



**MISSISSIPPI UNIVERSITY  
FOR WOMEN**  
*A Tradition of Excellence for Women and Men*

# **Teacher Education Handbook**

**MUW Office of Field Experiences  
Department of Education  
College of Education and Human Sciences**

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**331 Education and Human Sciences Building**

**1100 College Street, MUW-1637  
Columbus, Mississippi 39701**

*Revised, Fall 2009  
33<sup>rd</sup> Edition*

## Mississippi University for Women (MUW)

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 125 years ago, as America's first public college for women. Sparked by Sallie Reneau's campaign to secure state funds for female higher education, today's institution boasts of an inclusive community and a wide range of academic programs. Despite the university's expanded mission and curriculum, education remains one of its most popular and respected fields of study.

*U.S. News & World Report's* 2009 edition of "America's Best Colleges," ranks MUW, the only Mississippi School listed, 12th among Southern public master's universities. It has appeared in this category five years straight. It also consistently ranks as a best value among the top 100 public colleges in America from sources such as *Kiplinger's Personal Finance* magazine and *Consumer Reports*.

### Handbook Editions

10 <sup>th</sup> Edition, 1976:	Dr. John. L. Southwell, Director of Student Teaching
12 <sup>th</sup> Edition, 1979:	Dr. Maude Yow, Director of Student Teaching
13 <sup>th</sup> Edition, 1982:	Dr. Nell May, Director of Field Experiences
14 <sup>th</sup> Edition, 1986:	Dr. Nell May, Director of Field Experiences
15 <sup>th</sup> Edition, 1987:	Dr. Nell May, Director of Field Experiences
16 <sup>th</sup> Edition, 1988:	Dr. Martha Jo Mims, Director of Field Experiences
17 <sup>th</sup> Edition, 1989:	Dr. Martha Jo Mims, Director of Field Experiences
18 <sup>th</sup> Edition, 1991:	Dr. Martha Jo Mims, Director of Field Experiences
19 <sup>th</sup> Edition, 1994:	Dr. Martha Jo Mims, Director of Field Experiences
20 <sup>th</sup> Edition, 1995:	Dr. Martha Jo Mims, Director of Field Experiences
21 <sup>st</sup> Edition, 1997:	Dr. Martha Jo Mims, Director of Field Experiences
22 <sup>nd</sup> Edition, 1998:	Dr. Martha Jo Mims, Director of Field Experiences
23 <sup>rd</sup> Edition, 1999:	Dr. Martha Jo Mims, Director of Field Experiences
24 <sup>th</sup> Edition, 2000:	Dr. Martha Jo Mims, Retired Director of Field Experiences
25 <sup>th</sup> Edition, 2001:	Dr. Twila L. Alpe, Interim Director of Field Experiences
26 <sup>th</sup> Edition, 2002:	Dr. Mary L. Alexander, Coordinator of Field Experiences
27 <sup>th</sup> Edition, 2003:	Dr. Mary L. Alexander, Coordinator of Field Experiences
28 <sup>th</sup> Edition, 2004:	Dr. Mary L. Alexander, Coordinator of Field Experiences
29 <sup>th</sup> Edition, 2005:	Dr. Janet F. McCarra, Coordinator of Field Experiences
30 <sup>th</sup> Edition, 2006:	Dr. Sue Jolly, Department Chair for Education
31 <sup>st</sup> Edition, 2007:	Dr. Sue Jolly, Department Chair for Education
32 <sup>nd</sup> Edition, 2008:	Dr. Lillie Gayle Smith, Coordinator of Field Experiences
33 <sup>rd</sup> Edition, 2009:	Dr. Lillie Gayle Smith, Coordinator of Field Experiences

### Non-Discrimination Policy

Mississippi University for Women does not discriminate on the basis of race, sex, age, color, religion, disability, or national origin.

## **Introduction**

The Teacher Education faculty and staff of Mississippi University for Women welcome you to the Teacher Education Program. MUW has a rich tradition of preparing teacher candidates for the profession in both Mississippi and the nation. Graduates of our program have consistently been recognized for excellence in teaching. We look forward to working with you as you pursue a career in education.

This *Teacher Education Handbook* is designed as a supplement to the *Mississippi University for Women Bulletin*. It includes information on course offerings, policies, procedures, regulations and requirements of the Teacher Education Program. Because requirements governing licensure and teacher education are continually changing, students are advised to not only be familiar with the requirements in this *Handbook* and in the *MUW Bulletin*, but to also be in close communication with an education advisor. Specific policies and procedures governing the professional semester are detailed in the *MUW Teacher Internship Handbook*. These policies and procedures may change as licensure requirements change.

The *MUW Teacher Education Handbook*, at its current printing, describes as accurately as possible the policies, procedures, regulations and requirements related to teacher education. The MUW Teacher Education Unit reserves the right to adjust its policies at any time to promote the best interest of those involved in the program or to be in compliance with state regulations regarding teacher education.

## **Accreditation**

### **SACS ACCREDITATION**

**Mississippi University for Women is fully accredited by the Southern Association of Colleges and Schools (SACS).**

### **NCATE ACCREDITATION**

**All programs in education at Mississippi University for Women are accredited by The National Council for Accreditation of Teacher Education.**

### **STATE ACCREDITATION**

**The Mississippi University for Women Education Program meets all Process Review Standards of the Mississippi State Department of Education.**

### **QUALITY ASSURANCE POLICY**

**All teacher education programs are covered by the Mississippi Institution of High Learning Quality Assurance Policy. The university warrants the quality of our graduates for a period of two years immediately following graduation. Certain guidelines do apply. Contact the College of Education and Human Sciences for more information.**



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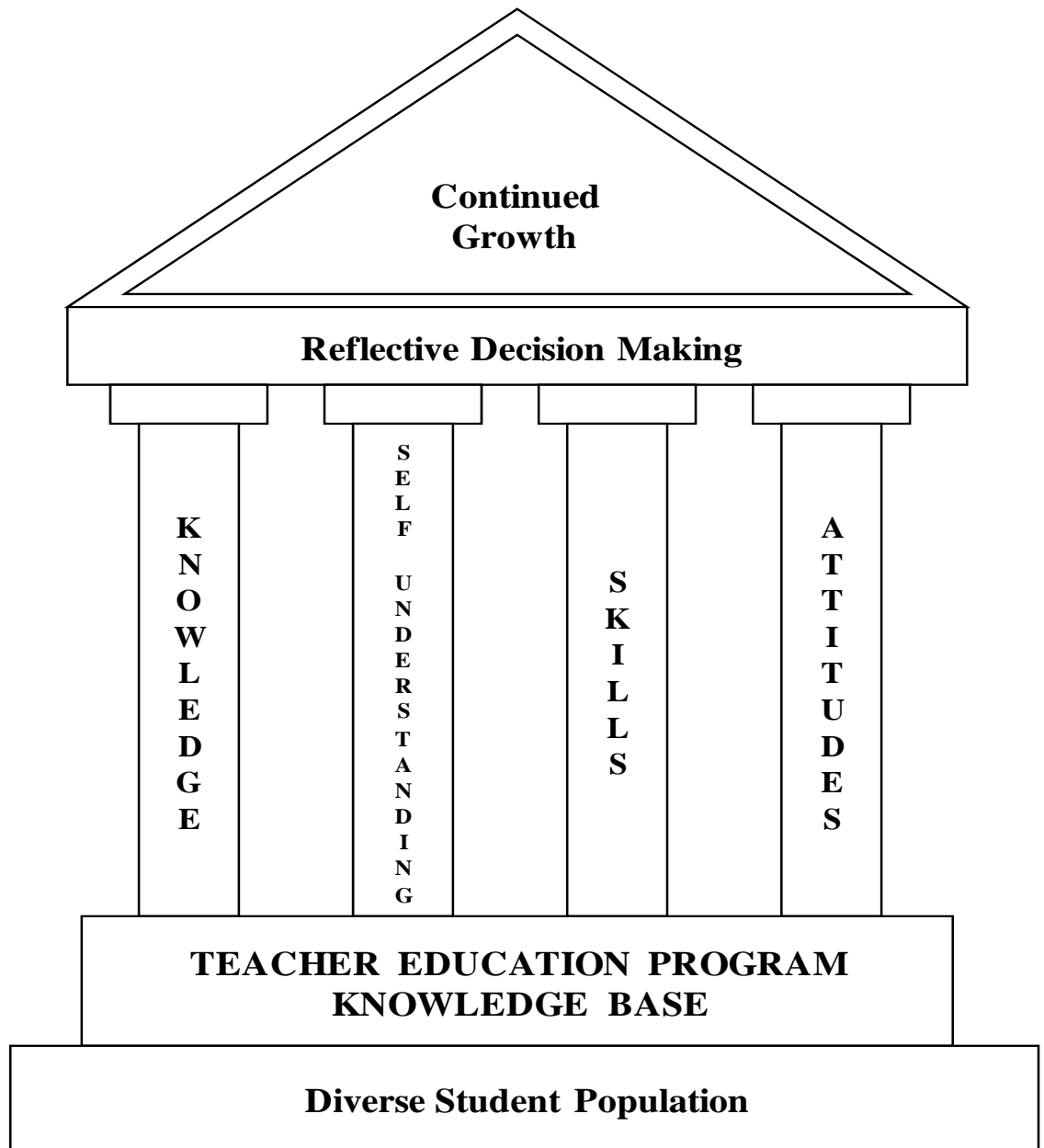
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## MUW Licensure Programs

Endorsement Areas	Endorsement Code	College
Art K-12	102	Arts & Sciences
Elementary Education K-6 with 7-12 Endorsements	116, 117	Education/Human Sci.
English 7-12	119	Arts & Sciences
History/Social Studies 7-12	192	Arts & Sciences
Mathematics 7-12	154	Arts & Sciences
Music K-12	166	Arts & Sciences
Physical Education K-12	144	Education/Human Sci.
Physical Sciences 7-12	185	Arts & Sciences
Biology 7-12	181	Arts & Sciences
Spanish 7 – 12	140	Arts & Sciences

### **Add-On Endorsements (see specific requirements on Page 45)**

Comprehensive Health K-12 (Add-on for Life Science and Health/Physical Education only)	142
Computer Applications K-12	111
Gifted Education K-12	207
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Special Education: Mild/Moderate Disability K-8 (added to elementary only)	223
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**The Teacher as a Reflective Decision Maker  
Program Model**

## The Teacher as a Reflective Decision Maker: The “W” Way

*The Teacher as Reflective Decision Maker* is the model for the teacher education program at Mississippi University for Women and is designed to prepare prospective teachers to make decisions that promote the learning of students within their care. The decision making process begins with the teacher education student’s personal philosophy, values, and belief system. Upon entering Mississippi University for Women, these values and beliefs are initially shaped by general studies in the University core which help students appreciate different perspectives. Paralleling the core studies are special studies which focus on human development and learning and which emphasize individual and cultural differences among learners. Professional studies help prospective teachers develop a professional work ethic and a variety of instructional strategies for organizing and presenting subject matter knowledge so that it is meaningful to those they teach. The knowledge bases acquired in these studies are applied within a structured array of field experiences culminating in student teaching. These field experiences develop competence in instructional planning, classroom management, and the evaluation of student learning. Throughout the program of study, the model of *The Teacher as Reflective Decision Maker* encourages prospective teachers to reflect critically and creatively on their own knowledge, self-understanding, dispositions, and skills and to actively seek out continued professional growth.

### Aim

The aim of the Teacher Education Program at Mississippi University for Women, in collaboration with Mississippi public schools, is to provide the curricula, organization, facilities, and experiences that will best prepare prospective teachers as sound professional decision makers. To guide in the accomplishment of their aim, the Teacher Education Program has adopted the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the National Board for Professional Teaching Standards as goals toward which prospective and practicing teachers can aspire.

### Program Model

The *Teacher as Reflective Decision Maker* model represents the beliefs about the process of teacher education held by the Teacher Education Program at Mississippi University for Women. The first step in the model is the recruitment of a diverse teacher candidate population representing age, gender, race, and experiential differences. The task of the Teacher Education Program is to nurture these individual differences while providing candidates with an understanding of content, pedagogy, along with the experiences they will need to be reflective decision makers. Once students enter the University they need to acquire a strong general knowledge base in core subject areas. When they have been accepted into the Teacher Education Program, they gain the knowledge, skills, and attitudes about education that they will need to be successful decision-makers. The curricula of courses in Special Studies and Professional Studies programs are based on well-founded theories and current research about teaching and learning. The three levels of field experiences that begin in the ED 302 *The Art and Science of Teaching* course and conclude with the student teaching experiences allow candidates to apply the knowledge they have gained in meaningful ways. In addition, they learn to use metacognition and reflection to develop understanding about themselves as teachers, students, and human beings. As they progress into the world of teaching, they exhibit the informed decision-making and continued growth that characterize exemplary teachers.

### Undergraduate Conceptual Framework

Candidates in our **undergraduate program** come from diverse backgrounds and experiences. Many are non-traditional students seeking career change or are paraprofessionals who want to become teachers. Candidates in our program must exhibit the following: (a) competence in applying

theoretical knowledge about teaching and learning; (b) attitudes that foster learning and positive human relationships; (c) self-understanding and reflection; and (d) a repertoire of teaching skills so that they can make sound professional decisions in the classroom. (*See model on previous page.*)

A teacher who graduates from the Teacher Education Program at Mississippi University for Women is expected to demonstrate the following knowledge, skills, dispositions, and self-understanding (INTASC principles):

### **Knowledge and Skills**

1. To understand the central concepts, tools of inquiry, structures, and professional standards of the discipline(s) he or she teaches and to create learning experiences that make these aspects of subject matter meaningful for students.
2. To understand how children learn and develop and to provide learning opportunities that supports their intellectual, physical, psychological, social, moral, and personal development.
3. To understand how students differ in their approaches to learning and to create instructional opportunities that challenge diverse learners.
4. To understand and use a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.
5. To use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. To use knowledge of effective verbal and nonverbal communication, along with technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. To plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. To understand and use formal and informal assessment strategies to evaluate and insure the continuous intellectual, physical, psychological, social, moral, and personal development of the learner.

### **Dispositions and Self Understanding**

9. To be a reflective decision maker who continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community) and who grows professionally, actively seeking out opportunities for self understanding.
10. To work collaboratively with students, colleagues, parents, and agencies in the larger community to support student learning and well-being.

## **Notes/Meetings with Advisor**

## Progression through the Undergraduate Education Program Student's Record of Progress

1. **Admission to University:** All paperwork concerning MUW admission can be secured from and returned to the Office of Admissions (telephone: 329-7106).

**Date of Admission** \_\_\_\_\_

2. **Declaration of a Major in Teacher Education/Securing an Advisor:** Elementary Education students will report to the Office of the Dean in the College of ED/HS for assignment of an advisor. Other majors should report to content area department for academic advisor.

\_\_\_\_\_  
Academic Advisor

\_\_\_\_\_  
Advisors' Contact Information

3. **Progression through Core Classes:** the student should meet with his or her academic advisor each semester during the designated pre-registration time in order to plan coursework for future semesters.

4. **Admission to Teacher Education:** Admission to Teacher Education is initiated in ED 300: *Education as a Profession*. This step usually occurs during the sophomore year or first semester of the junior year. Completion of the Application, Curriculum Check Sheet, Tentative Program, Notification of Criminal Background Check, Teacher Education Briefing Form, and speech/hearing tests, are components of ED 300.

_____ Application for Admission to Teacher Education	Date filed _____
_____ Curriculum Check Sheet & Tentative Program	Date filed _____
_____ Concentrations Sheet (elementary majors only)	Date filed _____
_____ Notification of Criminal Background Check	Date filed _____
_____ Teacher Education Briefing Form	Date filed _____
_____ Teacher Candidate License Advisory Form	Date filed _____
_____ Minimum grade of "C" in ED 300	Grade _____ Date _____
_____ Completion of 44 semester hours	# of hours _____ Date _____
_____ Minimum Overall GPA of 2.50	GPA _____ Date _____
_____ Passing scores on Praxis I	

<b>Praxis Scores:</b>	PPST	C-PPST	
Reading	170 _____	170 _____	Date taken _____
Writing	172 _____	172 _____	Date taken _____
Mathematics	169 _____	169 _____	Date taken _____

**Praxis scores must be no more than 5 years old at time of initial admission**

**OR**

**Minimum ACT or SAT scores at time of entrance into college (ACT composite score of 21 with no sub score below 18 or SAT score of 860). ACT or SAT option is not applicable for Speech Pathology majors. Candidates from Alabama should be aware that the ACT or SAT may be used for progression through the MUW Teacher Education Program but Praxis I is required for Alabama licensure.**

English \_\_\_\_\_ Math \_\_\_\_\_ Social St. \_\_\_\_\_ N. Science \_\_\_\_\_ Composite \_\_\_\_\_  
SAT Composite Equivalent of 860 Verbal \_\_\_\_\_ Math \_\_\_\_\_

*The 44 hours will not include Physical Education or UN-labeled courses. In Music Education, MUS 301-302 History of Music from the major courses may be counted. In Art Education, ART 211-212 Art History Survey may be counted.*

**NOTE:** If a secondary or K-12 major has completed 50% or more of the endorsement area courses at an institution other than MUW, a satisfactory score on the student's Specialty Area Test of the Praxis II must also be submitted before the student will be admitted to Teacher Education.

**Specialty (scores vary; see Praxis section of this handbook)** \_\_\_\_\_ **Date taken** \_\_\_\_\_

For students returning for a second degree (already have a B.S. or B.A.), their undergraduate core will satisfy the core requirement for Teacher Education. However, these students must still satisfy the following education requirements: MA 113 *College Algebra*, EN 101 *English Composition*, EN 300 *Advanced Composition*, COM 101 *Oral Communications*, MA 111 *Modern Elementary Math I*, and MA 112 *Modern Elementary Math II* ( MA 11-112 applies to Elementary Education majors only). Additionally, if a course is required for teacher education and was not a part of the individual's first degree, the course/courses must be taken here at MUW.

**Date of Admission to Teacher Education** \_\_\_\_\_

5. **Admission to Teacher Internship:** Following admission to Teacher Education, a candidate must complete a minimum of one semester of coursework before being admitted to Teacher Internship. Materials for application to intern will be distributed at a required Teacher Internship orientation seminar at the beginning of each semester. Candidates seeking admission to Teacher Internship must submit documentation of the following to the **Office of Field Experiences**, Room 331, Education and Human Sciences Building.

\_\_\_\_\_ Admission to Teacher Education Date admitted \_\_\_\_\_  
 (At least one semester prior to filing application for teacher internship)

\_\_\_\_\_ Application for Teacher Internship Date filed \_\_\_\_\_

\_\_\_\_\_ Three photographs

\_\_\_\_\_ 75 hours of documented experience with children in an education setting

\_\_\_\_\_ Teaching Center Placement Preference Form

\_\_\_\_\_ Letter of Introduction to Cooperating Teacher

\_\_\_\_\_ Ethics Statement/Insurance verification & release

\_\_\_\_\_ Health info & profile

\_\_\_\_\_ Resume

\_\_\_\_\_ Completion of 84 semester hours

*To include all required professional education courses except the professional semester hours*

\_\_\_\_\_ Minimum grade of "C" in the following courses

(See APPENDIX for Curricula Check Sheets)

\_\_\_\_\_ English Comp. I \_\_\_\_\_ Math 111 (Elem. Only) \_\_\_\_\_ All professional ed. courses

\_\_\_\_\_ English Comp. II \_\_\_\_\_ Math 112 (Elem. Only) \_\_\_\_\_ All endorsement area courses

\_\_\_\_\_ Speech 101 \_\_\_\_\_ Math 113

\_\_\_\_\_ Passing scores on the Praxis PLT and Specialty areas

Praxis Principles of Learning & Teaching (PLT) – 152 score \_\_\_\_\_ date \_\_\_\_\_

Praxis Specialty (score varies) score \_\_\_\_\_ date \_\_\_\_\_

\_\_\_\_\_ Minimum GPA of 2.50\* in the following

\_\_\_\_\_ MUW \_\_\_\_\_ Date

\_\_\_\_\_ Overall \_\_\_\_\_ Date

**\*GPA Evaluation:** Rounding to figure grade point average is done to the nearest hundredth; rounding to the nearest tenth is not permitted (i.e., 2.47 may not be rounded to meet the minimum requirement of 2.50.)

**Determination of GPA in endorsement area courses and professional education:** If a student receives a D or F in an endorsement area course or professional education course and retakes the course to earn a C or above, only the second grade is used for figuring endorsement area or professional area GPA.

**Date of Admission to Teacher Internship** \_\_\_\_\_

**6. Admission to Candidacy for Graduation**

- \_\_\_\_\_ Residency Requirements – minimum of 30 semester hours credit from MUW, excluding correspondence courses and advanced standing exams
- \_\_\_\_\_ Required credit hours in chosen curriculum
- \_\_\_\_\_ 2.5 overall GPA \_\_\_\_\_ 2.5 MUW GPA \_\_\_\_\_ 2.5 GPA in major field \_\_\_\_\_
- \_\_\_\_\_ Completion of all courses required in chosen curriculum
- \_\_\_\_\_ 2 semester hours credit in physical education
- \_\_\_\_\_ Application for degree filed with Registrar by the deadline date.

**7. Application for Teaching License**

- \_\_\_\_\_ Completion of all degree requirements and all Teacher Education program requirements  
**(Validated by official transcript)**
- \_\_\_\_\_ Minimum grade of “C” in Teacher Internship
- \_\_\_\_\_ Satisfactory scores on Praxis I and II
- \_\_\_\_\_ Completed Application for Teacher’s License (available from Office of Field Experiences or they may be downloaded from the Mississippi Department of Education website at [www.mde.k12.ms.us](http://www.mde.k12.ms.us))

## **Licensure Classes for Mississippi Teacher Certification**

A **Class A** license requires a baccalaureate degree.

A **Class AA** license requires a master's degree.

A **Class AAA** license requires a specialist degree.

A **Class AAAA** license requires a doctoral degree.

## **Supplemental Endorsements for Mississippi Teacher Certification**

Additional 7-12 endorsements in some teaching areas may be added to standard license with 21 semester hours of coursework in a content area with no grade lower than a "C." Some supplemental endorsements may also be added by taking the Praxis II Specialty Area Test.

Ex: An elementary education major that qualifies for a standard license and has 21 hours in math and 21 hours in social studies can be certified to teach both math and social studies.

Ex: An English education major that qualifies for a standard license and has 21 hours of French can be licensed to teach French.

Ex. A physical education major that qualifies for a standard license and has 21 hours of biology can be licensed to teach biology.

Students who concentrate electives in a content area in which they might also like to teach will increase their marketability. Additional and up-to-date information concerning licensure is available at the Mississippi Department of Education website:

[www.mde.k12.ms.us/](http://www.mde.k12.ms.us/)

*MUW's NCATE accreditation also leads to certification reciprocity with several other states. For specifics, please consult the state in which licensure is desired.*

## Description of Field Experiences

Mississippi University for Women's field-based experiences are planned so that the knowledge, theories, and practices taught in the teacher education courses are applied in meaningful ways throughout the program. Teacher candidates begin the series of three levels of field experience in ED 302 *The Art and Science of Teaching* and conclude with the teacher internship experience. The sequencing moves the teacher candidate from identifying the decisions teachers make, to making instructional and management decisions themselves. All field experiences are in school in which teacher candidates are able to observe and work with students who are culturally and racially diverse.

The **Level I** experience occurs in ED 302 *The Art and Science of Teaching*. The course requires 20 clock hours in a public school classroom – 2 or 3 hours per week over a nine-week period. Teacher candidates may not delay field experience and attempt to complete 20 hours within a shortened time period. The 20 hours must be completed over 9 weeks. Assignments are made by the Coordinator of Field Experiences in cooperation with school district central office liaisons and building principals. The Level I experience emphasizes instructional planning that is sensitive to student differences and thus involves a variety of teaching methodologies and modes of student assessment. Teacher candidates will work with their assigned cooperating teachers to develop and actually teach three lessons. An evaluation is completed by the cooperating teacher. Courses requiring field experiences are outlined on page 17 of this handbook.

**Level II** field experience occurs in the special methods classes. Teacher candidates enrolled in special methods courses in elementary education teach lessons at the elementary schools in the community. In the methods and materials course in reading, for example, teacher candidates may work for a full semester with learners in a local off-campus school. Secondary methods instructors identify schools in which they would like to have field experiences, and arrangements are coordinated through the Office of Field Experiences. Approximately 20% - 30% of the course time is spent in the field. An evaluation is by the classroom teacher and the special methods instructor.

The teaching internship comprises **Level III** of the field experience sequence. MUW places teacher interns in two settings: one for Phase I (seven weeks) and another for Phase II (seven weeks). Elementary majors have one placement in lower elementary grades and one in upper elementary or middle school grades. Secondary majors have one placement in a middle school or junior high school and one placement in a high school. Special subjects K-12 majors have one placement in an elementary school and one in a middle/high school. Assignments are made by the Coordinator of Field Experiences in cooperation with school district central office liaisons and building principals. **Teacher candidates who wish to student teach in a particular school should not request that school for other field experiences before student teaching.** Mentor teachers must have an educational background beyond the minimum required by law for their position. They must have at least three years of teaching experience in the area of assignment, be trained as evaluators for the Teacher Intern Assessment Instrument, and have a genuine desire to work with student teachers. The university supervisor is a member of the MUW faculty in the specialty area and has had K-12 classroom experience. The mentor teacher and university supervisor work together to ensure a positive learning experience for the student teacher and to provide midterm and final assessments of teaching performance. The teacher intern is visited four times per phase, observed by the university supervisor, at least 3 times per phase (minimum of 6 times during the semester). During the professional semester, the teacher intern also returns to campus for seminars, allowing interaction with the Coordinator of Field Experiences, the university supervisors, and other teacher interns.

**NOTE:** If it is determined that a candidate needs to be removed from a field placement, the candidate has the right to appeal that decision. The candidate must initiate the appeals process by submitting a written request to the Coordinator of Field Experiences with three (3) days after being removed.

**Mississippi University for Women Teacher Candidate Preparation  
Summary of Field Experience Requirements**

**ED 302 The Art and Science of Teaching** – This is the first education course in which field experiences are required. **20 hours** must be spent in a K-12 classroom. Candidates must teach three lessons, (for whole class or small group) that are developed under the direction of the university instructor, and must be approved and evaluated by the cooperating teacher, and assist in other ways in the classroom.

**The Block Experience, ED 305/ED 310/ED 312/ED 334** – Teacher candidates enroll in the Block during the semester immediately prior to student teaching. They spend 80 hours in the classroom during a 5 week period.

**ED 361 Early Literacy Instruction I** – Teacher candidates will spend a minimum of **10 hours** in the K-12 classroom observing, conducting an emergent reader assessment, planning and implementing a read-aloud, and planning and implementing a phonemic awareness or phonics lesson. Two lessons are taught.

**ED 365 Content Area Reading** -- Teacher candidates will spend a minimum of **10 hours** in the classroom. Students are required to complete two directed observations and six 10-15 minute lessons for whole class or small group. These lessons encompass strategies that the students will be learning about and practicing in the classroom setting first and then implementing the strategies with students for further practice. These six lessons include the following reading strategies that will be used to teach a content area skill (such as counting money or life cycle of a butterfly): a book talk, a vocabulary lesson, a comprehension lesson, before, during, and after reading strategies, a mini writing workshop, and a lesson using a reading website related to the content area skill in which they are focusing.

**ED 366 Reading Assessment and Intervention** – Teacher candidates will spend a minimum of **10 hours** in the K-12 classroom observing, conducting informal assessments, and participating in reading instruction.

**ART 340 Methods and Materials for Art Education** – Teacher candidates will spend a minimum of **10 hours** in a K-12 classroom assisting the cooperating teacher in working with individual students, preparing materials and/or visuals, and creating at least one lesson.

**EDS 414 Practicum in Special Education** – Teacher candidates will spend a minimum of **144 hours total** in the classroom performing tasks, including direct instruction of 6 lessons, as arranged between the supervisor and the mentoring teacher.

**HK 351 Materials and Methods of Teaching Physical Education and Health in the Elementary School** – Teacher candidates will spend a minimum of **10 hours** in the K-12 classroom observing and assisting.

**EN 410 Materials and Methods in Secondary English** – Teacher candidates will spend a minimum of **22 hours** involved in group work, class discussions, tutoring, and direct teaching, with one lesson taught in its entirety.

**HIS 410 Materials and Methods of Secondary Social Studies** – Teacher candidates will spend **10 hours** in direct teaching, tutoring, assisting with projects, and teaching one full lesson.

**HK 370 Adapted Physical Education** -- Teacher candidates will spend **10 hours** observing, assisting, and planning lessons.

**HK 451 Instructional Methods in Physical Education** -- Teacher candidates will spend **10 hours** observing, assisting, planning lessons, and team teaching.

**MA 319 Materials and Methods of Secondary Mathematics** – Teacher candidates spend a minimum of **10 hours** in the classroom observing, assisting, and teaching lessons.

More detailed and specific information about the course requirements will be provided by the course instructor and delivered to the mentoring teachers by the instructor or the assigned MUW teacher candidate. We encourage the mentoring teachers to involve MUW teacher candidates in ways that will be most beneficial to the K-12 students and teacher as well as provide valuable experiences for the MUW teacher candidate.

## Program Planning Notes

**Notice Regarding Licensure:** Requirements governing licensure in the state of Mississippi are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the *MUW Bulletin*. Students are advised to be in close communication with their education advisors to insure that both degree requirements and licensure requirements are met. Also, students seeking licensure in other states should contact the Department of Education in that state for their license requirements.

**Filing of Curriculum Checksheet, Transfer Transcripts, and Long Range Plan:** Each teacher candidate must file the following with the Office of Field Experiences: the appropriate curriculum checksheet indicating grades on completed courses; a transcript of all coursework taken at an institution other than MUW; and a tentative plan of courses remaining to be taken for program completion. The checksheet and tentative plan are routinely completed as a part of the ED 300 course and must be on file as a requirement for Admission to Teacher Education. If a student changes to a different curriculum after the initial forms are completed, it is the teacher candidate's responsibility to update the forms. These forms are traditionally submitted with the application for admission to Teacher Education.

**ED 300 and ED 302:** ED 300 *Education as a Profession* is the first education course to be taken. The route to a teacher education degree begins in this course. Establishment of the record file by which teacher candidates are tracked throughout their program and application to Teacher Education are initiated in this course. ED 300 may be taken in the sophomore year or in the first semester of the junior year.

ED 302 *The Art and Science of Teaching* may be taken during the same semester as ED 300 but should be taken no later than immediately following ED 300. Teacher candidates complete a 20-hour field experience in a public school classroom – 2 or 3 hours per week over a 9-week period. Teacher candidates develop an instructional unit and teach three lessons in the assigned classroom.

**ED 302 Field Placements:** School and classroom placements are made through the MUW Office of Field Experiences in cooperation with the appropriate school district. Lab days and times are determined by the individual teacher candidate in cooperation with the assigned teacher.

### **Course Requirements for ED 302 re-enrollment:**

*Field Experience:* The 20-hour experience must be repeated.

*Instructional Portfolio:* The candidate must submit an improvement to the appropriate committee prior to re-admission. A second Instructional Portfolio must be developed.

**MA 111 Modern Elementary Math:** Teacher candidates who register for MA 111 *Modern Elementary Math* need to pick up information about the pre-test that will be given the first day of class. These can be secured from Dr. Bonnie Oppenheimer in Room 106B in Parkinson Hall.

**Unrestricted Education Courses:** All professional education courses are restricted to those students who have been admitted to Teacher Education, with exception of the following: ART 340 *Art Education*, ED 206 *Developing Critical and Creative Thinking*, ED 300 *Education as a Profession*, ED 302 *The Art and Science of Teaching*, ED 304 *Principles of Early Childhood*, ED 306 *Introduction to Exceptional Learners*, ED 351 *Educational Measurement*, ED 361 *Early Literacy Instruction I*, ED 362 *Early Literacy Instruction II*, ED 365 *Content Area Reading*, ED 366 *Reading Assessment & Intervention*, ED 497 *Computers in the Classroom*, and EDS 313 *Introduction to Special Education*.

## **Restricted Professional Education Courses**

These courses require admission to Teacher Education.

*ED 305	Teaching Math in Elementary & Middle School
*ED 310	Teaching Social Studies in Elementary & Middle School
*ED 312	Teaching Science in Elementary & Middle School
*ED 334	Methods for Teaching Reading and Language Arts in Elementary & Middle School
ED 366	Reading Assessment & Intervention
ED 401	Classroom Management
ED 406, 407, 409	Student Teaching
EDS 324	Teaching in the Inclusive Classroom
EDS 330	Org. Procedures for the Resource Room
EDS 414	Practicum in the Elementary Resource Room
EDS 415	Practicum in the Secondary Resource Room
HK 351	Materials & Methods of Teaching Phys. Ed. & Health in Elementary School ( <i>restricted for Secondary majors only</i> )
HK 451	Instructional Methods in Physical Education
EN 410	Materials & Methods in Secondary English
FL 410	Materials & Methods in Secondary Languages
HIS 410	Materials & Methods in Secondary History & Social Studies
MA 319	Materials & Methods in Secondary Mathematics
BSB 313	Materials & Methods in Science (Biology)
PS 313	Materials & Methods in Science (Physical)

\* Taken together as the Elementary Education Block Semester.

## **Frequency of Course Offerings – Fall and Spring**

ED 300	Education as a Profession
ED 302	Art and Science of Teaching
ED 304	Early Childhood Learning
ED 305*	Teaching Math in Elementary & Middle School
ED 310*	Teaching Social Studies in Elementary & Middle School
ED 312*	Teaching Science in Elementary & Middle School
ED 334*	Methods for Teaching Reading and Language Arts in Elementary & Middle School
ED 361	Early Literary Instruction I
ED 362	Early Literary Instruction II
ED 365	Content Area Reading
ED 366	Reading Assessment & Intervention
ED 497	Computers in the Classroom
ED 401*	Classroom Management
ED 406, 407, 409*	Student Teaching
PSY 206	Human Growth & Development
ED 306	Introduction to Exceptional Learners
ED 351	Educational Measurement
PSY 360	Educational Psychology
PSY 482	Psychology of Creative Development

\* These courses require admission to Teacher Education.

Students should consult the current *MUW Bulletin* for frequency of other professional education courses. Some will be offered in the summer, but final decisions are based upon demand and faculty availability.

**Special Methods Courses for Secondary and K-12 Majors:** Various academic divisions on campus offer special methods courses that must be taken prior to student teaching, but these may not be available every semester. Currently most are planned as **Fall only** offerings and some will be **alternating Falls**. Teacher candidates should check with their respective departments and plan their programs carefully to insure these courses are taken prior to student teaching.

ART 340	Art Education
MUS 320	Music Education Materials & Methods
HK 351	Materials & Methods of Teaching Physical Ed. & Health in the Elementary School
HK 451	Instructional Methods in Physical Ed.
EN 410	Materials & Methods in Secondary English
FL 410	Materials & Methods in Secondary Languages
HIS 410	Materials & Methods in Secondary History & Social Studies
MA 319	Materials & Methods in Secondary Mathematics
BSB 313	Materials & Methods in Science (Biology)
PS 313	Materials & Methods in Science (Physical)

## **Prerequisites for Professional Education Courses**

**Individual instructors** are responsible for verifying that teacher candidates **enrolled in professional education courses** have met the specified prerequisites. Any teacher candidates who have not met the prerequisites should be directed to meet with their advisor for appropriate dropping/adding. Questions regarding admission to teacher education should be directed to the **Office of Field Experiences**.

<b>Course</b>	<b>Course Prerequisites</b>
ED 206	None specified
ED 297	None specified
ED 300	None specified
ED 302	None specified
ED 304	None specified
ED 305	Admission to TE; C or above in MA 111-112, ED 302
ED 306	None specified
ED 310	Admission to TE; ED 302; must have completed all core Social Studies courses
ED 312	Admission to TE; ED 302; must have completed all core Science courses
ED 334	Admission to TE; ED 302, EN 101-300
ED 351	None specified
ED 361	ED 300
ED 362	C or better in ED 302, ED 361 (cannot take 361 and 362 concurrently)
ED 365	ED 300
ED 366	ED 300, 361, or ED 362, or 365
ED 401	Admission to TE and TI
ED 406/407/409	Admission to TE and TI
ED 461	Admission to TE; ED 361 and ED 362, or permission of instructor
ED 463	Admission to TE; ED 461 or equivalent
ED 498	ED 297 or a computer course
EDS 313	None specified
EDS 320	None specified
EDS 324	Admission to TE, EDS 313
EDS 330	Admission to TE
ART 340	None specified
FPA 300	None specified
EN 410	Admission to TE
FL 410	Admission to TE
HIS 410	Admission to TE
HK 351	ED 300; ED 302
HK 451	Admission to TE; ED 300, ED 302; HK 351
BSB 313	Admission to TE
MA 319	Admission to TE
PS 313	Admission to TE
MUS 320	MUS 315

**Non-Transfer of Professional Education Courses:** In order for MUW to recommend licensure, ALL required professional education courses must be taken at MUW.

**Summer School Work:** Teacher candidates planning to take courses at other institutions should secure the approval of the department chair of the appropriate department **in advance** to ensure that these courses will be acceptable to MUW. Transcripts of credits from summer sessions must be filed with the registrar before August 30 for proper evaluation. Students are responsible for requesting these transcripts and for paying all charges assessed for them.

**Second Degrees:** A student may earn a second degree at MUW by completing at least 30 hours in residence after completion of the first degree and by satisfying all requirements for the second degree and the core curriculum (PS #1508).

**Professional Semester:** This is the teacher internship semester. Candidates enroll in ED 401 *Classroom Management* (3 semester hours) and the appropriate teacher internship course (9 semester hours). The program of the Professional Semester will be followed without deviation. No other coursework may be taken during the Professional Semester, except with special approval by the Admissions/Appeals Committee for Teacher Internship. Because teacher interning is a full-time on-the-job experience and requires much planning and preparation beyond the 40-hour workweek, teacher interns are discouraged from outside employment while enrolled in the internship. **Although it is not essential that all coursework be completed prior to the Professional Semester, all professional education and endorsement area courses must have been completed with a “C” or above. Elementary majors must earn a “C” or better in concentration courses that will be used for licensure.**

Education majors should plan carefully in scheduling the professional semester. Some departments offer the teacher internship every semester; others may offer it one semester only, either fall or spring. The teacher internship in English or History/Social Studies is spring semester only.

**Appeals/Requests for Exception to Stated Policy:**

A route of appeal exists for a teacher candidate who-

- a) Questions a decision affecting status in the teacher education program or teacher internship, OR
- b) Requests special consideration beyond stated policies (e.g., applying for admission to teacher internship after the announced deadline).

All appeals must be filed within 30 days after the decision under question has been made.

The teacher candidate will file a written request through the Office of Field Experiences, stating the request and the rationale, and providing related supportive data as needed.

- b) At the earliest appropriate time, a meeting of the Teacher Education Admission/ Appeals Committee will consider the student’s petition.
- c) The teacher candidate will be notified in writing of the decision.

## **Experiences with Children or Youth Documentation Procedures**

MUW requires documentation of a minimum of **75 clock hours** of experience with children or youth prior to admission into teacher internship. The purpose of this requirement is to provide teacher candidates familiarity with students and with the role of an instructional leader. The MUW Teacher Education Program provides field experiences as a part of education courses and allows any additional hours accumulated through approved experiences.

### **Appropriate Experiences:**

A variety of possibilities exist, with the key being whether the individual is in an **educational and instructional** role, e.g., teaching swimming lessons as opposed to life guarding; serving as a scout leader, not being a scout; teaching a Sunday School class, not keeping the nursery. Possible instructional roles include, but are not limited to:

Summer Camp Leader	Head Start Worker
Day Camp Leader	Assistant Teacher
City Recreation Employee/Volunteer	Substitute Teacher
Youth Organization Leader/Volunteer ( <i>Y Teens, 4-H, Boy or Girl Scouts</i> )	Private Tutor
Vacation Bible School Teacher	Coach
Child & Parent Development Center Volunteer	Extra Methods Courses Hours
Sunday School Teacher	Extra ED 302 hours
	Extra ED 361 tutoring hours

### **Age Requirements:**

Experience should be with a school-age population (**minimum of 3 years of age**), or in an educational setting approved by the Coordinator of Field Experiences.

### **Payment for Services:**

The required experience with children and youth may be either paid or unpaid.

### **Time Line:**

Credit for past experience can date back no further than the senior year in high school. In the case of mature students, more recent experiences are preferred, but hours can be counted as far back as necessary **IF** they can be documented.

### **Documentation:**

Each experience must be documented with a letter of verification on official letterhead stationery, signed by the person who provided supervision. Letters should be mailed to:

**MUW Office of Field Experiences  
1100 College Street, MUW-1637  
Columbus, MS 39701**

Students are advised not to delay getting their letters of verification on file. Applications to student teaching will not be approved until this verification is received.

## The Praxis Series

**Informational Flyers:** Praxis Informational flyers include detailed information on the three Academic Skills Assessments and Specialty exams. Dates, times, places, length and content of exams, cost, registration forms and information are all included. Informational flyers can be found in the following locations:

College of Education & Human Sciences, Field Experiences Office  
Career Services Office, Reneau Hall

Information concerning the Praxis Series can also be found on the website:

[www.ets.org/praxis](http://www.ets.org/praxis).

### **Overview of the Praxis Series Tests**

#### **Praxis I: Academic Skills Assessment**

Academic Skills Assessments include the Pre-Professional Skills Test (PPST) [paper and pencil] and the Computer Pre-Professional Skills Test (C-PPST), both of which measure basic proficiency in reading, mathematics and writing.

The Pre-Professional Skills Tests (PPST) of Reading, Mathematics, and Writing are each one-hour multiple-choice tests. The Writing Test includes both multiple-choice questions and a 30-minute essay.

The C-PPST provides year-round testing by appointment at a network of Sylvan Technology Centers or approved university sites. The tests are administered on an IBM or compatible PC with a mouse.

Although passing scores are generally achieved through either the PPST or the C-PPST, it is acceptable to present a passing score from one with two passing scores from the other.

#### **Praxis II: Subject Assessments**

(Replaced the Professional Knowledge subtest of the National Teachers Exam August 1, 1997.)

The Principles of Learning and Teaching (PLT) is a two-hour test administered on the nation-wide test dates.

Elementary Education students may take either the K-6 or 5-9 exams. Secondary majors should take the 7-12 exam. Special subject (K-12) majors may take any of the three exams.

The Specialty Area Tests are taken in the area of one's license endorsement. Teacher candidates must take and pass both the PLT and the Specialty Area test for his/her major area.

**When to Take the Praxis Test:** Praxis I (PPST or C-PPST) must be taken during the semester of enrollment in ED 300. Teacher candidates must make the attempt to pass Praxis I before taking

additional education courses. *Passing Praxis I scores are required prior to Admission to Teacher Education.*

Praxis II (PLT and Specialty Area) should be taken two semesters prior to the Professional Semester in the senior year (*example: if you plan to teach in Spring 2008, sign up for Praxis II in Spring 2007*). **Passing scores are required for admission to Teacher Internship as well as for licensure.**

**Score Expiration for Admission to Teacher Education:** PPST or C-PPST scores must be no more than 5 years old at time of Admission to Teacher Education.

**Sending Scores to MUW:** MUW students are reminded that they **must request** that all Praxis scores be sent to Mississippi University for Women. Educational Testing Service does not do so automatically. **Omitting this request on an application will result in an extra fee when the official scores have to be requested later.** The student's copy is so designated and, just as with transcripts, cannot serve as an "official" copy. **The ETS recipient code for MUW is 1481.**

## PRAXIS SCORES

### Praxis I Requirements for Teacher Licensure in Mississippi

Pre-Professional Skills Tests (PPST) [paper/pencil]		Passing Score
Reading	10710	170
Writing	20720	172
Mathematics	10730	169

OR

Computer Pre-Professional Skills Tests (C-PPST)		Passing Score
Reading	5710	170
Writing	5720	172
Mathematics	5730	169

A teacher candidate with an ACT composite score of 21 with not less than 18 in all areas or a SAT score of 860 can use those scores toward Mississippi licensure. Candidates from Alabama should be aware that the ACT or SAT may be used for progression through the MUW Teacher Education Program but Praxis I is required for Alabama licensure.

### Praxis II Requirements for Teacher Licensure in Mississippi

Principles of Learning & Teaching (PLT)		Passing Score
Grade Level K-6	30522	152
Grade Level 5-9	30523	152
Grade Level 7-12	30524	152

**Specialty Score Requirements**  
**(Scores effective September 1, 2002)**

<u>Test Code</u>		<u>Passing Score</u>
0133	Art: Content Knowledge	139
0235	Biology: Content Knowledge	142
0245	Chemistry: Content Knowledge	151
0011	Elementary Education (K-6)	158
0041	English Language, Literature & Composition	157
0061	Mathematics: Content Knowledge	123
0113	Music: Content Knowledge	139
0091	Physical Education: Content Knowledge	138
0081	Social Studies: Content Knowledge	143
0192	Spanish	155
0353	Special Education	136
0330	Speech-Language Pathology	600

## MUW Student Education Organizations

MUW Teacher Education teacher candidates are encouraged to participate in their professional organizations. Watch for notices of meetings.

**SMAE**                    **Student Mississippi Association of Educators**  
Eligibility:            Any Teacher Education major  
                              **(Admission to Teacher Education is not a prerequisite)**  
Meetings:             Once a month, generally at noon

**KDE**                    **Kappa Delta Epsilon**  
Eligibility:            Admission to Teacher Education, second semester sophomore or above with 3.0 GPA  
                              **(By application, then invitation)**  
Meetings:             Once a month, generally at noon

## Services

**The Ellison Letter Machine:** An Ellison Machine and a set of numeral, alphabet, and pattern dies are available for students. The Ellison is located on the first floor of the Education & Human Science Building and is available for use by teacher candidates Monday – Friday, 8:00 am – 5:00 pm.

**Education Interview Day:** The opportunity to interview with school district representatives from the southeastern region of the United States is offered to Teacher Education students through a teacher recruitment day held each spring. All seniors are strongly encouraged to attend (provisions will be made for those who are currently student teaching). Juniors are also encouraged to participate and to contact the MUW Career Services Office regarding resume preparation. The Career Services Office and the Office of Field Experiences will provide information regarding location, date, and time.

**Placement & Follow-Up:** Graduates are assisted in securing positions by both the Education faculty and Career Services. To facilitate this process, all graduates should register with Career Services to establish their placement and credentials files. In addition to its on-going interest in the placement and success of its graduates, the Education Department formally conducts one-year and three-year follow-up on teacher education graduates.

**Curriculum Lab:** Candidates may use books and other materials in this resource library, located on the third floor of the Education & Human Sciences Building. Candidates should visit the lab during the posted hours of operation or speak with their professor directly about lab procedures.

**Videotaping Equipment:** Video cameras are available through the Office of Field Experiences on a limited basis for candidates if they are taping themselves as part of a class assignment.



# **APPENDIX**

Curriculum Sheets can  
be viewed individually  
on this webpage or  
through the Registrar's  
webpage.

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

**Concentrations**  
**[Elementary Education majors only]**

Select 2 areas of concentrations, consisting of a minimum of 21 semester hours in each area.

<b>English</b> <b>Mathematics</b> <b>Science</b> <b>Social Studies</b>
---

Concentration #1 \_\_\_\_\_

<u>Course #</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Concentration #2 \_\_\_\_\_

<u>Course #</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

\_\_\_\_\_  
ACADEMIC ADVISOR

\_\_\_\_\_  
EDUCATION ADVISOR

## **Guidance on Selecting Concentration Areas**

**A concentration area requires a minimum of 21 semester hours.**

- \* Developmental courses do not count toward a concentration: e.g. EN 100, MA 100.
- \* No minimum grade is currently specified for a Concentration, but if the Concentration is to result in an additional endorsement, then all grades must be a “C” or above.
- \* Transfer courses are acceptable.
- \* Students may specify more than 2 concentrations; all will be noted for licensure.
- \* One-credit hour continuing education workshop courses do not count toward a concentration.

### **English - 21 hours**

- EN prefix, EN 101 or above

### **Mathematics - 21 hours**

- MA prefix, MA 111 or above

### **Science - 21 hours**

- BS, BSB, BSM, PS, PSC, SM prefixes -- any combination for K-8 Concentration for degree and license. A combination of 21 hours of biological and physical sciences is acceptable. However, if students wish to have a state endorsement in science, they need to choose all biological science courses (21 hours) or all physical science courses (21 hours).

### **Social Studies - 21 hours**

- ANT, GEO, HIS, POL, SOC, prefixes -- any combination. Economics courses with ECO and BU prefixes are acceptable. PSY prefixes do not satisfy this requirement. *The Mississippi Department of Education encourages most courses to be HIS, POL, and GEO courses.*



## Institutional Supplemental Endorsements

The following supplemental endorsements may be added to a Mississippi standard license.

### **Gifted Education K-12**

ED	516	Understanding Gifted Populations	3
ED	517	Methods, Materials & Resources for Teaching the Gifted	3
ED	552	Curriculum Development and Improvement	3
ED	595	Program Development and Evaluation in Gifted Education	3
ED	598	Internship	3
			<b>15</b>

### **Mildly - Moderately Handicapped K-8**

ED	306	Introduction to Exceptional Learners	3
EDS	313	Introduction to Special Education	3
EDS	320	Education of the Handicapped	3
EDS	324	Teaching in the Inclusive Classroom	3
EDS	330	Procedures for the Resource Room	3
EDS	414	Practicum K-8	6
			<b>21</b>

### **Mildly - Moderately Handicapped 7-12**

ED	306	Introduction to Exceptional Learners	3
EDS	313	Introduction to Special Education	3
EDS	320	Education of the Handicapped	3
EDS	324	Teaching in the Inclusive Classroom	3
EDS	330	Procedures for the Resource Room	3
EDS	415	Practicum 7-12	6
			<b>21</b>

### **Comprehensive Health** for Family & Consumer Science, Biology, or Health/Physical Education only

HK	307	Emergency Healthcare	3
HK	380*	Health Methods	3
SOC	305	Marriage & the Family <b>or</b> FHD/PSY 330 Human Sexuality	3
FHD	470	Substance Abuse	3
* HKH 101 is a prerequisite.			<b>12</b>

### **Computer Applications**

ED	297	Computer and the Classroom	3
ED	498	Instructional Technology	3

Choose 2 of the following for 6 hours: (\* = recommended choices) 6

*BU	157	Information Systems Using Microcomputers	
*BU	160	Spreadsheet Applications	
BU	296	Applications Program Development (COBOL II)	
SM	135	Programming in C	<b>12</b>

### **Physical Science** (for Biology, General Science, Chemistry, Physics, Earth Science only)

_____	_____	Laboratory-based Chemistry	8
_____	_____	Laboratory-based Physics	8
			<b>16</b>

NOTE: These supplemental endorsements are specific to MUW and require institutional recommendation. All courses must be the specific course listed and it must be taken at MUW. No transfer courses are accepted for institutional supplemental endorsements.

## State Financial Aid

### **THE CRITICAL NEEDS TEACHER LOAN/SCHOLARSHIP PROGRAM (CNTP)**

#### **Benefits**

Tuition, fees, books, and average cost of room/meals

#### **Requirements**

Juniors - Seniors - 2.5 college GPA (maintain 2.5 for renewal)

#### **Obligation**

2 years' award = 2 years' teaching in CSA

Other awards = year for year

Default = Immediate repayment plus interest

Contact State Student Financial Aid at 1-800-327-2980 or (602) 432-6997

### **THE WILLIAM WINTER TEACHER SCHOLAR LOAN PROGRAM (WWTS)**

#### **Benefits**

Up to \$3,000

#### **Requirements**

Juniors - Seniors - 2.5 college GPA (maintain 2.5 for renewal)

#### **Obligation**

2 years' award = 2 years' teaching in CSA

Other awards = year for year

Default = Immediate repayment plus interest

Contact State Student Financial Aid at 1-800-327-2980 or (602) 432-6997

**THE GRADUATE TEACHER SUMMER LOAN/SCHOLARSHIP (GTS)** offers assistance to Mississippi residents who have been accepted into a program of study that leads to a first Master's Degree and a Class AAA standard teacher educator license. The applicant must attend an accredited Mississippi public or private institution of higher learning and must be under contract as a full-time classroom teacher (K through twelfth grade) in an accredited Mississippi public school for one academic year immediately following the summer for which funds were received. Recipients who are not serving as full-time teachers in the school year immediately following the summer in which the loan/scholarship is received must repay the full amount of the loan within 30 days of notification by the Board. **Application deadline is April 1.**

**THE MISSISSIPPI TEACHER FELLOWSHIP** offers financial scholarships for a maximum of three academic years, not to exceed the completion of a Master of Education degree or Educational Specialist degree to applicants who meet the following requirements by the start date of the program: hold a Mississippi teacher's license; be employed by a school district geographically located in Mississippi where a critical teacher shortage exists as designated by the State Board of Education; comply with all eligibility requirements outlined in the application; must be accepted in a Master of Education or Educational Specialist program at one of the following Mississippi institutions: Alcorn State, Delta State, Jackson State, Mississippi College, Mississippi University for Women, Mississippi State, Mississippi Valley State, University of Mississippi, University of Southern Mississippi, or William Carey

college. In addition, participants will receive stipends for books/supplies and may be eligible for reimbursement of up to \$1,000 in moving expenses. Participants shall agree to employment as a licensed teacher in a Mississippi public school district identified as a critical shortage area for a period of not less than three years. For application and deadline information call: School of Education, University of Mississippi at 601/232-3991 or 1-888-611-5160 or visit the Website: <http://www.olemiss.edu/programs/mtfp>.

**Board of Trustees, State Institutes of Higher Learning**  
**Student Financial Aid**  
**3825 Ridgewood Road**  
**Jackson, MS 39211-6453**  
**1-800-327-2980 or 601-432-6997**  
[www.ihl.state.ms.us](http://www.ihl.state.ms.us)

STUDENT'S SIGNATURE \_\_\_\_\_ LICENSURE AREA \_\_\_\_\_

ADVISOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**TENTATIVE PLAN OF COURSES**

**By semester**

<b>FRESHMAN</b>		<b>FRESHMAN</b>		<b>FRESHMAN</b>	
<b>Fall</b>	<b>Year</b>	<b>Spring</b>	<b>Year</b>	<b>Summer</b>	<b>Year</b>
				1st term	
				2nd term	
<b>SOPHOMORE</b>		<b>SOPHOMORE</b>		<b>SOPHOMORE</b>	
<b>Fall</b>	<b>Year</b>	<b>Spring</b>	<b>Year</b>	<b>Summer</b>	<b>Year</b>
				1st term	
				2nd term	
<b>JUNIOR</b>		<b>JUNIOR</b>		<b>JUNIOR</b>	
<b>Fall</b>	<b>Year</b>	<b>Spring</b>	<b>Year</b>	<b>Summer</b>	<b>Year</b>
				1st term	
				2nd term	
<b>SENIOR</b>		<b>SENIOR</b>		<b>SENIOR</b>	
<b>Fall</b>	<b>Year</b>	<b>Spring</b>	<b>Year</b>	<b>Summer</b>	<b>Year</b>
				1st term	
				2nd term	

## **NOTIFICATION OF CRIMINAL BACKGROUND CHECKS OF PUBLIC SCHOOL EMPLOYEES IN MISSISSIPPI**

**The information below is to inform all Teacher Education majors of a change to the Mississippi Code. Please read it carefully, sign and date the form indicating that you understand this portion of the Mississippi Code.**

Senate Bill 2658 amended Section 37-9-17, Mississippi Code of 1972, to require fingerprinting and criminal records background checks for new public schools licensed and nonlicensed employment applicants, to prohibit employment of persons determined through such fingerprinting or background checks to be guilty of certain felonies, to authorize waivers for mitigating circumstances and to provide immunity to school districts and school district employees regarding certain employment decisions, to authorize the School Board of any school district to designate a personnel supervisor or another principal employed by the school district to make or accept recommendations for the employment of non-instructional employees and to transmit approved recommendations to the Board.

SECTION 1. Section 37-9-17. Mississippi Code of 1972, is amended as follows:

37-9-17.(2) The superintendent of the school district shall require that current criminal records background checks and current child abuse registry checks are obtained, and that such criminal record information and registry checks are on file for **any new hires applying for employment as a licensed or nonlicensed employee** at a school not previously employed in such school district *prior to July 1, 2000*. In order to determine the applicant's suitability for employment, the applicant shall be fingerprinted. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Department of Public Safety to the FBI for a national criminal history record check. The fee for such fingerprinting and criminal history record check shall be paid by the applicant, not to exceed Fifty Dollars (\$50.00); however, the school board of the school district, in its discretion, may elect to pay the fee for the fingerprinting and criminal history record check on behalf of any applicant. Under no circumstances shall a school district superintendent, school board member or any individual other than the subject of the criminal history record checks disseminate information received through any such checks except insofar as required to fulfill the purposes of this section.

(3) If such fingerprinting or criminal records checks disclose a felony conviction, guilty plea or plea of nolo contendere to a felony of possession or sale of drugs, murder, manslaughter, armed robbery, rape, sexual battery, sex offense listed in Section 45-31-3(i), child abuse, arson, grand larceny, burglary, gratification of lust or aggravated assault which has not been reversed on appeal or for which a pardon has not been granted, the new hire shall not be eligible to be employed at such school. Any employment contract for a new hire executed by the superintendent of the local school district shall be voidable if the new hire receives a disqualifying criminal record check. However, the school board may, in its discretion, allow any applicant aggrieved by the employment decision under this section to appear before the board, or before a hearing officer designated for such purpose, to show mitigating circumstances which may exist and allow the new hire to be employed at the school. The school board may grant waivers for such mitigating circumstances, which shall include, but not be limited to: (a) age at which the crime was committed; (b) circumstances surrounding the crime; (c) length of time since the conviction and criminal history since the conviction; (d) work history; (e) current employment and character references; (f) other evidence demonstrating the ability of the person to perform the employment responsibilities competently and that the person does not pose a threat to the health or safety of the children at the school.

(4) No school district or school district employee shall be held liable in any employment discrimination suit in which an allegation of discrimination is made regarding an employment decision authorized under this Section 37-9-17.

SECTION 2. This act shall take effect and be in force from and after July 1, 2000.

I acknowledge that I have read and/or had explained to me Sections 1 (2) - Section 2, of SECTION 37-9-17, Mississippi Code of 1972, as amended by Senate Bill 2658. I understand that to be hired in a public school district in Mississippi, I must undergo a criminal background check.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

## Teacher Candidate Licensure Advisory

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

### 1. **Traditional Baccalaureate Teacher Education Program Candidate:**

**A five year educator license is granted to applicants meeting all licensing requirements and completing a state approved or National Council for Accreditation of Teacher Education (NCATE) approved teacher education program from a regionally/nationally accredited institution of higher learning.**

Minimum licensure requirements are as follows:

Educational courses

A full semester of student teaching

Praxis II Principles of Learning and Teaching Test

Praxis II Specialty Area Test in Degree Area

*Please visit the following link to identify specific test codes for assessments that have been validated for the state of Mississippi:*

[http://www.mde.k12.ms.us/ed\\_licensure/pdf/Praxis\\_test.pdf](http://www.mde.k12.ms.us/ed_licensure/pdf/Praxis_test.pdf)

*Praxis tests are administered by the Educational Testing Services (ETS). You may register by telephone at 1-800-772-9476 or [www.ets.org/praxis](http://www.ets.org/praxis).*

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

### **Endorsements with 18 or 21 Hours**

Teachers who wish to add endorsements for most major subject areas may take the Praxis II test or have 18-21 hours of coursework.

\*18 hrs are required if all coursework was completed prior to 9/1/04.

\*21 hrs are required if any portion of the coursework was completed after 9/1/04

\*\*\*Grades must be C or higher.

### **Endorsements with Approved Programs**

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

Please visit the following website for information regarding the requirements for adding specific supplemental endorsements:

[http://www.mde.k12.ms.us/ed\\_licensure/pdf/SUPPLEMENTAL\\_ENDORSEMENTS.pdf](http://www.mde.k12.ms.us/ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf)

### 2. **Licensed Teacher** **Completing Master's Degree:**

If a licensed teacher completes a master's degree in a specific subject area endorsed by the Mississippi Department of Education, the individual will receive a Class AA license in that specific area.

If a licensed teacher completes a master's degree in a general area of education such as, secondary education or curriculum and instruction, the individual will receive a Class AA license in the area of their bachelor level degree earned if it is in a subject area endorsed by the Mississippi Department of Education.

- **This does not include special licenses such as educational leadership, school counseling, and other support services provided to students.**

Please visit the following website for information regarding the subject area endorsements:

[http://www.mde.k12.ms.us/ed\\_licensure/pdf/SUPPLEMENTAL\\_ENDORSEMENTS.pdf](http://www.mde.k12.ms.us/ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf)

### **3. Basic Application Procedures for Licensure:**

1. Download **Licensure Application Packet** (Form #OEL 02-04, Sec. A-F) at [www.mde.k12.ms.us/license.htm](http://www.mde.k12.ms.us/license.htm)
2. Read **Licensure Instructions** and **Checklist** (Form OEL 02-04, Sec. A, pp1-3) to locate the license for which you are applying.
3. Collect documents required for your license and check the correlating boxes on **Licensure Checklist** (Form #OEL 02-04, Sec. A).
4. Complete **Licensure Application** (Form #OEL 02-04, Sec. B).
5. Send **Licensure Application Packet** and all documents required in your license category as a single **COMPLETE PACKET** to the Mississippi Department of Education, Office of Educator Licensure, Post Office Box 771, Jackson, Mississippi 39205-0771.

***Incomplete packets will be returned to the applicant with no action taken.***

## Teacher Licensure Advisory Form

I \_\_\_\_\_, acknowledge that the  
*Print Name*

Mississippi Department of Education licensure process and requirements have been reviewed. I understand that licensure guidelines may change without notice, and it is my responsibility to remain abreast of current requirements.

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Teacher Education Candidate

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Dean of Education/Designee

---

Date

## TEACHER DISPOSITIONS

Name of Teacher Candidate: \_\_\_\_\_

Name of Instructor/Cooperating Teacher: \_\_\_\_\_

One of our functions as instructors and cooperating teachers is to help you become an outstanding teacher. It has come to my attention that you may be having a problem in the following area(s) indicated by a check. In order for me to help you with this, please schedule a time that we can meet to discuss the problem and to create a plan to deal with it.

- \_\_\_\_\_ Punctuality
- \_\_\_\_\_ Attendance
- \_\_\_\_\_ Collegiality and ability to work with others
- \_\_\_\_\_ Use of Language, both written and/or oral
- \_\_\_\_\_ Enthusiasm
- \_\_\_\_\_ Timely Completion of Assigned Work
- \_\_\_\_\_ Dress
- \_\_\_\_\_ Effort going beyond the minimal requirement
- \_\_\_\_\_ Flexibility and willingness to grow and change
- \_\_\_\_\_ Positive Attitude Toward Children
- \_\_\_\_\_ Other

Date and time of conference with candidate: \_\_\_\_\_

Action plan resulting from conference:

Comments of candidate:

\_\_\_\_\_  
Signature of Teacher Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Instructor/Cooperating Teacher

\_\_\_\_\_  
Date

**Office of Field Experiences  
Mississippi University for Women  
1100 College Street, MUW-1637  
Columbus, MS 39701**

cc: Office of Field Experiences

## The Professional Portfolio

### What is a Professional Portfolio?

The Professional Portfolio is a collection of samples of teaching performance - not just what one believes, but artifacts and examples of what has actually been done. The collection can show the candidate's teaching readiness skills to prospective employers; it documents specific skills and abilities, provides means for reflection, and offers the opportunity to critique one's work. It is more than an enhanced resume and more than a scrapbook collection of lesson plans and photos of students.

The portfolio will center on the 10 INTASC standards and will show the teacher candidate's growth, decision-making skills, and demonstrated understanding of INTASC standards.

### Professional Portfolio Requirement

Each teacher education student will be required to present a Professional Portfolio during ED 302, methods courses, and during the Professional Semester. The portfolio concept and format are introduced in ED 300, Education as a Profession, and students are encouraged to save work samples and experiences with learners throughout the teacher education program. The Portfolio then becomes a developmental process much like the teaching file which is strengthened each semester.

### Portfolio Assessment

- < When: Begins in ED 300, submit three times -- in ED 302, as part of the methods course, and at the end of student teaching.
- < Evaluator: Course instructor (ED 302 and methods) and university supervisor.
- < For What: Exit requirement from student teaching.
- < Formative and Summative
- < Evidence: Artifact that matches each INTASC Standard and a reflection on that artifact, in addition to statement of educational philosophy, etc.
- < Evaluated three times by a rubric created by the Teacher Education Faculty (TEF)
- < Materials: 3-ring binder and CD (electronic portfolio)

### Possible Inclusions

Cover/Title Page - nature of document (*Professional Portfolio*), for whom (*name*), and area(s) of licensure

Table of Contents - or indication of how reviewer can navigate the portfolio

#### Personal/Professional Profile

Resume, Photo, Transcript, Praxis Scores, Letters of Reference,  
Philosophy of Education - *brief statement of specific beliefs about nature of learners, teacher's role, learning strategies, assessment, classroom management, role of particular subject area; avoid the Aone size fits all@ statement that could belong to any member of the profession. This should be one or two pages.*

#### Plans for Teaching

Classroom Management Plan (*created in ED 401*)  
Learning Styles or Interest Inventory created  
Sample lesson plan developed and taught

### Artifacts - INTASC Standards

Include an artifact for each of the 10 INTASC Standards. Write a one-page reflection for each artifact.

#### Evaluating and Giving Feedback to Students

Tests you have constructed and evaluated  
Student scores before and after a unit has been taught

#### Contact with Parents

Logs of phone calls/conferences  
Letters/notes

### **Mechanics of Presentation:**

Form of Presentation: Loose-leaf 3-ring binders are chosen for collection and presentation of items because they allow for additions and deletions to meet specific purposes: securing a teaching position, documenting professional development, applying for national board certification.

Binder Type: Consider a 3-ring binder with a cover sleeve to present the portfolio identification. Binders with clear plastic on front, back, and spine are less likely to get soiled in handling.

Binder Color: Neutrals -- black, white, navy -- are generally viewed as more professional.

Binder Size: A 2" or 3" binder is usually adequate.

Index Tabs: Clear self-adhesive tabs which can be affixed to plastic sleeve or cardstock divider pages provide a professional look. Standard 8 1/2 x 11 tabbed divider pages are not large enough to extend beyond plastic page protectors.

Horizontal entries are more conveniently viewed if all are presented in same direction so the notebook does not have to be twisted and turned for viewing.

## Sample Professional Portfolio Reflections

### **Artifact # 3**

INTASC Standard number three states, “The teacher understands how students differ in their approaches to learning and creates instructional opportunities that challenge diverse learners.”

To provide an example of this standard, I have prepared a case study of a student in my field experience class that I observed while taking a course called *The Art and Science of Teaching*. I personally tutored the child after school as well. The seventh grader I worked with had just moved to America and spoke Spanish as her native language. Though she could speak English fairly well, the student had trouble pronouncing and spelling new words. In my case study I analyzed the student’s academic, social, and emotional needs and then described in detail how I would meet those needs if she were in my classroom.

I chose this artifact to represent INTASC standard number three because my work with the bilingual student exemplified my understanding of her diverse needs. In my case study I discuss how the student used avoidance strategies when she could not think of the English word she was trying to say. I also explain how, in the beginning, her Spanish language interfered with learning English spelling words. However, after I tutored the 7<sup>th</sup> grader, she began to use her Spanish language to help her remember spellings. In my case study, I discuss the cultural shock that the student was experiencing and provide a plan for how I would promote gradual recovery within the student. By addressing the child’s academic, social, and emotional needs, her motivation and learning could increase. Therefore, to meet the student’s diverse needs, my case study suggests particular grouping strategies, learning style-focused activities, and meaningful, realistic assignments.

Overall, I feel my case study was thorough and professional in its analysis. However, I believe that the paper is weak in addressing the child’s social needs in an effective way. Though I suggest various grouping strategies, I feel more needs to be done to help the child adjust to American culture. Perhaps the school counselor could intervene so the child will feel supported by several people. I also feel the student benefited from our tutoring time; therefore, I would use this method in my own classroom as well. By completing the case study, I have gained a better understanding of how to meet the needs of diverse students.

### **Artifact # 4**

INTASC Standard number four states, “The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical and creative thinking, problem solving, and performance skills.”

To provide an example of this standard, I have completed an instructional portfolio on the topic of poetry for my course, *The Art and Science of Teaching*, in the spring of 2004. In my poetry unit, I have included lessons at each level of Bloom’s Taxonomy that includes higher-level thinking, technology, and flexible grouping. Each lesson also addresses multiple intelligences and learning styles.

I selected my instructional portfolio to reflect standard number four because it contains several strategies that promote a higher-level of student learning. For example, by addressing each of the multiple intelligences and learning styles, the needs of many students are met. Students are motivated, and their learning increases when they discover how successful they are when allowed to incorporate their individual intelligence or learning style into the lesson. By planning my lessons around Bloom’s Taxonomy, the products within each

of my lessons encourage critical and creative thinking, especially at the synthesis and evaluation levels. The products of each lesson enable students to develop and improve their performance skills. Through flexible grouping and the use of technology, students are given various opportunities to increase their learning. In addition, students demonstrate advance problem solving skills by discussing higher-level thinking questions.

As a way to strengthen my poetry unit, I would incorporate more advanced technology into the lessons. For example, instead of having the students type their presentation, I could have them create a power-point presentation. To strengthen the musical aspect of my lessons, I could have the students write a poem that they actually turn into a song and perform for the class. Overall the unit is very strong in creatively incorporating the various multiple intelligences and learning styles. Through all the strategies presented, students can decide which method helps to increase their learning the most.

### **Artifact # 7**

INTASC Standard number seven states, “The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.” To give an example of this standard, I have provided a preliminary planning document for a unit on poetry that I compiled in a course in the spring of 2004 called the art and science of teaching. Through this document I exemplified how I planned to incorporate the State’s Curriculum Framework into my unit. I also discussed my goal for the year in the subject area of English and, specifically, my goal for my poetry unit. Plus, I developed “fat questions” about my topic and described how I would relate my unit to the student’s lives and interests.

I chose this planning document to represent standard number seven because it clearly reflects my ability to plan instruction based on the needs and requirements of my surroundings. For example, I demonstrated an understanding of English and poetry by stating my goals for the year and for my unit. My knowledge of the subject matter was also evident in the “fat questions” I developed. By relating my unit to the lives of my students, I exemplified my understanding of the students and their community. Lastly, I displayed my comprehension of planning curriculum goals by creating goals of my own that were directly related to the State’s Curriculum Framework. By having a good understanding of the subject matter, students, community, and curriculum goals, I can create a unit that promotes and increases student learning.

There are a few things I would change within my planning document to make it stronger. For example, I do not believe my unit goal is narrow enough. I want to incorporate so much more than is stated. The “fat questions” also need further development to insure that the class discussion will remain active. However, I am pleased with my method for relating the unit to the lives and interests of my students. Overall, this document was successful in leading me in the right direction to create an effective curriculum unit.

### **Article # 8**

INTASC standard number eight states, “The teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, physical, psychological, social, moral, and personal development of the learner.”

To provide an example of this standard, I have included a formative assessment that I wrote in the spring of 2004 for my class called *The Art and Science of Teaching*. To demonstrate my ability to use formative assessment, I analyzed the test results of an exam taken by the students in my field placement classroom. Through my analyses, I determined which students needed enrichment and which ones needed remediation. Then I described the

kinds of activities I would provide to the students who excelled on the exam, those who had some errors, and those who failed to understand the concepts being tested.

I chose the formative assessment to represent standard number eight because it shows my understanding and use of formal and informal assessment to increase student learning and development. For example, to remediate the group of students who had some errors on their test, I split them into groups so they could discuss the correct answers to the questions they answered incorrectly. To represent formal assessment, the students had to write a paragraph exemplifying the writing term they answered incorrectly. For the low level group, I provided examples of the writing terms and then asked the group to do a role play that exemplified the term. This method of assessment was informal and allowed the students to socially interact with each other while learning. The low level students were also allowed to maintain their dignity by entertaining the class with the role play. Through these assessment strategies, the students' intellectual, physical, psychological, social, moral, and personal development increased.

As a weakness, I feel my formative assessment is a bit confusing in its description of the low level errors. To make this section clearer, I am going to provide a copy of the test I analyzed. However, I am pleased with the paper's depth of the enrichment and remediation activities. Through these activities, I believe student learning will increase.

**Teacher Education Candidate  
Portfolio Assessment Checklist**

---

Teacher Candidate's Name

**ED 302 Assessment**

- Candidate has included 4 artifacts.
- Each artifact has addressed a different INTASC standard.
- Each artifact and standard is described, including the semester and course when the artifact was completed.
- Each artifact is analyzed.
- Candidate had reflected on each artifact.

---

Name of Instructor

Date: \_\_\_\_\_

\*\*\*\*\*

**Methods Course Assessment**

- Candidate has included 6 artifacts (to include the previous 4 artifacts).
- Each artifact has addressed a different INTASC standard.
- Each artifact and standard is described, including the semester and course when the artifact was completed.
- Each artifact is analyzed.
- Candidate had reflected on each artifact.

---

Name of Instructor

Date: \_\_\_\_\_

**Assessment by University Supervisor**

\_\_\_\_\_ Candidate has included 10 artifacts (to include the 6 previous artifacts).

\_\_\_\_\_ Each artifact has addressed a different INTASC standard.

\_\_\_\_\_ Each artifact and standard is described, including the semester and course when the artifact was completed.

\_\_\_\_\_ Each artifact is analyzed.

\_\_\_\_\_ Candidate had reflected on each artifact.

\_\_\_\_\_  
Name of Instructor

Date: \_\_\_\_\_

# Quality Assurance Policy & Warranty Agreement For Beginning Teachers

## Mississippi University for Women

According to IHL policy 506.01, each public institution of higher learning offering Teacher Education programs will ensure that its graduates:

1. Have sufficient subject matter knowledge in all areas included on their teaching certificate;
2. Can demonstrate success in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning;
3. Are able to use telecommunication conducive to learning;
4. Can maintain an environment conducive to learning.

Within the **first two years** after graduation, **Mississippi University for Women** will provide additional training to any graduate who is teaching in-field and at a grade level included on the certificate and is judged by the employing Mississippi school district and the university school district liaison to need additional training to be effective in helping students make satisfactory progress.

**Additional training will be provided at no cost to the teacher or to the school district.** This training will consist of an individualized plan with specified learning outcomes agreed upon between the school district and the university.

Before remediation is requested by the school district, there must be at least two formal assessments, documentation of professional development provided by the school, a copy of the professional improvement plan, and a written explanation of the principal's rationale for referring the teacher to the university.

The Quality Assurance Policy does not apply in situations where the teacher has been given an unreasonable number of assignments, an out-of-field assignment, an excessive number of students, or when other contextual arrangements exist which conflict with the idea of minimal and necessary support for beginning teachers.

This policy is effective with the 2002 education graduates.

---

I acknowledge that I have been briefed on the Quality Assurance Policy and understand its provision.

\_\_\_\_\_  
Teacher Candidate's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Candidate's Signature

## **Interstate New Teacher Assessment And Support Consortium (INTASC) Standards**

The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, crafted model standards for licensing new teachers. Developed by representatives of the teaching profession along with personnel from 17 state education agencies, these standards represent a common core of teaching knowledge and skills that will help all students acquire 21<sup>st</sup> century knowledge and skills. The standards were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards. This document addresses the knowledge, dispositions, and performances (skills) deemed essential for all teachers regardless of their specialty area.

### **STANDARDS**

**Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#### **Knowledge**

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
3. The teacher can relate his/her disciplinary knowledge to other subject areas.

#### **Dispositions**

1. The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
3. The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
4. The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

#### **Performances**

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

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

### **Knowledge**

1. The teacher understands how learning occurs -- how students construct knowledge, acquire skills, and develop habits of mind -- and knows how to use instructional strategies that promote student learning.
2. The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
3. The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

### **Dispositions**

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

### **Performances**

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

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### **Knowledge**

1. The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps students' strengths as the basis for growth.
2. The teacher knows about areas of exceptionality in learning -- including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
3. The teacher knows about the process of second language acquisitions and about strategies to support the learning of students who first language is not English.
4. The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
5. the teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

### **Dispositions**

1. The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
2. The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
3. The teacher is sensitive to community and cultural norms.
4. The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

### **Performances**

1. The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
2. The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
3. The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, and communication and response modes) for individual students who have particular learning differences or needs.
5. The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. Drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The teacher creates a learning community in which individual differences are respected.

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

### **Knowledge**

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, intervention, memorization and recall) and how these processes can be stimulated.
2. The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
3. The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

### **Dispositions**

1. The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
2. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

### **Performances**

1. The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
2. The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance

capabilities and that help student assume responsibility for identifying and using learning resources.

3. The teacher constantly monitors and adjusts strategies in response to learner feedback.
4. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of students.
5. The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **Knowledge**

1. The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
2. The teacher understands how social groups function and influence people, and how people influence groups.
3. The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
4. The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperating, and purposeful learning in the classroom.
5. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

### **Dispositions**

1. The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
2. The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
3. The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
4. The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
5. The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

### **Performances**

1. The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
3. The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
4. The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

6. The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **Knowledge**

1. The teacher understands communication theory, language development, and the role of language in learning.
2. The teacher understands how cultural and gender differences can affect communication in the classroom.
3. The teacher recognizes the importance of nonverbal as well as verbal communication.
4. The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

### **Dispositions**

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

### **Performances**

1. The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
2. The teacher supports and expands learner expression speaking, writing, and other media.
3. The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
4. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
5. The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### **Knowledge**

1. The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
3. The teacher knows when and how to adjust plans based on student responses and other contingencies.

### **Dispositions**

1. The teacher values both long term and short term planning.
2. The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
3. The teacher values planning as a collegial activity.

### **Performances**

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

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

### **Knowledge**

1. The teacher understands the characteristics, uses, advantages, and limitations of different types of assessment (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
2. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

### **Dispositions**

1. The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
2. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

### **Performances**

1. The teacher appropriate uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
2. The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

4. The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
5. The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
6. The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### **Knowledge**

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

### **Dispositions**

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

### **Performances**

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

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **Knowledge**

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

### **Dispositions**

1. The teacher values and appreciates the importance of all aspects of a child's experience.
2. The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
3. The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
4. The teacher respects the privacy of students and confidentiality of information.
5. The teacher is willing to work with other professionals to improve the overall learning environment for students.

### **Performances**

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