURES:

Entrance and exit assessments and overall grade point average (GPA) are used to evaluate this outcome. Traditional age freshmen are required to demonstrate completion of the ACT with a score of 20 or higher or its equivalent on the SAT. Freshmen are required to earn a 2.5 cumulative GPA. However, a 3.0 GPA is required for all education courses.

Prior to being admitted to the School of Education students cannot earn a letter grade below a C in any education course. In addition, students must earn a grade of C or higher in each of the following courses: (a) Composition I, (b) Composition II, (c) Fundamentals of Communication, (d) a college level mathematics course, and (e) a technology course, if it is required for core.

All degree-seeking students in elementary, special, middle and secondary education must pass each section of the C-Base, a state mandated criterion-referenced test, prior to admission into the School of Education. This test includes five sections: (a) grammar, (b) writing, (c) social studies, (d) scientific reasoning, and (e) mathematics. Students are allowed three attempts to pass all sections of the C-Base.

All students must demonstrate writing proficiency in ED 185 and 585 Practicum before they are admitted to the School of Education. Students who demonstrate weaknesses are provided with a plan for remediation.

All students seeking certification are required to pass the specialty area of the Praxis exam, and those seeking teaching certification in the state of Kansas must achieve the required score on the Principles of Learning and Teaching section (PLT) of the Praxis exam.

Avila University requires communication intensive (CI) courses which develop competencies in five areas: (a) reading, (b) writing, (c) listening, (d) speaking and (e) group processing. All degree seeking students are required to have an upper division CI course in their major as well as a capstone CI course.

Avila requires all teacher education students to be technologically competent. Students in elementary education, special education, and middle school education fulfill this requirement by earning an acceptable grade in ED 320/520 Technology in Education. Secondary education students fulfill this requirement by earning an acceptable grade in CS 110 Understanding Computers or in a content-area technology course.

Basic skill competencies in communication, quantitative concepts, and technological communications are evaluated during ED 495/595/596/597/598 Student Teaching/Internship. Specific questions concerning verbal communication skills, communication with parents, and technological skills are included on the assessment instruments.

In addition, during student teaching/internship all students complete a Teacher Work Sample. One of the sections of this project is the "Analysis of Student Learning" which

follows the classroom teaching of a unit and its assessment. This section requires that students demonstrate quantitative skills as they prepare graphic representations of student learning and discuss this student growth in an analysis.

Basic skill competencies in communication, quantitative concepts, and technological communications are evaluated again by K-12 principals once students have been employed in a K-12 school. The education alumni follow-up survey asks specific questions concerning verbal communication skills, communication with parents, and technological skills.

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OUTCOME 2: Students will exhibit higher level thinking skills, including critical thinking, reflective thinking, evaluative thinking and problem solving in university classrooms and clinical experiences. (Quality Indicators 2, 3, 5, 8, 9, 10)

PHILOSOPHICAL RATIONALE/PURPOSE:

Teachers are reflective practitioners who acknowledge that teaching is decision-making. Teachers must make daily, critical decisions which will be constantly changing as the world changes. These decisions impact what should be taught, how information should be organized and presented, how students should be engaged, how learning should be assessed, and how difficult situations should be handled. The ability to make good decisions and the propensity to reflect upon one's teaching decisions and practices have been recognized as key elements in teaching success since the writings of Dewey (1933/1974a) and reinforced in subsequent twenty-first century writings (Marzano, 2000). Thus, it is essential for teachers to have time and many opportunities to make decisions, examine those decisions, and problem solve on the basis of those decisions.

It is necessary, in order for teachers to make an impact, to think critically (Dinkelman, 2003) about four levels of teaching: the complexities of the content, the complexities of the ever changing children, the complexities of the changing environment, and the complexities present within themselves (Darling-Hammond & Baratz-Snowden, 2005).

According to Loewenberg-Ball (2000), the first level of teacher reflection is technical. At this level, the teacher, as practitioner, must reflect upon the content itself emphasizing the application, analysis, synthesis and evaluation of vital disciplinary concepts and topics present in the ever changing classroom. Teachers must also learn to reflect upon the effectiveness or ineffectiveness of their teaching strategies and change accordingly. They must be able to accurately assess whether learners have achieved the objectives. They must accurately reflect upon the quality of student work.

Second, as reflective practitioners, teachers must recognize how children think about their experiences (Stuart & Thurlow, 2000). Teachers must acknowledge the values, beliefs, attitudes, and special knowledge students bring to situations. Reflection at this level is guided by concerns for esteem building, justice and equity. Teachers must recognize sources of new ideas and understandings and be willing to let diverse learners try out possible courses of action.

Third, teachers must be able to think on their feet within the multifaceted, unpredictable, changing and simultaneous classroom environment (Kellner, 2005). They must problem-solve on the spur of the moment and yet be able to make sound decisions, respectful to all involved, which requires awareness of diversity in thinking as well as cultural sensitivity.

Additionally, teachers need to understand themselves to be able to think critically about their own actions and the actions of others (Stuart & Thurlow, 2000). Jersild (1955) asserts that teachers' understandings of others can be only as deep as the wisdom they possess when they look inward. If they cannot reflect upon how they think, feel, and behave and upon how they have grown, changed, and matured as teachers, they

present hollow models for students and colleagues. Rather, as Ferraro (2000) asserts, it is the teachers' capacity to self-reflect about the moral and ethical dimensions of the practice, which differentiates the practitioners from mere technicians. Teachers must consciously and continually reflect upon their own biases, their values surrounding global issues, and the outcomes of their decisions and then make adjustments for changing situations.

OUTCOME MEASURES:

As documented on course syllabi, every class in the education curriculum has designated thinking outcomes. These outcomes are specifically taught and evaluated. Many education courses require journaling, self-analysis, scenario analysis, case analysis, self-reflection, and reflective logs to help students hone their critical thinking process.

In addition, there are many opportunities for students to apply the decision making process in campus and clinical courses. These include: ED 185 and 585 Practicum; ED 230 Children's Literature; ED 245 and 545 Tests and Measurements; ED 287 and 587 Educational Foundations; ED 315/515 General Methods; ED 337/537 General Methods II; ED 341/541 Foundations of Literacy; ED 370/570 Assessment and Remediation of Reading Problems; ED 375/575 Reading in the Content Area; ED 386/586 Reading Practicum; ED 454/554 Middle School Teacher Skills/Knowledge/Attitudes; ED 455/555 Special Methods; ED 494/594 Student Teaching Seminar; ED 495/595 Student Teaching; and ED 596/597/598 Internship.

A comprehensive, reflective paper outlining skills learned and problem-solving approaches used is required at the conclusion of ED 185 and 585 Practicum.

Each lesson observed by the Avila supervisor during ED 495/595/596/597/598 Student Teaching/Internship must include a reflection paper outlining the student's understanding and analysis of the lesson taught. In ED 494/594 Student Teaching Seminar, students are given time and a safe environment in which to orally process the happenings in their clinical experiences.

The Teacher Work Sample which is completed during student teaching/internship provides many opportunities for demonstration and documentation of higher level thinking skills. All of the seven sections of the TWS require the thinking skills referenced in this Outcome. Three sections in particular apply directly to this outcome. They are "Instructional Decision Making", "Analysis of Learning" and "Reflection and Self Evaluation". These sections, along with the entire Teacher Work Sample, are assessed, analyzed and used for program decisions.

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OUTCOME 3: Students will demonstrate professional dispositions toward self, parents, children, colleagues, and administrators that respect diversity and foster positive human relationships in clinical experiences. (Quality Indicators 9, 10)

PHILOSOPHICAL RATIONALE/PURPOSE:

Teacher education candidates report that the diverse experiences they encounter in clinical placements are instrumental in helping them frame their understanding of teaching (Mueller, 2006). Research also indicates that teachers who are well prepared for the challenges they will face in multifaceted teaching environments are more likely to be retained in the profession (Darling-Hammond, 2000). The rapidly changing demographics of school-aged children and youth suggest that the enrollment of students who are different from the mainstream will continue to increase. These students may differ in culture, ethnicity, language, schooling, and socioeconomic background (Au & Raphael, 2000). Hence, every teacher candidate must be prepared to reach across lines of differences in order to teach and mentor all children and youth. Clinical experiences must therefore provide many opportunities for teacher candidates to learn about and work with diverse students and parents.

Teacher candidates must use their clinical experiences to learn how to communicate effectively and interact appropriately with all constituents on a daily basis. They must be provided with on-going opportunities to develop professional relationships with students, parents, families, administrators, colleagues, and community partners. They must be willing to explore multiple points of view regarding, age, gender, culture, lifestyle, and socioeconomic status since the children and youth they teach, and their parents, will represent a host of backgrounds. Increased experiences with children who function at different skill and ability levels will also lead pre-service teachers to a deeper understanding and acceptance of diversity (McDonald & Randolph 2004).

Additionally, teachers must understand the powerful and pervasive nature of school cultures so that their individual teaching philosophies are not automatically subsumed into the existing culture. Rather, they must be able to effectively communicate their ideas and beliefs in such a way that they have the opportunity to influence school culture for the good and shape the school's future (Goodman, 2006).

Teachers must also exhibit appropriate professional dispositions toward self and others because, as representatives of the teaching profession, they will be dealing with constituents who will look to them as models of flexibility and tolerance. Teachers must be able to look beyond their own actions to appreciate the understandings and experiences of others. They must understand the differences in perspectives represented in the classroom, school and community and use those perspectives to enhance learning in this ever changing world. Teachers must create experiences that cultivate curiosity, encourage open-mindedness, and prepare students to participate in the democratic process (Jenlink & Jenlink 2006). Finally, teachers must exhibit nurturing and respectful dispositions and behaviors to all school constituents they encounter in any setting.

OUTCOME/ASSESSMENT MEASURES:

In several courses education students are formally evaluated by practicing teachers and Avila supervisors through clinical placements. These include: ED 185 and 585 Practicum; ED 230 Children's Literature; ED 337/537 General Methods II; ED 386/586 Reading Practicum; ED 455/555 Special Methods; ED 495/595 Student Teaching; ED 596 Internship; ED 597 Beginning Internship; and ED 598 Advanced Internship.

Formal assessment of students' professional dispositions begins with ED 185 and 585 Practicum. A second formal assessment of professional dispositions is required in ED 386/586 Reading Practicum for elementary and special education candidates or in ED 455/555 Special Methods for middle and secondary school candidates. During ED 495/595 Student Teaching or ED 596/597/598 Internship, candidates are again assessed on professional dispositions. A section of the lesson observation form and summative evaluation is dedicated to professional behaviors. An assessment of teacher dispositions may also be completed by instructors and staff who have concerns about any student. These assessments are voluntary and random, rather than required of all students. The School of Education also sends an assessment instrument to random liberal arts instructors asking them to rate the professional behaviors and attitudes of education students who are enrolled in their classes. This instrument helps assess students' professional behaviors outside the School of Education.

As a part of methods course work and clinical experiences, students are required to observe and/or teach in several different types of classrooms including public, private, urban, suburban, rural, and alternative settings.

Additionally, in ED 229 Developmental Education Psychology, students may take the Myers Briggs personality inventory or participate in other activities which help them better understand their own thinking as well as the thinking of others. As a part of ED 315/515 General Methods, students often take the Learning Styles Inventory to determine their modality strengths and better recognize the strengths of others. As part of ED 364/564/365/565/366/566 Parent Conferencing, students participate in simulation activities to aid them become more sensitive to issues of diversity among parents and guardians.

The Avila School of Education is committed to educating teachers who will be true professionals. To help develop and encourage these dispositions, all students are evaluated a minimum of three times through the use of the "Professional Dispositions" form. This form assesses behaviors including "the candidate values the profession of teaching and exhibits a positive attitude toward professions, students, schools and parents," and "the candidate recognizes multiple aspects of diversity and respects others of varied cultural backgrounds, races, ethnicities, religions, sexual orientations, political beliefs and disabilities." Eight other dispositions are also evaluated.

These forms are completed for all students in ED 185/585, ED 370/570, ED 455/555 and ED 495/595/596. In addition, the Professional Dispositions Form is also available online for any faculty, staff, students or others working with preservice teachers.

Another evaluation of professional dispositions occurs in the “Contextual Analysis” section of the Teacher Work Sample requires that the students demonstrate knowledge and understanding of the community, school, classroom and student characteristics which influence learning. This includes reference to diversity, parental involvement and prior knowledge and skills.

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OUTCOME 4: Students will use research-based teaching techniques to differentiate instruction and effectively manage the classroom. (Quality Indicators 1, 2, 3, 4, 5, 6, 7, 8, 11)

PHILOSOPHICAL RATIONALE/PURPOSE:

Teacher preparation programs must ensure that teachers have a sound grasp of research-based instructional strategies appropriate for the grade levels and content areas they will be teaching. It is well documented that subject knowledge is important to teaching; however, research also indicates that pedagogical knowledge has a strong effect in terms of learning outcomes (King-Rice, 2003; Cross & Rigden, 2003; NCATE, 2006; and Darling-Hammond, 2006). Teachers who possess extensive subject knowledge, employ many differentiated teaching strategies, and skillfully manage the classroom, are the highest rated practitioners among students (McKenzie, 2003).

Effective teachers must use a wide repertoire of teaching models, depending on the learners' abilities and traits, instructional situations, previous assessment data, and goals to be accomplished. Consequently, it is vital for teaching candidates to see many different teaching strategies modeled in university classrooms. It is also necessary for them to have many opportunities to see and use differentiated teaching strategies in their clinical experiences. Research findings indicate that using a variety of teaching methods increases the probability that student interest will be maintained and that higher achievement gains will be made (Feiman-Nemser, 2001). Teacher candidates must experience this for themselves as they work with students in K-12 schools.

Educational research identifies stress related to classroom management as the most influential factor in failure among novice teachers (Athanases & Achinstein 2003). Even with a strong foundation of content knowledge and differentiated teaching strategies, teachers will be unable to facilitate learning unless they are able to effectively manage the classroom. It is vital that teachers provide a safe, orderly and positive classroom environment in which students learn to their fullest potential. Hence, it is necessary to provide teaching candidates with training to use a wide repertoire of prevention strategies as well as behavior and classroom management techniques. It is essential to help prospective teachers base their approaches on research-based practice and responsiveness to individual and cultural differences (Weinstein & Curran, 2004).

OUTCOME/ASSESSMENT MEASURES:

In education courses, students watch instructors model many differentiated instructional techniques. Teaching candidates are provided with information about these techniques for their teaching files then encouraged to take these into their own classrooms. For example, they see cooperative learning exercises, creative projects, debates, demonstrations, dilemmas, discussions, gaming, guided inquiry, internet exercises, interviews, lectures, micro-teaching, mock teaching, open inquiry, poster presentations, role playing, sensory/perception exercises, simulations, student presentations, VCR/DVD presentations, and web quests.

As part of most education courses, students will be evaluated on their ability to demonstrate various teaching techniques, match teaching strategies to different audiences, write lesson plans, develop units, and teach lessons.

Classroom observations, hands-on clinical experiences, and student teaching/internship, provide teaching candidates with many opportunities to work in diverse settings. ED 185 and 585 Practicum includes a multicultural component. Students in this class are placed in settings with teachers chosen by Avila for their teaching excellence skills. The goal is to place students in settings, which are different from the experiences the students have already encountered in their own schooling in order to transform them and enhance their experience working with diverse student populations. For example, someone who attended urban schools would be placed in suburban or rural settings.

In ED 341/541 Foundations of Literacy and ED 386/586 Reading Practicum, students work in an actual school environment to teach reading lessons. During field experiences in ED 315/515 General Methods; ED 353/553 Analysis and Characteristics: Cross-Categorical; ED 358/558 Methods and Curriculum Cross-Categorical; ED 386/586 Reading Practicum; ED 650 Language & Culture; ED 652 Methods of Teaching English to Speakers of Other Languages; ED 654 Materials, Design, & Assessment for English Language Learners; and ED 695 ESOL Practicum, students learn a variety of teaching methods, strategies, and techniques for adapting curricula and teaching subject matter to meet the diverse instructional needs of all students. Also students in ED 375/575 Reading in the Content Area and ED 650 Language & Culture must adapt content area reading materials to meet the needs of all learners.

All students seeking initial certification are required to take ED 419/519 Behavior Management, in which they write personal discipline plans and apply techniques, which represent various classroom management theories. Graduate students can take ED 617 Advanced Behavior Management to learn additional strategies for managing the classroom. Students demonstrate knowledge of pedagogy and classroom management by successfully completing the Praxis exam and maintaining a 3.0 in their education classes.

All evaluation forms for the student teaching/internship experience are tied to the Missouri Quality Indicators for Beginning Teachers. The performance assessments used in these courses ask practicing teachers and university supervisors to rate teaching candidates on their demonstration of differentiated instructional and classroom management techniques.

In addition, the students must prepare, teach and assess a unit of study during student teaching/internship. The Teacher Work Sample completed during this experience includes many references to behavior management, differentiation of instruction and variety in teaching techniques to meet the needs of the learners. Reflections on this unit also require that the students analyze student learning and the many classroom factors which may influence this learning. Specifically, these issues are addressed in the following sections of the Teacher Work Sample:

“Assessment Plan”

Adaptations based on the individual needs of students

“Design for Instruction”

Use of a variety of information, activities, assignments and resources

“Instructional Decision Making”

Modifications based on analysis of student learning

Sound professional practice

Congruence between modifications and learning goals

The Teacher Work Sample is evaluated on these and many other factors. These data are used for program decisions to improve teacher education.

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OUTCOME 5: Students will use theoretical knowledge and research about learning and human behavior to orchestrate effective learning experiences and respond appropriately to classroom events. (Quality Indicators 1, 2, 3, 4, 5, 6, 7, 8, 9)

PHILOSOPHICAL RATIONALE/PURPOSE:

In order to be reflective practitioners prepared to impact a changing world, prospective teachers need to be knowledgeable of current learning theories (Gredler, 2001) and understand how to apply the core tenets of these theories as they facilitate learning in the classroom (Washburn-Moses, 2006). Pre-service teachers must also be able to use current research in order to “know what works, how it works, and under what circumstances it works” (NRC, 2002, p. 67).

Teachers must understand the importance of putting students at the forefront in the learning process. They must encourage students to construct their own understandings and experiment with their own learning (Rakes, Fields & Cox, 2006). Teachers must be masters at reading students’ behaviors and seeking out and reflecting on the causes for it. Further, they must understand that motivation is critical for learning (Schweindler, Meyer & Turner, 2006) especially when working with diverse students (McCabe, 2006).

Teachers must understand that new learning depends on prior experiences and background knowledge. What is already known has much to do with what and how much will be learned (Gredler, 2001). Teachers must effectively tap into this storehouse of prior knowledge and build upon it to enhance learning. Teachers must realize that especially in this quickly changing world, learning is enhanced when students find relevance in the material and methods and have some way to directly apply the information to their own lives.

Teachers must also realize that learning is enhanced by social interaction. Thus, they must strive to make classrooms comfortable and stimulating places to learn--places where diverse groups of students become a community of learners. They must orchestrate educational situations where students feel safe and assured that their ideas will be considered, accepted and valued. Thus, teachers must be well versed at incorporating cooperative learning principles into the classroom and be skilled in preparing students to handle changing experiences (Utley, 2006).

With the increase of diverse populations in American schools, teachers must understand how individual differences and abilities impact learning. They must understand the specific learning challenges that exceptionalities, (Ervin, et. al, 2006; Yell, Shriner & Katsiyannis, 2006) ethnic diversity, language diversity (Godley, et. al, 2006), and socioeconomic diversity present for students (Nieto, 2006). They must be skilled in reading signs of distress as well as recognizing and affirming successes. They must use well-rounded and multifaceted strategies which meet the learning needs of all students.

Teachers must understand that student learning is increased when students are empowered. Thus, teachers must create environments in which young people serve as

communicators of knowledge. Students need to be afforded opportunities to make choices, to be “experts” on topics, and to teach others what they know well.

Finally, teachers must actively encourage students to consider the learning strategies that work for them. They must promote metacognitive reflection about all that happens in the classroom. Effective teachers understand that these elements are critical to enhancing student learning (Gredler, 2001).

OUTCOME/ASSESSMENT MEASURES:

Students demonstrate understanding of effective teaching decisions by successfully completing class assignments and exercises which ask them to analyze scenarios (ED 229 Developmental & Educational Psychology; ED 235 and ED 535 Psychology of the Exceptional Child; ED 341/541 Foundations of Literacy; ED 419/519 Behavior Management) by observing classroom teachers in action and evaluating their decisions and techniques (ED 235 and 535 Psychology of the Exceptional Child; ED 315/515 General Methods; ED 343/543 Language Arts Methods), by teaching demonstration lessons in methods courses (ED 229 Developmental & Educational Psychology; ED 235 and 535 Psychology of the Exceptional Child; ED 287 and 587 Educational Foundations; ED 315/515 General Methods; ED 419/519 Behavior Management; ED 454/554 Middle School Teacher Skills, Knowledge, & Attitudes), and by taking exams which present classroom dilemmas to which they must respond (ED 229 Developmental & Educational Psychology; ED 235 and 535 Psychology of the Exceptional Child; ED 245 Tests & Measurements; ED 341/541 Foundations of Literacy). These activities and exercises are documented on course syllabi. Students also demonstrate understanding of effective teaching decisions by successfully student teaching in an approved classroom during the last semester of training (ED 495/595/596/598 Student Teaching/Internship). Student teaching observation and evaluation forms reflect success in this area on several different standards. The observation instruments, Observation Form E and Form E-C, used during student teaching/internship are also tied to the quality indicators. Achievement of the indicators during a student teaching/internship lesson is evidence of the pre-service student’s ability to respond appropriately to classroom events. Also the student teacher videotapes her/himself teaching a lesson then evaluates the lesson. Using a specifically designed form, the student to reflect on his/her own abilities to apply knowledge and problem solving skills to the actual teaching of a lesson. The Teacher Work Sample has three sections which directly assess this outcome. The preservice teachers are required to complete a “Contextual Analysis” of their placement. This section requires significant research skills to complete correctly and is evaluated as part of this final project. In the “Instructional Decision Making” following each lesson of the unit, the students must summarize the lessons and discuss instructional decisions which were made. In the “Analysis of Learning” section the preservice teachers must demonstrate an understanding of their own teaching and its impact on the student learning.

For the three lessons observed by the university supervisors the student teachers/interns must also analyze the classroom students’ response to the lesson and reflect on the effectiveness of what was done. Students are also asked to write reflection papers analyzing their decisions in lessons as part of the student teaching

experience. These requirements are evidenced on the syllabus for student teaching/internship. In addition, the final evaluation forms completed by both the cooperating teacher (Form A) and the Avila supervisor provide further evidence of the accomplishment of this goal.

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OUTCOME 6: Students will fully grasp the realities of classrooms by applying principles, theories, and methods learned in university classrooms to clinical experiences. (Quality Indicators 1, 2, 5, 6, 7, 8, 9, 11)

PHILOSOPHICAL RATIONALE/PURPOSE:

Clinical experiences in K-12 schools are vital in a teacher preparation program for many reasons. Too frequently novice teachers encounter reality shock when they leave the university and take on full responsibilities in a classroom. They often fail to recognize the connections between their course work and what they must do on a daily basis. For this reason, on-site clinical experiences need to be woven throughout all stages of the teacher preparation program; and students need opportunities to reflect upon and process experiences at clinical sites in order to make connections between theory and practice. Teaching candidates need to be able to apply what they have learned in an authentic setting, to gradually take on the full responsibilities of teaching, and to process their experiences with able mentors. Only then will they leave the university feeling confident and ready to face the changing and challenging realities of the classroom.

Early clinical experiences prepare teacher candidates for employment by giving them chances to observe first-hand how master teachers behave in the classroom, with parents, and in relationships with colleagues. These experiences permit students to observe principles, theories, and methods being practiced by seasoned professionals (Corcoran & Leahy, 2003). Early clinical experiences also aid students in knowing whether they wish to pursue teaching as a career before they are required to engage in actual teaching experiences (Rozycki, 2003). Early clinical experiences also help teaching candidates transition from the role of student to the role of teacher. For these reasons, clinical experiences must be required early in a teacher preparation program.

As teacher candidates move further into their programs of study, sustained and frequent clinical experiences are necessary. Later clinical experiences allow teaching candidates to take on instructional responsibilities with individual students, with groups of students and with the whole class. They provide chances to design curriculum, to try out instructional techniques, to implement classroom and behavior management strategies, to practice administering various assessments, to make decisions based on data, to reflect upon performance and to obtain feedback from students and professionals. Additionally, clinical experiences completed with diverse learners help prospective teachers implement techniques they have learned for differentiating instruction. They are able to practice teaching students of different ethnic, language, socioeconomic, gender, and religious backgrounds (Kunzman, 2003; Obidah & Howard, 2005; Moir, 2006; Godley, Sweetland, Wheeler, Minnici, & Carpenter, 2006).

Culminating clinical experiences are critical in helping teaching candidates bring together their knowledge of content, curriculum, child development, classroom management, assessment, and professionalism in an authentic environment. By assuming full responsibilities in the classroom, prospective teachers are able to make connections, see developmental progress and make adjustments in the same manner as a traditional classroom teacher. As well, pre-service teachers are able to participate in meetings, conferences, and auxiliary duties of teachers. Finally, they encounter the

less tangible, but equally important, ethical, moral, and character-driven obligations and standards of the profession (Harris, 2003; Stuart & Thurlow, 2000). This knowledge is crucial to their success as educators.

Experienced teachers, seeking advanced certificates, also need the opportunity to practice what they have learned. They can benefit from action research and structured opportunities to practice and reflect upon their uses of new techniques in their own classrooms.

OUTCOME/ASSESSMENT MEASURES:

At Avila University clinical experiences are included throughout the teacher preparation process. In early on-site experiences, pre-service teachers observe classroom teachers and students, work with individuals or small groups under close supervision, and reflect upon their experiences. Syllabi, project formats, scoring scales, papers and projects from early education classes provide evidence of this. Early clinical experiences include: ED 185 and 585 Practicum; ED 229 Developmental Education Psychology; ED 230 Children's Literature; and ED 235 and 535 Psychology of the Exceptional Child. As an important part of ED 185 and 585 Practicum, the university supervisor and the mentor teacher complete a professional dispositions form for every student placed in the field.

In clinical experiences arranged throughout the later education courses, students are required to assume teaching responsibilities, work with struggling learners, differentiate instruction, use subject-specific tools, try various pedagogical techniques, design and evaluate curriculum, demonstrate learning, influence student learning, reflect upon performance and obtain feedback from others. Syllabi, project formats, scoring scales, papers and projects from these classes provide evidence of this. Later clinical experiences include: ED 315/515 General Methods; ED 337/537 General Methods II; ED 341/541 Foundations of Literacy; ED 343/543 Language Arts Methods; ED 353/553 Analysis and Characteristics of Cross Categorical Special Education; ED 358/558 Methods and Curriculum for Cross Categorical Special Education; ED 370/570 Assessment and Remediation of Reading Problems; ED 375/575 Reading in the Content Area; ED 386/586 Reading Practicum; and ED 455/555 Special Methods.

During the culminating clinical experience, ED 495/595/596/598 Student Teaching/Internship, students have full responsibility for the classroom. They bring together their knowledge of content, curriculum, child development, classroom management, assessment, and professionalism. They engage in all meetings, conferences, and auxiliary duties of a teacher. As well, they must demonstrate ethical, moral, and character-driven standards of the profession. The Avila supervisor and the cooperating teacher observe, document, and determine the student's degree of growth toward maximal responsibility in the classroom. Several forms are used to document growth and final mastery. Classroom observation forms (Form E, Form E-C) and final evaluation forms (Form A, Form B, Form F) are used for these purposes. In addition, students and supervisors complete forms that require reflection on the ways students apply theoretical knowledge from university classes to clinical experiences (Form D, Form I).

The students complete a unit of study which is documented by the Teacher Work Sample. This entire process evaluates this outcome. All seven sections of the Teacher Work Sample involve the “reality of the classroom” and the “application” of all of the information presented in the university coursework.

In advanced certificate, clinical experiences in ED 650 Language & Culture; ED 652 Methods of Teaching ESL; ED 654 Materials, Design, & Assessment for ESL; and ED 695 ESOL Practicum, students complete a variety of field-based assignments intended to help them learn new techniques and explore new roles as teachers.

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OUTCOME 7: Students will establish a foundation for continuing professional development. (Quality Indicators 9, 10, 11)

PHILOSOPHICAL RATIONALE/PURPOSE:

Teachers need to plan for and engage in continuing professional growth and life-long learning in order to be prepared to impact a changing world. Professional development activities that present new ideas and help teachers learn new skills and abilities are important in all stages of career development (Kunzman, 2003; Corcoran & Leahy, 2003). Thus, prospective teachers need to be exposed to and involved in professional development activities in their clinical experiences and student teaching/internship. They must have opportunities to collaborate and reflect with colleagues who participate in professional development activities so they may establish an appreciation for these opportunities. This disposition toward life-long learning begins in teacher preparation and must be continued throughout the induction process.

Novice and veteran teachers must view professional development as a continuous process of refining and developing skills as well as a means for keeping abreast of changing trends in the field of education. As American society becomes increasingly dependent on electronic information sources, the needs and advantages of being comfortable and competent with technology have become clear. Therefore, teachers need to keep up with this widening information superhighway for a number of reasons. First, they must aid students with their learning in these areas. Second, they must incorporate new technologies into their repertoire of teaching methods. Educational technology requires the assistance of educators who integrate technology into the curriculum, align it with student learning goals, and use it for engaged learning projects (Rodriguez & Knuth, 2000). Finally, teachers must be able to use technological tools to complete administrative tasks within the school environment. Hence, participating in professional development aimed at increasing one's knowledge and experiences in the use of data and technology will become more critical with time (Stiggins, 2002).

Teachers also need to take advantage of professional development opportunities to prepare them for the leadership roles they will assume as team members, veteran teacher, and mentors in schools. Most teachers will, at some point, be part of professional learning communities, facilitate in-service programs, order and manage materials and equipment, conduct action research and assessment activities, and participate in the accreditation/evaluation process. Thus, they must be receptive to learning new skills and trying out new and changing roles in these professional arenas. Teachers who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and new learning which spills over into their teaching (Barth, 2001). Participating in professional development in these areas is also important and beneficial for new and novice teachers.

Finally, teachers must realize that forces both inside and outside the teaching profession have mandated continuous learning. Many states have legislated continuing education programs for teachers. In many states, it is no longer possible to gain permanent certification. Thus, continuing education is a requirement for continued employment and advancement. Many districts encourage and/or mandate graduate

level study for teachers. Banner (2004) suggests that broadening the instructor's intellectual horizons does much to improve the quality of teaching thus supporting the importance of persistent continuing education for quality teaching.

OUTCOME/ASSESSMENT MEASURES:

The Avila School of Education encourages and enhances learning and development in the field of pedagogy by utilizing teachers (including Avila alumni) in its TEXT (teaching excellence) Mentoring Program. This allows teachers in the field opportunities to pass on their knowledge and experience to teachers of the future, as well as further define their own philosophies of teaching. All TEXT mentors are eligible to take one credit hour, free of charge, in the undergraduate or graduate program. Many TEXT mentors take advantage of this opportunity to continue their education through the Master's program or by taking a course in technology at the undergraduate level. Avila students are exposed to these mentor teachers who are highly engaged in professional development. Avila students have the opportunity to hear from them and learn to appreciate their effort at life-long learning.

Many Avila graduates return to the campus to speak in education classes and at Avila Education Association (AEA) and Kappa Delta Pi (KDPI) meetings. Avila education students and graduates use various structured and unstructured opportunities to continue their professional development (i.e. taking graduate classes, attending in-service workshops, participating in follow-up sessions provided by the Avila School of Education, involving themselves in professional education organizations, attending Kansas City Regional and Professional Development Center (KCRPDC) workshops, and engaging in personal reading and self-study).

In education courses, Avila faculty encourage students to join professional organizations so they can begin to network professionally, dialogue with practitioners, and receive the literature these organizations produce.

As a part of the final Teacher Work Sample, completed during student teaching/internship, students are required to reflect and evaluate their experiences during their placements. Included in this process, students must discuss implications for professional development that their experiences have shown would be beneficial. This is an important step for future improvements and growth.

In the fall of 2008, a new graduate course, ED 680 FYI was first offered. This course is intended for first year teachers and will offer a series of intensive classes dealing with current issues for beginning teachers. In addition to the classes, it will include field based individual mentoring for the participants. This is part of the School of Education's ongoing support of beginning teachers and will also serve as a way to collect data on the success of the new professionals which will allow for program improvement.

A follow-up survey, sent out by the Avila School of Education, assesses whether professional development has begun within a year of graduation. The School of Education provides opportunities for its students to continue to develop professionally by offering workshops at Avila and in the region, by providing personal visits to the

students' schools if requested, and by inviting the students back to campus for conferences and advising.

Avila University is a member of the Kansas City Regional and Professional Development Center (KCRPDC). One of the goals of this consortium is to aid teachers in their first few years of teaching by offering free seminars. Each year the programs and workshops offered by the KCRPDC are shared with the first and second year alumni so they can attend and receive support from fellow educators.

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To download a copy of the forms referred to in this manual, please go to the Avila University website at <http://www.avila.edu/graded/forms.asp>.

Admit to the School of Education Forms

Graduate Admit to Teacher Education
Undergraduate Admit to Teacher Education

Miscellaneous Education Forms

Business Occupational Experience Form
Effective Lesson Plan Outline
Praxis Qualifying Scores
Professional Dispositions Form
Avila's Dress Policy

Practicum Forms

Evaluation of the TEXT Mentor

Student Teaching Forms <http://www.avila.edu/graded/internships.asp>

Student Teaching/Internship Application
Health Form

To download a copy of all of the School of Education Policies and Procedures, please go to the Avila University website at <http://www.avila.edu/graded/forms.asp>.