

The
W **2018-2019**
Teacher Education Handbook
A guide to the Teacher Education Program and Clinical Experiences

College of Arts, Sciences, and Education
Division of Education and Outreach
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MUW Education Department

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 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.

The W maintains steady recognition as one of the top 20 public southern regional universities in rankings released by *U.S. News & World Report*. The *U.S. News & World Report's* annual "Best Colleges" guide ranks institutions based on quantitative data such as freshman retention, graduation rates and strength of faculty, and it also includes qualitative factors such as surveys of peer institutions and evaluations by high school counselors.

The Division of Education and Outreach offers both undergraduate and graduate degrees to help students maximize an understanding of teaching, leading, and learning. Housed within the College of Arts, Sciences, and Education is an undergraduate degree program in Elementary Education and graduate degree programs in Master of Arts in Teaching, and Master of Education in Education with concentrations in Educational Leadership, Gifted Studies, and Reading Literacy.

The Division of Education and Outreach also provides education coursework for those seeking teaching certification in other areas. These other education degrees options are available within their respective academic departments and include K-12 or 7-12 Mississippi Licensure eligibility. The licensure programs in K-12 include Music Education, Spanish Education, and Theater Education with Teacher Certification. The licensure programs in 7-12 include Biology with Teacher Certification, English Major with Teacher Certification, History with Teacher Certification, Social Studies with Teacher Certification, and Mathematics with Teacher Certification. Additionally, the W offers institutional-approved programs for Mississippi add-on teaching endorsements in several subject areas.

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 (MUW) 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.

The *MUW Teacher Education Handbook* is designed as a supplement to the [Mississippi University for Women Undergraduate and Graduate Bulletins](#). This *Handbook* 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 not only to be familiar with the requirements in this *Handbook* and in the MUW Bulletins, but also to be in close communication with an education advisor and the [Mississippi Department of Education Office of Educator Licensure](#) web site. Specific policies and procedures governing the professional semester are detailed in the *Teacher Internship* section of this *Handbook*. The policies and procedures in this *Handbook* may change without notice as state of Mississippi educator licensure requirements change to ensure that this *Handbook* is aligned accurately with licensure requirements. Please refer to the Mississippi Department of Education Office of Educator Licensure web site for the most up-to-date information.

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 faculty reserve the right to adjust program-specific policies at any time to promote the best interest of those involved in the program and to be in compliance with state regulations and best practices regarding teacher education.

Accreditation



The College of Arts, Sciences, and Education at Mississippi University for Women is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Mississippi University for Women. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.



In 2013, the National Council for the Accreditation of Teacher Education (NCATE) merged with Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation. caepnet.org



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. (IHL Policy 518)

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Teacher Education Program Governance

TEACHER EDUCATION COUNCIL

The Teacher Education Council serves as the governing body for the Teacher Education programs. Membership on the Teacher Education Council consists of all members of the Teacher Education faculty, Deans of Colleges and Department Chairs that offer teacher certification programs, one undergraduate and one graduate teacher education student and at least one representative of the area schools. The Council is chaired by the Head of the Teacher Education Unit. The Chief Academic Officer serves as an ex officio member of the Teacher Education Council.

The Council reviews all proposed revisions in teacher education requirements and policies from the Teacher Education faculty and/or the subject-area programs to ensure compliance with CAEP, Mississippi Department of Education, and University requirements and policies. Recommendations from the Council are forwarded to the Dean of the College of Arts, Sciences, and Education who will forward the recommendations (with his/her suggestions for approval or disapproval) to the Chief Academic Officer, Undergraduate Curriculum Council, or Graduate Council, as appropriate, for further action. (MUW PS # 3533)

The Department of Education secretary serves as the recording secretary for the Teacher Education Council.

EDUCATOR PREPARATION PROGRAM (EPP) DATA REVIEW LEADERSHIP TEAM

The Mississippi University for Women Educator Preparation Program (EPP) Data Review Leadership Team serves as a leadership group to review data results and processes for the unit assessment system. The Team collects and analyzes assessment data periodically reviews the assessment system and recommends changes to the Teacher Education Council.

The Team meets a minimum of three (3) times each academic year: end of fall semester or beginning of spring semester, end of summer or beginning of fall. Additional meetings and/or work sessions may be called as needed.

Membership

Dean of the College of Arts, Sciences, and Education

Chairperson of the Education Department (*serving as facilitator of the EPP Data Review Leadership Team*)

Accreditation Coordinator

Assessment Coordinator

Director of Field Experiences

Statewide Collaboration

Rotating Representatives:

Undergraduate Education Department Faculty Member

Graduate Education Faculty Member

7-12 Teacher Educators

K-12 Teacher Educators

K-12 School Representative

2017-2018 Teacher Education Council Membership

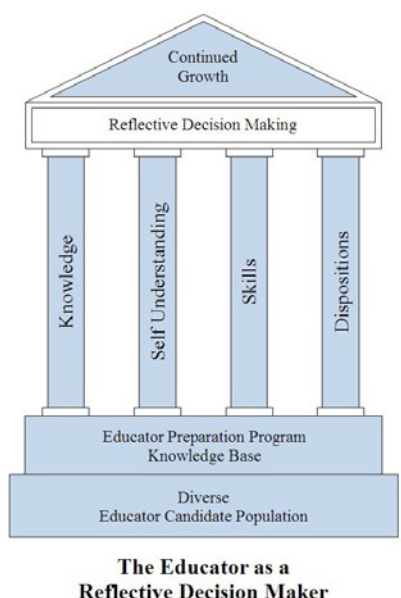
Please refer to the [MUW online directory](#) to access contact information for each member.

NAME	POSITION	COLLEGE/DEPT/UNIT
Alpe, Twila Dr.	Faculty	Department of Education
Anderson, Brian Dr.	Dean	College of Arts, Sciences, and Education
Bennett, Kelly Dr.	Faculty	Department of Education
Carter, David	Department Chair	Department of Theatre
Dickey, Brenda Dr.	Faculty	Department of Education
Dickey, Shawn	Department Chair	Department of Art and Design
Fortenberry, Dionne Dr.	Co-Chair	Department of Science and Math
Hatton, Martin Dr.	Division Head	Department of Education and Outreach
Hodges, Chrystal Dr.	Faculty	Department of Education
Holloway, Erin Ms.	Faculty	Department of Languages, Literature, and Philosophy
Hooks, Jonathan Dr.	Faculty	Department of History, Political Science, and Geography
Kempker, Erin Dr.	Department Chair	Department of History, Political Science, and Geography
Matthews, Ashley	Faculty	Department of Education
Mortyakova, Julia Dr.	Department Chair	Department of Music
Oppenheimer, Bonnie Dr.	Co-Chair	Department of Science and Math
Dunkelberg, Kendall Dr.	Department Chair	Department of Languages, Literature, and Philosophy
Tollison, Scott Dr.	Interim Provost/VPAA	MUW Administration
TBD	Public School rep	TBD
Simmons-Diez, Blanca Dr.	Faculty	Department of Science and Math
Stockton, Phillip Dr.	Faculty	Department of Music
Neal, Taylor	Undergraduate Student	Department of Education
Walters, Sean	Graduate Student	Department of Education
Todd, Leigh	Faculty	Department of Education
Wilmoth, Zelda	Faculty	Department of Education

Mississippi University for Women

Educator Preparation Conceptual Framework

The **Mississippi University for Women Conceptual Framework** is based upon the *Educator as Reflective Decision Maker* and represents the foundational professional beliefs and practices guiding the development of educator candidates within the Mississippi University for Women Educator Preparation Program. The current model and framework were developed a number of years ago as a collaborative process involving the MUW faculty and constituency, and the unit has continued to find the framework relevant over time. Reviews and modifications have been used to update it and ensure continued viability.



The elements of the conceptual framework represent:

Diverse Educator Candidate Population (Foundation)

The foundation for the conceptual frameworks is the diverse educator candidate population. The faculty and administration of the university are committed to recruitment of a diverse educator candidate population. The challenges and responsibilities of the Mississippi University for Women Educator Preparation Program Unit are to nurture all candidates' individual differences while providing them with development of appropriate depth and breadth in their understanding and experiences related to content, pedagogy, content pedagogy, and professionalism as educators. The faculty seeks to develop within each candidate acquisition of knowledge, self-understanding, skills, and dispositions to practice appropriate professional reflective decision making.

Educator Preparation Program Knowledge Base (Next Pedestal of Support)

When undergraduate educator candidates initially enter Mississippi University for Women, they are introduced to a strong general knowledge base in core subject content areas through the required [university general education curriculum](#). After admission to the Teacher Education Program, teacher candidates continue their studies in their professional education courses and are guided to develop knowledge, skills, and dispositions to be successful educators who practice reflectively. The curricula for all educator preparation programs within the unit, including both content specific and professional education coursework, are based on well-founded theories and current research.

The knowledge base is delivered through an integration of experiences in both theory and practice for candidates. The pillars of the model represent all aspects of learning– knowledge, self-understanding, skills, and dispositions. For undergraduate educator candidates, a carefully articulated progression of clinical experiences begins in the (ED 302) *The Art and Science of Teaching* course and concludes with the full-time internship (ED 406, 407, 409) during the final professional education semester. For graduate candidates, theory and practical experiences, including internships, are integrated and embedded in required courses. Educator candidates are encouraged and guided in using metacognition and reflection to develop self-understanding. Their knowledge, skills, and dispositions are assessed at levels throughout the program, and feedback is provided to foster growth.

Knowledge Base, Self-Understanding, Skills, and Dispositions (Pillars of the Model)

Educator candidates in the Mississippi University for Women Educator Preparation Program Unit are expected to develop and demonstrate professional competency in the areas represented in the pillars on the model: (a) **applying knowledge** that is related to content, pedagogy, and content pedagogy; (b) **developing self-understanding** through guided reflection upon their own practices, beliefs, and skills development; (c)) **practicing appropriate teaching, leadership, and professional skills** that support positive impact on K-12 student learning; and (d) **acquiring and/or refining dispositions** that foster learning and positive human relationships, reflect appropriate work and professional ethics, and demonstrate reflection upon their own values and decision making.

The progression of study through the undergraduate programs require minimum grades of “C” in professional education courses, specific content courses, and other specific courses as identified in program materials. Professional education courses are defined by the unit as those which provide components in theory in teaching and learning, pedagogy, or content pedagogy.

Reflective Decision Making (Entablature resting on the Pillars in the model)

The anticipated outcome for both graduate and undergraduate Educator Candidates is an ability to utilize reflective decision making in all aspects of professional practice. Candidates are guided in developing these skills through experiences in all aspects of the progression through their programs of study. Toward the accomplishment of this aim, the Mississippi University for Women Educator Preparation 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 for aspiring teacher candidates. Experiences are aligned with these standards. For aspiring administrators, the alignment is with the [Interstate School Leaders Licensure Consortium Standards](#), [Educational Leadership Constituents Council](#), and the [National Board of Professional Standards for Administrators](#).

Continued Growth (Pediment above the Entablature)

Educator candidates are guided and encouraged throughout their programs of study to continue to develop professional skills throughout their careers and to pursue lifelong learning and professional growth. The pediment at top of the figure represents this goal for graduates of the programs. The university faculty are also expected to model these behaviors themselves in their own continued growth and professional behavior.



MUW Licensure Programs

ENDORSEMENT CODE	ENDORSEMENT AREA
ELEMENTARY GRADE LEVELS	
116	Elementary Education (K-3)
120	Elementary Education (K-6)
MIDDLE GRADE LEVELS	
901	Concentration Area for Mathematics (7-8) <i>added to Endorsement 120</i>
SECONDARY EDUCATION AND SPECIAL SUBJECTS	
102	Art (K-12)
181	Biology (7-12)
185	Chemistry (7-12)
119	English (7-12)
192	History/Social Studies (7-12)
154	Mathematics (7-12)
166	Music Education/Vocal (K-12)
144	Physical Education (K-12)
140	Spanish (K-12)
123	Drama (K-12)
INSTITUTIONAL ADD-ON ENDORSEMENTS TO AN INITIAL LICENSE	
111	Computer Applications (K-12)
153	Childhood Development (Pk-K) <i>added to Endorsement 116 or 120 only</i>
119	English (7-12)
188	Science (7-12)
192	Social Studies (7-12)
154	Mathematics (7-12) <i>*Specific course work at MUW required.</i>
143	Comprehensive Health (K-12)- <i>Life Sciences and Health & Kinesiology with Teacher Certification Majors</i>
182	Physical Science (7-12)- <i>Chemistry with Physical Science Teacher Certification Majors ONLY</i>
223	Special Education: Mild/Moderate Disability K-8 (Elementary only)
224	Special Education: Mild/Moderate Disability 7-12 (Sec. or special subject only)
GRADUATE DEGREE OR CERTIFICATION PROGRAMS	
207	Gifted Education (K-12) <i>Certification Program or Master's Degree</i>
174	Reading/Literacy (K-12) <i>Certification Program or Master's Degree</i>
143	Health Education (K-12) <i>Certification Program for H & K or Master's Degree</i>
215	Speech and Language Pathology Clinician (K-12) <i>SLP Master's Degree</i>

Note: *The add-on endorsements listed above are specific to MUW and require an institutional recommendation to the Mississippi Department of Education. All courses required for these institutional endorsements must include the specific courses listed in the current MUW bulletin, and the course must be taken at MUW, earning a "C" or better.*

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 ensure 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.

Student Record of Progression through the Undergraduate Education Program

For complete curriculum worksheets in each major, please access <http://bulletin.muw.edu/>

1. Admission to University

All paperwork concerning admission to MUW can be secured from and returned to the [Office of Admissions](#) (Telephone: 329-7106).

2. Declaration of a Major

Date of Admission to MUW _____

in Teacher Education

Elementary Education major students report to the Education Department for assignment of an advisor.

Other secondary/K-12 majors should report to the content area departments for an academic advisor.

Advisor's Name

Phone/Email

Office

3. Core Classes

Students should meet with his or her academic advisor each semester during the designated pre-registration time to plan coursework for future semesters. See the current [MUW Academic Calendar](#) for dates.

4. Admission to Teacher Education

All TE admission
documentation is
submitted via
Taskstream™

Admission to Teacher Education is initiated in **ED 302: Art and Science of Education**. This step usually occurs during the sophomore year or first semester of the junior year.

Date of Admission to Teacher Education _____

Teacher Education Admissions Checklist	Date Completed
TaskStream Registration	
Required Notifications +Statement of Understanding of MUW TE Program and Permission for Access of Records +Teacher Education Briefing Notification +Teacher Licensure Advisory Notification +Acknowledgement of Understanding of Background Check	
Criminal Background Check Cleared	
Minimum Grade of "C" in ED 300	
Minimum Grade of "B" in ED 302	
Completion of 44 semester hours* and Minimum Overall GPA of 2.75	
Passing Score on Mississippi Foundations of Reading Exam (Elementary Education Majors Only)	
Passing Scores on Praxis Core Academic Skills for Educators or ACT or SAT	

Tested Areas	Praxis Core Academic Skills for Educators Scores	Date Taken
Reading		
Writing		
Mathematics		
Test scores must be more than 5 years old at time of initial admission. Residual ACT scores from MUW are accepted. OR Minimum ACT composite score of 21 or SAT equivalent at time of admission to college. <i>ACT or SAT option is not applicable for Speech Pathology majors. Candidates from other states should be aware that the ACT or SAT may be used for progression through the MUW Teacher Education Program but other licensure requirements may be required.</i>		
ACT COMPOSITE SCORE		
SAT COMPOSITE EQUIVALENT		

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.

Student Record of Progression through the Undergraduate Education Program

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 complete MA 113 *College Algebra (or MA higher)*, EN 101 *English Composition I*, EN 102 *English Composition II*, COM 101 *Oral Communications*, MA 111 *Modern Elementary Math I*, and MA 112 *Modern Elementary Math II* (MA 111-112 applies to Elementary Education majors only) and any other professional education courses. 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.

5. Admission to Teacher Internship

The application for Teacher Internship is provided through Taskstream™ around the midterm of each semester. See your academic advisor or inquire in the Education Department for access.

All TI admission
documentation is
submitted via
Taskstream™

Date of Admission to Teacher Internship _____

Teacher Internship Admissions Checklist					Date Completed
Admission to Teacher Education (<i>At least one semester prior to filing application for TI</i>)					
Completion of 84 Semester Hours (<i>Must include all required professional education courses</i>)					
Application for Teacher Internship (semester prior to TI)					
Ethics Statement and Insurance Verification/Release of Liability					
Praxis Principles of Learning and Teaching (PLT) Passing Scores					
Praxis Subject Area Assessment Passing Scores (Cut scores vary by subject area)					
Overall Minimum GPA of 2.75***					
MUW Minimum GPA of 2.75***					
75 Hours of Working with Children Documentation (Secondary and K-12 only)					
Mississippi Teacher Intern 101 License Issued					
Minimum Grade of "C" in the following courses:					
English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED courses	All Endorsement Area Courses
Elementary Majors ONLY:					
Math 111			Math 112		

Praxis II Tested Areas	Your Score	Date Taken
PLT		
Subject Area Assessment		

NOTICE REGARDING PROFESSIONAL EDUCATION AND ENDORSEMENT AREA COURSEWORK

ED 302 Art and Science of Teaching requires a minimum grade of "B". Students who may retake this course may only do so one time and must earn a minimum of a "B" the second time.

If a Teacher Candidate receives a "D" or "F" in an endorsement area course or professional education course (other than ED 302) and retakes the course to earn a "C" or above, only the second grade is used for figuring endorsement area or professional area GPA. Teacher Candidates may not take a professional education course more than two times.

Students Record of Progression through the Undergraduate Education Program

6. Admission to Candidacy for Graduation

Admission to Candidacy for Graduation Checklist	Completed
<i>Residency Requirements (Minimum of 30 semester hrs. credit from MUW, excluding correspondence courses and advanced standing exams)</i>	
2.75 Overall GPA	
2.75 MUW GPA	
2.75 GPA in major field	
Credit hours in chosen curriculum	
Application for degree filed with Registrar by the deadline. <i>(See the MUW academic calendar.)</i>	

7. Application for Teaching License

Application for Teaching License Checklist	Completed
Completion of all degree requirements and all Teacher Education program requirements	
Minimum grade of "C" in Teacher Internship	
Satisfactory scores on PRAXIS CORE or ACT or SAT and PRAXIS II (Scores have been sent to MDE)	
Satisfactory scores on MS Foundations of Reading Exam (Elementary Ed only)	
Transcript request to MDE (Degree date must show as conferred)	
Submit online licensure application: https://sso.mde.ms.gov/Login/Login.aspx	

Classes of Educator Licensure in Mississippi

Class A license requires a baccalaureate degree.

Class AA license requires a master's degree.

Class AAA license requires a specialist degree.

Class AAAA license requires a doctoral degree.

Supplemental Endorsements for Mississippi Teacher Certification

Additional endorsements in content or special subject areas may be added to a 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.

For the most up-to-date licensure information in the State of Mississippi:

Mississippi Department of Education
Office of Educator Licensure
601-359-3483 teachersupport@mde.k12.ms.us
<http://www.mde.k12.ms.us/oel>

Beginning the Program

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 ensure 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.

ED 300 Education as a Profession

ED 300 *Education as a Profession* is the first education course to be taken. This course seeks to involve prospective teachers in the issues of schooling and education and to give them a clear view of the skills and knowledge they will need to be successful professionals. The philosophical foundations and history of American education, governance, finance, and ethical and legal issues are discussed. (3 credits)

ED 302 Art and Science of Teaching

ED 302 *Art and Science of Teaching* is a gateway course to the program and requires a minimum grade of “B”. It may be taken during the same semester as ED 300 but **should be taken immediately following ED 300**. Teacher candidates complete a clinical experience with this course. School and classroom placements are made through the MUW Office of Field Experiences in cooperation with the appropriate school district. The clinical schedule determined by the individual teacher candidate in cooperation with the assigned teacher. It is the student’s responsibility to make a diligent effort to contact the cooperating teacher (**multiple ways, if necessary**) to establish an observation schedule. If a student has difficulty connecting with the teacher, please notify the ED 302 course instructor. Formal application for admission to the Teacher Education Program begins in this course.

The Professional Portfolio: Your submission of entries for the professional portfolio begin with the ED 300/ED 302 courses and will continue through the final semester of the Teacher Internship. All submissions for the portfolio are uploaded to Taskstream™. Access your Taskstream™ account for the professional portfolio rubric. Your course instructors will provide portfolio guidelines.

ED 302 Course-related Expenses

1. **Registration fee for CORE ACADEMIC SKILLS FOR EDUCATORS (CORE)**
 - a. \$90 per test or \$150 for the Combined Version (*as of 08/01/15*).
 - b. Go to www.ets.org for current fees. *Note: An additional registration fee may apply.*
2. **Background check fee** (*One background check is valid for students who are continuously enrolled at MUW.*)
 - a. Fee charged to BANNER account at time of course registration.
 - b. Go to <https://scholar.verifiedcredentials.com/muw> for current fees and information.
 - c. MUW SCHOOL CODE: WXCYJ-92947
3. **Task Stream Registration fee for 4 semesters**
 - a. 2-year subscription fee charged to BANNER account at time of course registration
 - b. If completion of the program takes more than 4 semesters (including the ED 300 semester) students are responsible for extending their membership subscription.

MA 111 Modern Elementary Math for Elementary Education Majors

Teacher candidates who register for MA 111 *Modern Elementary Math* need to obtain information about the pre-test that will be given the first day of class from Dr. Bonnie Oppenheimer in Room 106B in Parkinson Hall or from an elementary education advisor.

Course Information

Restricted Professional Education Courses

These courses require admission to Teacher Education.

ED 305*	Methods of Teaching Math in Elementary & Middle School
ED 310*	Methods of Teaching Social Studies in Elementary & Middle School
ED 311	Elementary Residency I
ED 312*	Methods of Teaching Science in Elementary & Middle School
ED 334*	Methods of Teaching Reading and Language Arts in Elementary & Middle School
ED 335	Elementary Residency III
ED 366	Reading Assessment & Intervention
ED 367	Elementary Residency II
ED 401	Classroom Management
ED 406, 407, 409*	Teacher Internship
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
ART 340	Materials & Methods in Art Education
KIN 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)
MUS 325	Secondary Music Methods
TH 207	Materials and Methods of Creative Dramatics

Frequency of Course Offerings – Fall and Spring

ED 299	Special Topics in Education
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 311	Elementary Residency I
ED 312*	Teaching Science in Elementary & Middle School
ED 334*	Methods for Teaching Reading and Language Arts in Elem. & Middle School
ED 335	Elementary Residency III
ED 366*	Reading Assessment & Intervention
ED 367	Elementary Residency II
ED 361	Early Literacy Instruction I
ED 362	Early Literacy Instruction II
ED 365	Content Area Reading
ED 297	Computers in the Classroom
ED 401	Classroom Management
ED 406, 407, 409*	Teacher Internship
PSY 206	Human Growth & Development
ED 306	Introduction to Exceptional Learners
ED 351	Educational Measurement
PSY 360	Educational Psychology

** These courses require admission to Teacher Education.*

Secondary/K-12 Advanced Methods Courses

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 enrollment and/or faculty availability.

Advanced Methods Courses for Secondary and K-12 Majors: Various academic divisions on campus offer special methods courses that must be taken prior to teacher internship, 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 teacher internship.

COURSE CODE	COURSE TITLE
ART 340	Methods & Materials in Art Education
MUS 320	Music Education Methods & Materials for Elementary
MUS 325	Secondary Music Methods
KIN 351	Methods & Materials of Teaching Physical Education & Health in the Elementary School
KIN 451	Instructional Methods in Physical Education
EN 410	Methods & Materials in Secondary English
FL 410	Methods & Materials in Secondary Languages
HIS 410	Methods & Materials in Secondary History & Social Studies
MA 319	Methods & Materials in Secondary Mathematics
BSB 313	Methods & Materials in Science (Biology)
PS 313	Methods & Materials in Science (Physical)
TH 207	Methods & Materials of Creative Dramatics

To be admitted to the MUW Teacher Education Program, you must meet all these requirements:

- Completed background check through Verified Credentials with a clear background verification.
- Composite score of 21 or higher on the ACT or passing Praxis Core scores (Reading 156, Writing 162, and Math 150).
- Completed ED 300: Education as a Profession with a grade of "C" or higher.
- Completed ED 302: Art and Science of Teaching with a grade of "B" or higher. (You are only allowed to take this class twice to obtain the grade of "B" or higher)
- Overall GPA of 2.75 or higher on a minimum of 44 semester hours.
- Passing score of 229 or higher on the Foundations of Reading Test.

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 Course Work Teacher candidates planning to take courses at other institutions should secure the approval of the division 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 should be enrolled in ED 401 *Classroom Management* (3 semester hours) **OR** ED 351 Educational Assessment **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 Education. Because teacher interning is a full-time on-the-job experience and requires much planning and preparation beyond the 40-hour work week, teacher interns are discouraged from outside employment while enrolled in the internship. **Although it is not essential that all core/concentration coursework is 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. All Teacher Candidates in all majors must earn a “B” or better in ED 302 The Art and Science of Teaching.**

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 Admissions/Appeals Committee for Teacher Education will consider the student’s petition.
- c) The teacher candidate will be notified in writing of the decision.

Note: Appeals to request an exception to admission to Teacher Education or Teacher Internship due to a deficiency in the required GPA or Praxis scores will not be granted.

Appeals to request completion of other coursework during the Teacher Internship may only be submitted with the signed recommendation of the candidate’s academic advisor.

Background Check Policy for Clinical Experiences

Students who are enrolled in a teacher education program at Mississippi University for Women are required to submit a criminal background check prior to participating in any off-campus clinical assignments such as observations, methods, or practicum in Pre-K-12 schools. The background check must be completed with the Verified Credentials, Inc. vendor using code: WXCYJ-92947. Background checks from other companies or for other employment are not acceptable to meet this requirement. Background checks should be completed prior to or during the first two weeks of ED 302 to ensure that background check results are able to be reviewed prior to placement in a clinical experience. No clinical placements will be assigned prior to the university receiving the background check results.

The background check is valid as long as the student is continuously enrolled in the program. Failure to remain continuously enrolled may result in the need for a new background check prior to being assigned a clinical placement.

If a candidate is involved in an incident potentially affecting the background check between the time of completion of the background check and the beginning of the clinical experience or during the time of participation in a clinical experience, it is their responsibility to disclose the incident to the Office of Field Experiences. Failure to disclose the information could result in the candidate being dismissed from the teacher education program.

Existence of a flagged background check does not automatically disqualify an individual from admission. A flagged background check will be reviewed and students may be required to meet with the Admissions/Appeals Committee for Teacher Education to explain the nature of the offense and/or to determine eligibility for admission to the program. Mississippi University for Women is not responsible for students admitted to the program with a flagged background check who are later denied licensure by the State of Mississippi or any other state.

If a student is dismissed, the candidate is not entitled to any tuition refund. The following will result in immediate dismissal from the education program.

1. Refusal to complete a background check.
2. A conviction for sexual misconduct
3. A conviction of drug/narcotic use
4. A conviction of violent act
5. A conviction of an act against a child
6. A violation or conviction that is contrary to the Mississippi Educator Code of Ethics and Standards of Conduct, Code 1717.

All appeals to the decisions of the Admissions/Appeals Committee for Teacher Education must follow the Appeals Process for the Mississippi University for Women's Educator Preparation Program and the Appeals Process for the University available in the current Teacher Educator Handbook and the current University Bulletin.

Description of Clinical Experiences

Clinical experiences are planned so that the knowledge, theories, and practices taught in the teacher education courses are applied in meaningful ways throughout the program. The sequencing moves the teacher candidate from identifying the decisions teachers make, to making planning, instructional and management decisions themselves. All clinical experiences are in schools in which teacher candidates have the opportunity to work with diverse populations.

LEVEL	DESCRIPTION
Level I	This experience during the introductory coursework of the program. Placement assignments are made by the Director of Field Experiences in cooperation with school district central office liaisons and administrators. 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. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor.
Level II	This clinical experience occurs in the special methods classes. Teacher candidates enrolled in special methods courses teach lessons in the assigned clinical placements. Clinical hours vary depending on the major/course. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor.
Level III	This clinical experience occurs in the advanced methods classes. Teacher candidates enrolled in advanced methods courses teach lessons in the assigned clinical placements. Clinical hours vary depending on the major/course. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor.
Level IV	The teaching internship comprises Level IV of the clinical experience sequence. Typically, MUW places teacher interns in two settings: one for Phase I (approximately seven weeks) and another for Phase II (approximately seven weeks). Generally, 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 Director of Field Experiences in cooperation with school district central office liaisons and administrators. The mentor teacher and university supervisor work together to ensure a positive learning experience for the teacher intern and to provide midterm and final assessments of teaching performance. The teacher intern is observed a minimum of eight times during the professional semester. During the internship, the teacher intern also returns to campus for seminars.

BACKGROUND CHECK VERIFICATION: All students enrolled in a professional education course requiring clinical experiences are required to submit a cleared criminal background check. Students who cannot successfully complete a background check may not be eligible to continue in the course or education degree program. Please refer to the Mississippi Department of Education [Office of Educator Licensure](#) guidelines [Mississippi Code 37-3-2(11) (g)-(h)]. MUW reserves the right to disclose the results of a student's criminal background check report to officials of a potential placement center at the discretion of MUW or upon request from the placement school. A background check must be renewed when a candidate has not been continuously enrolled in the university.

CLINICAL EXPERIENCE ASSIGNMENTS: Levels I and II and III clinical experience assignments are made in collaboration with MUW partner schools that are located near or within the Golden Triangle Regional area. Assignments beyond this range of the MUW campus (or with schools other than partner schools) will only be made in extenuating situations. Most clinical experience courses are placed exclusively at certain school centers according to partnership agreements and/or availability of school center curricula/programming aligned with a particular clinical experience course. Teacher Candidates should complete the required hours gradually across the semester.

CHANGING A MAJOR AFTER PLACEMENT APPROVAL: For Teacher Candidates who change their academic major after a placement has been approved, the Office of Field Experiences may or may not be able accommodate a change of placement to a subject area associated with the new major.

INTERNSHIP PLACEMENTS: Internship assignments will be made collaboratively with MUW partner schools that are located within an approximate 40-50 mile radius of Mississippi University for Women. Assignments beyond this range of the MUW campus will only be made in extenuating situations. If an exception for placement is made due to an extenuating circumstance, students may incur costs associated with supervision of the internship.

Summary of Clinical Experience Requirements

All lesson/teaching plans and activities are developed under the direction of the course instructor and the cooperating teacher.
Team teaching or co-teaching is encouraged and supported.

Course Number and Title	Brief Clinical Experience Description
ART 340 Materials and Methods for Art Education	<ul style="list-style-type: none"> • Minimum 10 hours in a K-12 classroom • Assist and observe; prepare materials and/or visuals • Create one lesson
BSB 313 Materials & Methods in Science (Biology)	<ul style="list-style-type: none"> • Minimum 10 hours in a secondary classroom • Direct teaching, tutoring, assisting with projects • Teach one lesson
ED 302 The Art and Science of Teaching	<ul style="list-style-type: none"> • Minimum 10 hours in a K-12 classroom • Teach lessons to whole or small group • Assist cooperating teacher as needed
ED 304 Principles of Early Childhood	<ul style="list-style-type: none"> • Minimum 5 hours in an assigned childcare/Pre-K center • Create bulletin boards, read to children and design activities • Interact with children to observe stages of development
ED 305/ED 310/ED 312/ED 334 Elementary Education BLOCK Methods Courses	<ul style="list-style-type: none"> • Minimum 80 – 100 hours in K-6 classroom for a 5 week period • Observe and assist • Teach lessons/unit to whole or small group
ED 306 Introduction to Exceptional Children	<ul style="list-style-type: none"> • Minimum 10 hours in a K-12 classroom • Assist and observe • Teach and/or tutor students with exceptionalities
ED 361 Early Literacy Instruction I	<ul style="list-style-type: none"> • Minimum 10 hours in the K-12 classroom; assist and observe • Conduct emergent reader assessment • Plan and implement a reading lesson (phonemic aware/phonics)
ED 365 Content Area Reading	<ul style="list-style-type: none"> • Minimum 10 hours in a middle school classroom (6-8) • Assist and observe • Teach content area literacy lessons for whole or small groups
EDS 414 Practicum in Special Education	<ul style="list-style-type: none"> • Minimum 144 hours in a K-12 classroom • Assist and observe • Direct instruction of lessons
EN 410 Materials and Methods in Secondary English	<ul style="list-style-type: none"> • Minimum 22 hours in a secondary classroom • Assist and observe and Teach/tutor • Direct teaching of one lesson
FL 410 Materials and Methods of Secondary Foreign Language	<ul style="list-style-type: none"> • Minimum 22 hours in a secondary classroom • Direct teaching, tutoring, assisting with projects • Direct teaching of one lesson
FPA 399 Fine and Performing Arts: Teaching Methods	<ul style="list-style-type: none"> • Minimum 10 hours in a K-12 classroom • Observe and assist
HIS 410 Materials and Methods of Secondary Social Studies	<ul style="list-style-type: none"> • Minimum 10 hours in a secondary classroom • Direct teaching, tutoring, assisting with projects • Teach one lesson
KIN 370 Adapted Physical Education	<ul style="list-style-type: none"> • Minimum 10 hours in a K-12 classroom • Observe, assist, and plan lessons
KIN 451 Instructional Methods in Physical Education	<ul style="list-style-type: none"> • Minimum 10 hours in a K-12 classroom • Observe, assist, plan lessons, team teach
MA 319 Materials and Methods of Secondary Math	<ul style="list-style-type: none"> • Observe and assist <p>Minimum of 10 hours teaching lessons (after observing and assisting)</p> <ul style="list-style-type: none"> • Team teaching experiences are supported
MUS 320 Music Education Materials and Methods	<ul style="list-style-type: none"> • Minimum 10 hours in a K-12 classroom • Observe, assist, plan and teach lessons
MUS 325 Secondary Music Methods	<ul style="list-style-type: none"> • Minimum 10 hours in a secondary classroom • Observe, assist, plan and teach lessons
PS 313 Materials & Methods in Science (Physical)	<ul style="list-style-type: none"> • Minimum 10 hours in the secondary classroom • Observe, assist, plan and teach lessons
TH 207 Materials & Methods of Creative Dramatics	<ul style="list-style-type: none"> • Minimum 10 hours in the K-12 classroom • Observe, assist, plan and teach lessons

ED 311
Elementary Residency I

Minimum 40 hours in a K-6 classroom
Teach lesson to whole group or small group
Assist mentor teacher as needed

ED 335
Elementary Residency III

Minimum 40 hours in K-6 classroom for a 5 week period
Teach lessons/unit to whole or small group
Observe and assist

ED 367
Elementary Residency II

Minimum 40 hours in a K-6 classroom
Teach content area literacy lessons to whole or small group
Observe and assist

Mississippi Educator Code of Ethics and Standards of Conduct

State Board Policy

Code 1717

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Standard 2. Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

Standard 3. Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

Standard 4. Educator/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Standard 5. Educator Collegial Relationships

An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.

Standard 6. Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Standard 7. Public Funds and Property

An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 8. Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Standard 9. Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Standard 10. Breach of Contract or Abandonment of Employment

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

For access to the full explanation of standards, please go to

http://www.mde.k12.ms.us/SBE_policymanual/1717.htm

Removal from a Level I, Level II, or Level III Clinical Experience

Administrative Removal

An education major student may be administratively removed from a clinical placement for the academic semester. The clinical experience courses include lecture and lab (clinical experience). **It is not possible to be successful in a clinical experience course without completion of the lab experience.** Therefore, clinical experience students removed from placement will be directed to drop the course. Since this action is an administrative removal, the grade recorded will be a "W". ***Note:** Students may lose all or part of tuition paid for the semester.*

Lack of Ability in Teaching Performance or Professional Dispositions Termination

Although rare, sometimes a student's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials (professor, Director of Field Experiences, Education/Academic Department Chair, Education Dean) to seek termination of the clinical placement. If a cooperating teacher or principal believes a clinical experience student is not performing appropriately (including but not limited to: poor planning and instruction, lack of professional dispositions and/or violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct) in the assignment, the cooperating teacher and/or principal must discuss the problems with the university officials and the clinical experience student. If the university officials believe a clinical experience student is not performing appropriately in the assignment, the university officials must discuss the situation with the cooperating teacher, principal, and student. After the discussion (regardless of whether the public school personnel or the university personnel initiated the concern for lack of performance), the university officials, cooperating teacher, and clinical experience student will collaboratively write an improvement plan.

The improvement plan will be signed by the clinical experience student to confirm agreement to work toward meeting the goals of the improvement plan. If the clinical experience student refuses to sign the plan, then a statement will be written on the plan indicating that the clinical experience student refused to sign the plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Office of Field Experiences for review and placement in the clinical experience student's file. If the clinical experience student shows continuous improvement, the clinical experience student will proceed with the experience at the assigned site with careful supervision.

If the cooperating teacher, principal, or university personnel continue to see no improvement in the clinical experience student's performance within five (5) school days of the date of the submission of the improvement plan, a decision for termination may be made. A termination conference with university officials and the cooperating teacher will take place. A letter of termination of the clinical experience will be submitted to the student within three (3) school days of the conference with the university officials and cooperating teacher. The letter of termination shall include the date of termination and goals of the improvement plan that were not met.

The improvement plan may include not only teaching performance indicators but also professional dispositions. Professional behaviors that should be demonstrated include but are not limited to the following:

1. Collaboration
2. Reflection
3. Integrity
4. Learning Initiative
5. Responsibility
6. Respect
7. Diversity

**Please see the MUW Teacher
Professional Dispositions in
Taskstream™.**

Immediate Termination. An education major student may be terminated immediately from a placement and/or the Teacher Education program if continuing the placement compromises the safety of students or if violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct (reference current MUW Undergraduate Bulletin) is found to be evident. Decisions for immediate termination should represent a consensus among the school of placement personnel and university personnel. A decision for immediate termination **cannot** be made unilaterally.

School personnel who believe their students are unsafe if the placement continues should contact the appropriate university officials. A professor or other appropriate university personnel who believe the students are unsafe should contact the Director of Field Experiences. The Director of Field Experiences will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Director of Field Experiences will convene a committee consisting of him/herself relevant placement school personnel (if appropriate), university personnel, and the clinical experience student to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the student within three (3) school days of the committee hearing.

Appeals Procedure for the Clinical Experience Student

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

Action by the Clinical Experience Student. A clinical experience student appealing for readmission into the clinical experience course will submit a typed letter to the Director of Field Experiences requesting a meeting with the Admissions/Appeals Committee for Teacher Education. In the written letter the student will justify his/her request and steps that have been taken to rectify the situation. Reasons for appeal may include, but are not limited to, the following situation:

Readmission into the Clinical Experience Course -include in the documentation why he/she should be allowed to re-enroll and provide information about additional experiences that have been undertaken to help him/her remedy problems identified during the first clinical experience course.

The letter will be forwarded to the Education Department Chair, who will then convene the Admissions/Appeals Committee for Teacher Education. The Education Department Chair will send a letter to the student indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation, provide documentation to verify remediation, and to answer questions by the committee members.

Action of the Admissions/Appeals Committee for Teacher Education. The committee can either accept or deny the student's appeal request. The student will be notified within five (5) school days of the committee's decision.

NOTE: If the committee accepts the student's appeal and permits the student to reenter clinical experience, the student will complete the course the next semester (not the semester in which the removal occurred)

Secondary/K-12 Majors 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 clinical experiences as a part of education courses and allows any additional hours accumulated through approved experiences. Proper documentation should be submitted to the Teaching Internship application in **Taskstream™**.

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	City Recreational Sports Coach
Head Start Worker	Private Tutor
Extra Hours in a Methods Course Field Experience	MUW CPDC Volunteer
MUW Math/Writing Lab Tutor	Vacation Bible School Teacher/Sunday School Teacher
Youth Organization Leader/Volunteer	Assistant Teacher
Substitute Teacher	4-H Volunteer/Leader

Age Requirements:

Experience should be with a school-age population (**minimum of 3 years of age**), or in an educational setting approved by the Director 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 non-traditional 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 submitted to the candidate's Taskstream™ account for the Teacher Internship Admission Application.

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

Licensure Exams

The information below is in regard to the licensure exams required by the Mississippi Department of Education for educator licensure. Different exams are required throughout the program to continuing progressing through to graduation. Additional admission requirements are established for continuous progression in the program. Please refer to page 10, the Student Record of Progression through the Undergraduate Education Program. All exam admission/licensure exam scores must be no more than 5 years old at time of Admission to Teacher Education.

Exams Required for Admission to Teacher Education	Exams Required for Admission to Teacher Internship
<p>Basic Skills Assessment</p> <p>Passing ACT scores or passing Praxis CORE must be attempted/submitted during the semester of enrollment in ED 302. Teacher candidates must make <u>the attempt</u> to pass ACT or Praxis CORE before taking additional education courses. <i>Passing scores are required prior to Admission to Teacher Education.</i></p> <p><u>Praxis CORE</u></p> <p>Please access the latest test and required scores from your academic advisor, or the <u>Mississippi Department of Education Office of Educator Licensure</u>.</p> <p>OR</p> <p>ACT or Residual ACT</p> <p>At the time of admission to MUW, a teacher candidate with an ACT composite score of 21 or an SAT equivalent can use those scores toward Mississippi licensure.</p> <p>Teacher candidates may retake the ACT through the MUW's Residual ACT program. Residual scores may only be used for degree programs at MUW. For more information, go to: <u>MUW Testing Services</u> in the MUW Student Success Center.</p> <p>Note: <i>Equivalent SAT scores are accepted to meet the basic skills requirement.</i></p>	<p>Content Area and Professional Knowledge Assessment</p> <p><u>Praxis II: PLT and Subject Area Assessments</u></p> <p>The Principles of Learning and Teaching (PLT) is a test administered on the nation-wide test dates. Elementary Education students may take either the K-6 or 5-8 exams. Secondary majors should take the 7-12 exam. Special subject (K-12) majors may take any of the three exams.</p> <p>The Subject Area Assessments are taken in the area of one's license endorsement. Teacher candidates must take and pass <u>both</u> the PLT and the Subject Area tests for his/her major area. Praxis II (PLT and Subject Area) should be taken at least one semester prior to the Professional Semester in the senior year.</p> <p>Taking the Exams and Submission of Scores to MUW</p> <p>A PRAXIS II test administration date deadline is posted each semester in the internship application. This deadline represents <u>the last possible test administration date</u> that scores will be reviewed for admission to the following teacher internship professional semester. Exceptions to this policy must be requested through the exceptions and appeals process as stated previously in this handbook.</p> <p>Teacher Candidates must request that all admission/licensure 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.</p>
<p>Elementary Education Reading Assessment</p> <p><u>Mississippi Foundations of Reading</u></p> <p><i>For elementary education majors only</i>, the Mississippi Foundations of Reading exam should be taken during/after the completion of the reading block of courses. Please access the latest test information and required scores from the <u>Mississippi Department of Education Office of Educator Licensure</u>.</p>	

Praxis CORE, ACT, and SAT Requirements

Exam	Test Code	MS Qualifying Score
Core Academic Skills for Educators: Reading	5712	156
and		
Core Academic Skills for Educators: Writing	5722	162
and		
Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)	5732	150

OR

ACT COMPOSITE AND SAT EQUIVALENT				
ACT	SAT March 2016 and thereafter	SAT August 2015 to February 2016	SAT 1995 to August 2015	SAT Prior to 1995
21 Composite	1060 and Above	990 and Above	980 and Above	870 and Above

Residual ACT at MUW

The Residual ACT is available to students who are unable to take the exam on the national test dates.

Cost: \$55 No fee waivers are available. Refunds will not be given. Students may reschedule.

Score Reports: The SCC does not provide score reports. To receive your scores, call the Office of Admissions: (662) 329-7106 after 1:00P.M. on the Wednesday after your test. Contact the [Student Success Center](#) for more information: (662) 329-7138 or email ssc@muw.edu.

The scores from the Residual ACT are **only valid at Mississippi University for Women** and cannot be sent to another institution.

Residual ACT assessments may only be taken **every 60 days**, regardless of location tested.

Access study resources for the ACT at the [ACT website](#).

TESTING DATES

August 10, 2018	February 8, 2019
September 14, 2018	March 8, 2019
No test administered in October	April 12, 2019
November 9, 2018	May 10, 2019
December 14, 2018	June 14, 2019
January 11, 2019	July 12, 2019

To be admitted to the MUW Teacher Education Program, you must meet all these requirements:

- Completed background check through Verified Credentials with a clear background verification.
- Composite score of 21 or higher on the ACT or passing Praxis Core scores (Reading 156, Writing 162, and Math 150).
- Completed ED 300: Education as a Profession with a grade of “C” or higher.
- Completed ED 302: Art and Science of Teaching with a grade of “B” or higher. (You are only allowed to take this class twice to obtain the grade of “B” or higher)
- Overall GPA of 2.75 or higher on a minimum of 44 semester hours.
- Passing score of 229 or higher on the Foundations of Reading Test.

Subject Area Assessment Requirements

Check <http://www.ets.org/praxis/ms/requirements> for the most up-to-date score requirement information.

<u>Test Code</u>		<u>Passing Score</u>
5134	Art: Content Knowledge	158
5235	Biology: Content Knowledge	150
5245	Chemistry: Content Knowledge	151
5017	Elementary Education: Curriculum, Instruction and Assessment (K-6)	153
5038	English Language, Literature & Composition	167
5161	Mathematics: Content Knowledge	160
5113	Music: Content Knowledge	161
5091	Physical Education: Content Knowledge	145
5081	Social Studies: Content Knowledge	150
5195	Spanish	160
5354	Special Education	152
5331	Speech-Language Pathology	162

NOTICE

For the English Language, Literature & Composition content area, passing Praxis II test codes 0041 and 5041 will be accepted until September 1, 2018.

MUW Student Education Organizations

MUW Teacher Education teacher candidates are encouraged to participate in their professional organizations. Contact the Education Department for advisor contact information.

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

Teacher Education Honors and Awards for Students

Mississippi Association of Colleges of Teacher Education Outstanding Teacher Candidate Award

The Mississippi Association of Colleges of Teacher Education (MACTE) sponsors an annual award honoring outstanding teacher candidates. One undergraduate teacher candidate from each member institution is honored. This honor is awarded to one MUW teacher candidate each academic year and is based on the following criteria: GPA, outstanding teaching ability, outstanding character and interpersonal skills through performance on teacher candidate disposition assessments, and other contributions such as leadership and service while at the university.

Outstanding Teacher Intern Award

The MUW Office of Field Experiences sponsors an award to recognize an outstanding teacher intern. This honor is awarded to a teacher intern during each fall and spring semester and is based on the following criteria: personal characteristics, professional characteristics, and skills in teaching methodology.

Department of Education Awards

The Department of Education sponsors an annual award to recognize outstanding students in the following areas:

Elementary Education Undergraduate Student
Secondary Education Undergraduate Student
K-12 Education Undergraduate Student
Educational Leadership Graduate Student
Gifted Education Graduate Student
Reading/Literacy Graduate Student
Master of Arts in Teaching Graduate Student

Students are formally recognized at the College of Arts, Sciences, and Education spring awards ceremony.

Departmental Services



The Ellison Letter Machine and Lamination Machine

An Ellison cutting machine and a set of numeral, alphabet, and pattern dies are available for students. The lamination machine is available for students to place order requests. These services are provided to education students at a minimal cost. Check in the department office room 316 for access.

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 interning). The Career Services Office and the Office of Field Experiences will provide information regarding location, date, and time.

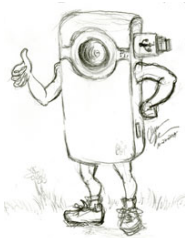


Placement & Follow-up

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 ongoing 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 Samples and Children's Literature

A variety of curriculum materials and children's literature are available to all MUW students. Candidates may use books and other media and materials catalogued in the Fant Memorial library.



Videotaping Equipment

Video cameras are available through the Education department office on a limited basis for candidates if they are taping themselves as part of a class assignment.

Level IV Clinical Experience: Teacher Internship Program

Introduction

This information is intended to serve as a guide for teacher interns, mentor teachers, university supervisors, principals, superintendents and others involved in the Mississippi University for Women Teacher Internship program. The reader will find an explanation of the philosophy as well as a description of the cooperative nature of the program. Procedures and responsibilities for each member of the cooperative Teacher Internship endeavor are included. Individuals responsible for guiding a Teacher Intern through the program should, along with the Teacher Interns, consider themselves as members of a team with a common goal, the development of the best teachers possible.

The MUW *Teacher Education Handbook*, at its current printing, describes as accurately as possible the policies, procedures, regulations, and requirements related to the teacher internship. 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 the teacher internship experience. Please also refer to additional information provided via Taskstream™, Mentor Teacher Packet, University Supervisor Packet, or via print/electronic communication via university personnel.

For additional information about the MUW Teacher Internship Program:

**College of Arts, Sciences, and Education
Division of Education & Outreach
Office of Field Experiences
Education and Human Sciences Building
520 11th Street South/ PO Box W-1637
Columbus, Mississippi 39701
<http://web3.muw.edu/edhs/ed>
662-329-7191
662-241-7869**

Teacher Internship at MUW

Many studies have shown, and educators agree, that the most important single aspect of a teacher education program is actual teaching experience. At MUW, the Teacher Internship is the major phase of a developing cumulative series of academic and professional courses and laboratory experiences designed to prepare the prospective teacher for full teaching responsibilities with competence and confidence.

The MUW faculty and staff believe that excellent teacher education results from broad cultural experiences, strong background in the teaching field, and practical professional preparation. To neglect any one of these would jeopardize the potential of success of the Teacher Intern. The professional experiences of the Teacher Intern at MUW begin during the sophomore year with application for admission to teacher education. A process of screening and assessment is initiated which continues through application and acceptance into Teacher Internship. Finally, in post teaching seminars, Teacher Interns are given an opportunity to reflect upon and relate their experiences to the total program of teacher education.

At the school based teaching center, each Teacher Intern observes, assists, and gradually assumes the professional activities of the cooperating Mentor Teacher. The activities of the interns are closely supervised and evaluated by both Mentor Teachers and University Supervisors.

Catalog Description of Teacher Internship

Teacher Internship is completed during the Professional Semester according to the schedule of the school to which each intern is assigned. To enroll in these courses, students must be officially admitted to Teacher Internship.

The internship provides actual teaching experience in a teacher internship center under the direction of qualified classroom teachers and university supervisors. Observation and other field experience precede actual classroom teaching. Individual conferences are held by both the mentor teacher and the university supervisor. The course is scheduled for five days each week during the Professional Semester. The last day of the Professional Semester is devoted to seminars under the direction of university supervisors, for the purpose of identifying and reinforcing points where additional information and study are needed. Teacher Interns will be on duty each day for the same hours required of their cooperating teacher(s). Teacher Interns will normally follow the calendar of the school system in which practice work is done.

ED 406: Teacher Internship: Grades K-6 (9 semester hours)

ED 407: Teacher Internship K-12 (9 semester hours)

ED 409: Teacher Internship: Grades 7-12 (9 semester hours)

Goals of MUW Teacher Internship

1. To develop the knowledge, attitudes, and skills needed by today's teachers to function effectively in a changing and increasingly complicated society. If this goal is to be realized, student internship at MUW must include:
 - a. Experiences which develop understanding beyond the verbalization and formal skills of the college classroom and which lead to action based upon creative thinking and the practical use of skills.
 - b. Opportunities for the Teacher Interns to explore their potential effectiveness in both formal and informal teaching-learning situations.
 - c. Opportunities for the Teacher Interns to explore theories of method and techniques, which have evolved from their formal course work and other experiences, in actual classroom situations.
2. To obtain practical experience in performing the extra class functions normally expected of the classroom teacher, which should include:
 - a. Participation in the "total" program of the cooperating school.
 - b. Development of an understanding of the proper role of the teacher in the community.
 - c. Experience in the role of the teacher as an agent of good public relations.
3. To begin developing the resourcefulness and maturity needed to cope with the problems of guiding the total growth of children and youth.
4. To engage in teaching activities that will insure an adequate level of teaching knowledge and skills in area(s) of specialization. The knowledge and skills acquired will be evident in the Teacher Intern's ability to:
 - a. Plan for teaching by establishing a sound plan of instruction based upon clearly stated behavioral objectives and by utilizing appropriate instructional aids.
 - b. Give evidence of basic knowledge of subject matter.
 - c. Communicate subject matter and skills to students in Standard English.
 - d. Motivate learners through enthusiasm and respect for students as individuals.
 - e. Control their verbal behavior through use of questioning and listening skills as well as involving students in appropriate interaction.
 - f. Diagnose student needs in content and affective areas.
 - g. Manage classrooms effectively, both student behavior and physical environment.
 - h. Evaluate student achievement, using a variety of valid and reliable techniques, and utilize evaluation results for instructional purposes.
 - i. Display positive interpersonal skills with students and other staff members.
 - j. Exhibit acceptable personal qualities such as appropriate dress and grooming, voice quality, communication, punctuality, and sense of humor.

Admission to Teacher Internship

Admission to Teacher Internship

All TI admission documentation is submitted via Taskstream™

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 the application to Taskstream™.

Date of Admission to Teacher Internship_____

Teacher Internship Admissions Checklist					Date Completed
Admission to Teacher Education <i>(At least one semester prior to filing application for TI)</i>					
Completion of 84 Semester Hours <i>(Must include all required professional education courses except professional semester courses)</i>					
Application for Teacher Internship (semester prior to TI)					
Teacher Internship Interview (semester prior to TI)					
Ethics Statement and Insurance Verification/Release of Liability					
Praxis Principles of Learning and Teaching (PLT) Passing Score K-6 (160) 5-9 (160) 7-12 (157)					
Praxis Specialty Area Passing Score (Scores vary)					
Overall Minimum GPA of 2.75***					
MUW Minimum GPA of 2.75***					
75 Hours of Working with Children Documentation (Secondary and K-12 only)					
Minimum Grade of “C” in the following courses:					
English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED courses	All Endorsement Area Courses
Elementary Majors ONLY:					
Math 111			Math 112		

Praxis Scores			
Tested Areas	Required	Your Score	Date Taken
PLT	K-6 (160) 5622 5-9 (160) 5623 7-12 (157) 5624		
Specialty	Scores Vary_____		

NOTE: 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.

Conditional Admission to Teacher Internship: Students who have not met all of the above Teacher Internship admission requirements at the start of the professional semester, may be considered for a conditional admission. A request for a conditional admit must be submitted to the Admissions/Appeals Committee for Teacher Education.

Internship Terminology

The **Professional Semester** is the Teacher Internship semester. Teacher Interns enroll in ED 401 Classroom Management (3 semester hours) and the appropriate student teaching course (9 semester hours). Classroom Management meets daily from 9:00 A.M. until 4:00 P.M. for approximately the first eight days of the semester. Two half-day days will be spent in the cooperating school to become familiar with environment of that setting. Teaching during the 14 weeks serves as the laboratory for application of principles studied in the Classroom Management seminar.

The **Cooperating School** (or Teacher Intern Center) is a public school or accredited private school which provides laboratory experiences for prospective teachers.

A **Teacher Intern** (TI) is a college student enrolled in the professional semester.

A **Mentor Teacher** (MT) is a faculty member of a cooperating school who is engaged in the supervision of a Teacher Intern in the classroom or extra class activities.

A **University Supervisor** (US) is a member of the university faculty or adjunct faculty who, in addition to teaching duties, is responsible for supervising Teacher Interns. Responsibilities include visiting the Teacher Interns, holding conferences with them and with their Mentor Teachers, evaluating the progress of the Teacher Interns, and participating in student teaching seminars.

The **Director of Field Experiences** is a university faculty member who has been assigned the following responsibilities: working with the administrators of the cooperating schools in making assignments, supplying necessary forms and reports, filing the final evaluations, maintaining active files for five years on each Teacher Intern, and maintaining a good working relationship within the cooperating schools. Any problem involving a Teacher Intern or interpersonal relationships within a center should be called to the Director's attention immediately.

The **Chair of the Department of Education** works closely with the Director of Field Experiences and has supervisory responsibilities to ensure a functioning, effective teacher education program.

The **Dean of the College of Arts, Sciences, and Education** has the overall responsibility for the program of teacher education, its relationship with other departments and offices of the university, the State Department of Education, and the university administration.

Phase I Teacher Internship refers to the first half of the teacher internship experience and lasts approximately 7 weeks.

Phase II Teacher Internship refers to the second half (approximately 7 weeks) of the teacher internship experience and involves placement in a different grade level or subject area from the Phase I placement.

Taskstream™ refers to the web-based data management system the university uses to collect individual assessment information for all teacher candidates. All assessment data for teacher interns will be submitted via Taskstream by the mentor teacher, university supervisor, and teacher intern.

Teacher Intern Assessment Instrument (TIAI). To receive a passing grade in teacher internship, students must demonstrate each competency on the Teacher Intern Assessment Instrument. The Teacher Intern is evaluated by and receives feedback from the University Supervisor and Mentor Teachers. It is unlikely that a Teacher Intern will demonstrate all indicators in one visit by a University Supervisor; therefore, additional visits will be used to validate the remaining indicators. The Mentor Teacher will also assess the Teacher Intern's performance using the TIAI.

Teaching Internship Placements

Selection of Teacher Internship Centers

The Teacher Internship is completed in the schools surrounding Mississippi University for Women. The schools selected as Teacher Internship centers are chosen because of the belief that they provide a desirable environment for the important final phase in the preparation of prospective teachers. Factors considered in their selection are as follows: the quality of the administrative and supervisory leadership, the adequacy of the school facilities and equipment, the proximity to the university for supervisor travel, the availability of qualified teachers in the areas of students' specialization, and the need to honor varying requests made by the participating schools or school systems. Every effort is also made to honor the preferences and special needs of Teacher Interns within these constraints.

Placement of Teacher Interns

Mississippi University for Women places Teacher Interns in two settings: one for Phase I and one for Phase II, as follows:

Elementary	One placement in lower elementary (K-4) One placement in upper elementary or middle school (4-8)
Secondary 7-12	One placement in middle school or junior high One placement in high school
Special Subjects K-12	One placement in elementary One placement in secondary

Every effort is made to honor the preference and special needs of Teacher Interns regarding placement, but that is only part of the process. The Director of Field Experiences prepares a master request list within restrictions that include but are not limited to available qualified Mentor Teachers, and teaching schedules, and travel time of University Supervisors. A list of requests for assignments is mailed to the superintendents of the respective school systems. Superintendents consult the principals of the centers and approve the list as submitted or approve pending suggested assignment adjustments. Approvals are returned to the Director of Field Experiences.

Assignments will be made with MUW partner schools that are located within an approximate 40-50 mile radius of Mississippi University for Women. Assignments beyond this range of the MUW campus will only be made in extenuating situations.

Once an assignment is confirmed by a school district, Teacher Interns should respect that assignment as a teaching contract.

Selection of Mentor Teachers

Mentor Teachers

Mentor Teachers are selected from among qualified teachers in the cooperating schools upon the recommendation of their superintendents and principals. Mentor Teachers must have an educationally equivalent background beyond the minimum required by law for their positions and must have demonstrated during several years of teaching that they are master teachers in their systems. More specifically, they must have at least three years of teaching experience in the area of assignment, complete the online TIAI evaluation training, and have a *genuine* desire to work with Teacher Interns. A Master's degree is preferred.

University Supervisor Assignments

The unit's teacher education faculty and adjunct faculty serve as university supervisors for clinical experiences. The Director of Field Experiences collaborates with the Education Department Chair to establish University Supervisor assignments. Secondary and K-12 Teacher Interns are supervised by the teacher educators from the corresponding content areas. To the extent possible, assignments are made to ensure the best possible match between the University Supervisor and the Teacher Intern.

To ensure an equitable, high-quality experience is provided to clinical experience students, the university supervisors work very closely and collaboratively with the mentor teachers. For the teacher internship, university supervisors conduct a "meet and greet" orientation in addition to three additional visits per phase (a minimum of eight visits) to conduct informal and formal evaluations of the intern and conference with the mentor teacher. University supervisors make themselves available via email, Blackboard™ course sites, and phone for additional conferencing as needed.

Responsibilities of Members of the Teacher Internship Team

Teacher Intern Responsibilities

Responsibilities to the School	a) Obtain a school handbook, seating charts, schedules, textbooks, etc. during the first visit to the school.
	b) Obtain an interest inventory and learning styles inventory at the beginning of each phase (prior to teaching). These may be used to demonstrate justification for selected planning and instruction.
	c) Submit all lesson plans to the Mentor Teacher and/or University Supervisor (as directed) for evaluation and approval prior to teaching.
	d) Consider all assigned school duties as professional responsibilities and make them a priority.
	e) Exemplify the attitudes and actions of a professional educator rather than those of a student.
	f) Adhere to the school's and profession's rules, policies, and standards of behavior.
	g) Cooperate at all times with students, teachers, and administrators.
	h) Avoid unfavorable criticism of the school, the cooperating Mentor Teacher, and the community.
	i) Safeguard all personal and confidential information and use it for professional purposes only.
	j) Dress appropriately and in keeping with school district, professional, and university policy/standards. The faculty dress code of the school and district must be followed. It is recommended that Teacher Interns follow "one level above" what is required in the faculty dress code.
	k) Take an active part in the extracurricular activities of the school. Volunteer when necessary.
	l) Engage in open dialogue with the mentor teacher to discuss areas of strength and weakness. Endeavor to address weak areas in a meaningful way.
	m) Return all school materials, textbooks, resource materials, and student records at the end of each phase.
SUGGESTED TEACHING SCHEDULE	
<i>Gradually, assume responsibility for teaching according to the <u>suggested schedule</u> below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor Teachers and Teacher Interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the Teacher Intern and does not mean that the Mentor Teacher is removed from any oversight or teaching responsibilities. This is a suggested guideline and will vary according to the setting.</i>	
Week 1	<ul style="list-style-type: none"> • Orientation to school/classroom; observing, assisting, and interacting with students. • University Supervisor may conduct a "meet and greet" visit.
Week 2	<ul style="list-style-type: none"> • Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades.
Week 3	<ul style="list-style-type: none"> • Teaching equivalent of two or three class periods each day. • University Supervisor may conduct an informal evaluation.
Week 4	<ul style="list-style-type: none"> • Approximately half-time teaching.
Weeks 5 & 6	<ul style="list-style-type: none"> • Full-time teaching. • University Supervisor may conduct two TIAI formal evaluations.
Week 7	<ul style="list-style-type: none"> • Transition of teaching back to cooperating Mentor Teacher.
Responsibilities to the University	a) The approved lesson plans and schedule of planned teaching and observation activities and internship course assignments should be made available to the University Supervisor as directed. Submit other internship assignments as directed, including a self-evaluation using the TIAI via Taskstream. Maintain ongoing communication with the University Supervisor.
	b) Develop and display instructional media (i.e., bulletin board, etc.) Individual university supervisors will make specifications known.
	c) Attend all seminars and other functions assigned by university personnel. Failure to attend the final seminar will result in an incomplete grade, which must be cleared in accordance with university policy.
	d) Complete a minimum of 2 <i>alternate</i> observations per phase and submit this and other assignments as directed for the ED 401 class.
	e) Complete <i>Time Summary Record</i> each week and submit a final tallied report at the last seminar.
	f) Follow the absence policy in this handbook for all anticipated and unanticipated absences.

Mentor Teacher Responsibilities

Responsibilities to the Intern	a) Please prepare the classroom students for the Teacher Intern. Emphasis should be placed on the Teacher Intern as a “teacher” rather than as an “intern”.
	b) Please collect a set of textbooks/resources for the Teacher Intern and provide helpful materials such as a daily schedule, class rolls, discipline plan, medical information, school handbook, and curriculum or guides.
	c) Please provide a work and study area (desk or table) in the classroom for the Teacher Intern.
	d) Please orient the Teacher Intern to the school through a tour of the building, introduction to Principal and other school personnel, and arrange time to visit and observe throughout the school.
	e) Please orient the Teacher Intern to the classroom physical environment: ventilation, temperature control, lighting, seating arrangements, bulletin boards, chalkboards, interactive white boards, housekeeping tasks, available supplies, instructional equipment, and technology.
	f) Please explain record-keeping and evaluation methods, cumulative folders, and other record-keeping tasks.
	g) Please inform the Teacher Intern about matters of school policy, management, fire drills, and discipline policies.
	h) Please include the Teacher Intern in attendance at all faculty and professional meetings, parent conferences, and other activities/duties expected of teachers. Teacher Interns may not serve a duty post without the mentor teacher or other school faculty present.
	i) Please guide the Teacher Intern in lesson planning and evaluate them in time to allow for revisions. Set clear deadlines for submissions to allow time for appropriate and adequate review.
	j) Please engage in daily feedback and a coaching conference with the Teacher Intern at least once a week. Discuss your evaluation of the intern’s teaching content knowledge, teaching skills, and professional dispositions.
	k) Please assist the Teacher Intern in scheduling a minimum of 2 alternate observations in other classrooms.
	l) Please remain in the classroom as much as possible during the first 4 or 5 weeks, and help the Teacher Intern analyze each lesson taught, determining strengths and weaknesses. Encourage the Teacher Intern to try his/her own ideas.
SUGGESTED TEACHING SCHEDULE	
<i>Gradually, assume responsibility for teaching according to the suggested schedule below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor Teachers and Teacher Interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the Teacher Intern and does not mean that the Mentor Teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting.</i>	
Week 1	<ul style="list-style-type: none"> • Orientation to school/classroom; observing, assisting, and interacting with students. • University Supervisor may conduct a “meet and greet” visit.
Week 2	<ul style="list-style-type: none"> • Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades.
Week 3	<ul style="list-style-type: none"> • Teaching equivalent of two or three class periods each day. University Supervisor may conduct an informal evaluation.
Week 4	<ul style="list-style-type: none"> • Approximately half-time teaching.
Weeks 5 & 6	<ul style="list-style-type: none"> • Full-time teaching. University Supervisor may conduct two TIAI formal evaluations.
Week 7	<ul style="list-style-type: none"> • Transition of teaching back to cooperating Mentor Teacher.
Responsibilities to the University	a) Please review and approve the intern’s lesson plans with enough time for he/she to make revisions.
	b) Please submit a weekly report form directly to the University Supervisor, not to the Office of Field Experiences.
	c) Please contact the University Supervisor or the Director of Field Experiences IMMEDIATELY when serious problems occur or patterns of undesirable behavior develop.
	d) Please submit all Mentor Teacher compensation and data forms to the Office of Field Experiences.
	e) Please evaluate the Teacher Intern via Taskstream by the deadline provided. A coaching conference with the Teacher Intern should follow. This includes a final TIAI evaluation and a Dispositions evaluation.
	f) Please complete the online TIAI training provided by the deadline provided. Required for compensation.
	g) Please encourage the Teacher Intern to maintain a positive attitude about the teaching profession.

School Principal Responsibilities

Responsibilities to the Intern	a) Please prepare the Mentor Teacher for the Teacher Intern and share information furnished by the university.
	b) Please welcome the Teacher Intern to the school. Many principals plan an orientation to the school building, school policies, community background, etc. early in the experience.
	c) Please introduce the Teacher Intern at a faculty meeting to foster the feeling of being a part of the school.
	d) Please check periodically with the Mentor Teacher and/or the University Supervisor to assess the experience.
	e) Please ensure that the Teacher Intern has as a complete as possible picture of "what teaching is," while providing a secure environment in which to integrate previous learning into a personal teaching style.
	f) Please ensure that the Teacher Intern is not serving as a substitute teacher in other classrooms.
	g) Please ensure that the Teacher Intern is assigned a substitute teacher or other school faculty staff when his/her Mentor Teacher is absent from school.
	h) Please ensure that the Teacher Intern is accompanied by school/district faculty when serving at a duty post.
	i) Please include the Teacher Intern in scheduled professional development or other professional meetings, when possible.
	j) Please ensure that the Teacher Intern does not administer and does not serve as a witness for corporal punishment.
Responsibilities to The University	a) Please inform the University Supervisor or Director of Field Experiences immediately in the event of a professionally troublesome experience or an emergency or direct violation of the Mississippi Educator Code of Ethics and Standards of Conduct.
	b) Please provide professional support and mentoring to the Teacher Intern whenever possible.
	c) Please encourage the Teacher Intern to maintain a positive attitude about the teaching profession.

University Supervisor Responsibilities

Responsibilities to the Intern and School	a) Conduct an orientation meeting with assigned Teacher Intern(s) to discuss expectations, guidelines, preferred communication, supervision style, due dates and submission requirements for assignments, etc. This date is established during the first 10 days of the professional semester in collaboration with the Director of Field Experiences.
	b) Communicate university procedure, routine, and evaluation expectations to the Teacher Intern, Mentor Teacher, and principal.
	c) Visit each Teacher Intern within the first week of each phase, for the purpose of meeting the Mentor Teacher and discussing the Teacher Intern's schedule and assignment and addressing any questions or concerns.
	d) Share with the Mentor Teacher your preferred communication method, including how to submit the Weekly Report form directly to you.
	e) Using Taskstream and coaching conferences, evaluate the Teacher Intern using the TIAI, Dispositions Rubric, and other assignment rubrics provided.
	f) Visit each Teacher Intern a MINIMUM of 4 times during <u>each phase</u> . The first one is a “meet and greet”, and the remaining visits are devoted to observation and coaching with emphasis on strengths as well as suggestions for improvement. It is strongly urged that at least one visit per phase be unannounced. The final visitation of each phase should occur during the last two weeks for the purpose of final evaluation. Although only 8 visits are required, additional visits may be made at the discretion of the University Supervisor or at the request of the Mentor Teacher, principal, or Teacher Intern. At least 6 observations of actual teaching should be a part of these visits.
	g) Communicate regularly with the Mentor Teacher to discuss the Teacher Intern’s progress.
	h) Review the Teacher Intern’s lesson plans. It is recommended that Domain I of the TIAI is used to evaluate the lesson plans
	i) Wear a university badge/ID and follow school district policies for entrance to the school grounds/facilities.
	j) Recommend approval of Teacher Intern absences. Teacher Interns must submit the absence form.
	k) Provide opportunities for Teacher Intern to ask questions, clarify expectations, and express concerns. Be supportive and available to Teacher Interns beyond the school visits.
SUGGESTED TEACHING SCHEDULE	
<i>Gradually, assume responsibility for teaching according to the <u>suggested schedule</u> below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor Teachers and Teacher Interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the Teacher Intern and does not mean that the Mentor Teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting.</i>	
Week 1	<ul style="list-style-type: none"> • Orientation to school/classroom; observing, assisting, and interacting with students. • University Supervisor may conduct a “meet and greet” visit.
Week 2	<ul style="list-style-type: none"> • Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades.
Week 3	<ul style="list-style-type: none"> • Teaching equivalent of two/three periods/ day. University Supervisor may conduct an informal evaluation.
Week 4	<ul style="list-style-type: none"> • Approximately half-time teaching.
Weeks 5 & 6	<ul style="list-style-type: none"> • Full-time teaching. University Supervisor may conduct two TIAI formal evaluations.
Week 7	<ul style="list-style-type: none"> • Transition of teaching back to cooperating Mentor Teacher.
Responsibilities to the University	a) Submit signed estimated travel budget form to the Office of Field Experiences prior to your first clinical experience travel. <i>This is a requirement of the MUW Resources Management Office.</i>
	b) Familiarize yourself with the current MUW Teacher Education Handbook-Teacher Internship Section.
	c) Submit all required evaluation data to Taskstream by the deadline provided.
	d) Submit mid-term and final grades via BANNER by the university deadline.
	e) Submit the Internship Grade Sheet (Excel spreadsheet) along with any other intern documentation.
	f) Submit the travel reimbursement form at the end of the semester.
	g) Submit any nomination forms by the deadline provided.
	h) Inform the Director of Field Experiences as soon as possible of a potentially troublesome situation.

	i) Adjunct faculty should activate their MUW email accounts to ensure they do not miss any important information from the Registrar, Education Department Chair, or other university faculty/administration.
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Director of Field Experiences

Responsibilities to the Intern & Schools	a) Evaluate and approve Teacher Intern admission applications.
	b) Request placement of Teacher Interns. Work to ensure Teacher Interns are involved in the experiences that will most effectively enhance their development.
	c) Supply necessary forms and reports, including an up-to-date Teacher Education Handbook, to
	d) Teacher Interns, Mentor Teachers, and University Supervisors.
	e) Serve as the identified liaison between the university and the cooperating schools.
	f) Conduct the student teaching seminars.
	g) Continually assess the effectiveness of the Teacher Intern program through collecting feedback from Teacher Interns, Mentor Teachers, and University Supervisors, and make recommendations for strengthening the program.
	h) Provide placement assistance to program graduates by cooperating with campus career services for Educator Interview Day, mailing graduate availability info to area school districts, circulating information on position openings to graduates, and responding to requests from administrators.
Responsibilities to The University	a) Consult with the Chair of the Department of Education regarding assignment of University Supervisors.
	b) Supply necessary forms and reports, including an up-to-date Teacher Education Handbook, to
	c) Teacher Interns, Mentor Teachers, and University Supervisors.
	d) Provide access to necessary training for University Supervisors and Mentor Teachers.
	e) Work with University Supervisors and/or Teacher Interns to resolve problems with the student teaching assignments or interpersonal relationships within a center.
	f) Maintain files on Teacher Interns and program graduates. Prepare and administer the Field Experiences budget.
	g) Maintain appropriate records for the MUW Teacher Internship Program and prepare MUW's materials for the annual Process Review conducted by the Mississippi State Department of Education.
	h) Provide support for, and follow-up studies of, graduates of MUW's Teacher Internship program.

Program Policies

LESSON PLANS

MUW requires that all Teacher Interns **MUST HAVE WRITTEN LESSON PLANS** for all classes taught. Plans should align to the appropriate indicators of the Teacher Intern Assessment Instrument (TIAI) as directed by the university supervisor. If it is the policy of the school, Teacher Interns may also be required to submit lesson plans to the principal. Lesson plans should be clearly and precisely written or typed and should include all information required by the Mentor Teacher and the University Supervisor. The Teacher Intern should confer with the Mentor Teacher after a lesson presentation to obtain input on the effectiveness.

Some schools may provide a designated lesson plan book, plan sheet, or plan software. When such items are used, it serves as a supplement to more detailed plans which follow the University Supervisor's requirements. **Teacher Interns should consult with the University Supervisor regarding how and when lesson plans are to be submitted for evaluation according to course requirements. Please refer to the TIAI: Domain I: Indicators 1—6 Planning and Preparation for how the lesson plans will be assessed.**

ATTENDANCE AND ABSENCES

Attendance

Teacher Interns will follow the school calendar of the school system to which they are assigned, not the calendar of MUW. If the teaching center is in session on a day when the university is not, the Teacher Intern is expected to be present. Teacher Interns must report to their teaching center at any time Mentor Teachers are asked to be present. This includes faculty meetings, staff development days, parent-teacher conference days, PTA or PTO meetings, etc. MUW's position is that the Teacher Intern should be present unless otherwise given special permission by the respective University Supervisor.

Attendance at the teaching center includes reporting to the school for the full school day. This means the intern should report to the school in the morning as required by the building administrator. Teacher interns should dismiss from school each day as required by the building administrator. Teacher Interns should attend any additional school or professional meetings, functions, extra-curricular activities, and duty posts as directed by the building administrator. ***Teacher Interns should not serve a duty post without school/district personnel present.***

Teacher interns should follow the sign-in and sign-out procedure that is established at the school by the building administrator.

Absences

Teacher Interns are expected to perform assigned responsibilities at all times except in the case of unexpected personal illness or extraordinary emergency circumstances. For other absences with strong, justifiable cause, the *Teacher Intern Absence Form* must be completed by the Teacher Intern and submitted to the Mentor Teacher and University Supervisor at least 5 days prior to the anticipated absence. Makeup work may be required. For a description of absences, please see below.

Personal Days

Teacher interns are provided ***THREE*** personal days during the professional ***semester*** for absences related to illness, personal business, or emergency. TI's are limited to ***THREE EXCUSED*** absences for illness, personal business, or emergency only. Any additional full-day absences must be made up at the end of the semester, which may delay graduation. Arrangements for make-up days are to be made through the University Supervisor and Director of Field Experiences.

Any day a Teacher Intern unexpectedly cannot report to school, the Principal (or designee), Mentor Teacher, and University Supervisor must be notified ***as early as possible***. Such notice will allow the MT to assume the TI's responsibilities and will prevent the US making a visit when the TI is not present. If a TI must be absent and has teaching materials that will be needed that day by the MT, it is the responsibility of the TI to get these materials to the school. Absences must also be reported by the Teacher Intern via e-mail to the Director of Field Experiences the day of the absence. The *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

Interview Day

Teacher Interns are provided ***ONE*** additional day during the professional semester for an absence related to a job or graduate school interview. This full-day allowance should only be used when travel to and from the interview would require the intern to miss a full day of school. Otherwise, partial make-up time missed during the school day may be coordinated with the Mentor Teacher and the University Supervisor.

This anticipated absence should be requested in advance for approval. The *Teacher Intern Absence Form* must be completed by the Teacher Intern and submitted to the Mentor Teacher and the University Supervisor at least five days prior to the anticipated absence. The *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

Professional Day

Teacher Interns who are invited to present or attend a professional education conference with an MUW professor may do so accordingly, and the absence does not "count against" the allowable personal or interview days provided.

This anticipated absence should be requested in advance for approval. *Teacher Intern Absence Form* must be completed by the Teacher Intern and submitted to the Mentor Teacher and the University Supervisor at least five days prior to the anticipated absence. The *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

ADDITIONAL COURSEWORK AND OUTSIDE EMPLOYMENT

Teacher Interns are enrolled in ED 401 Classroom Management or the ED 351 Educational Measurement course and the appropriate teacher internship course. No other coursework may be taken except with special approval by the Admissions/Appeals Committee for Teacher Education. In cases when permission is granted, the approval form must be on record in the Teacher Intern's file. Because the Teacher Internship 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 Teacher Internship. Teacher Interns who are engaged in outside employment must file a notice of their employment with the Office of Field Experiences. Teacher Interns who do find it necessary to maintain some level of employment are reminded that standards/expectations will not be compromised to accommodate the extra responsibilities.

LEGAL STATUS OF THE TEACHER INTERN

Teacher Interns are viewed as associate members of the faculty with emphasis placed on their role as teachers whenever possible; however, they are not legal employees of a system and are subject to some restrictions.

<u>Teacher Intern License:</u>	Beginning the 2015-16 academic year, each university in the State of Mississippi is required to submit a recommendation to the Mississippi Department of Education for each teacher intern to be issued a Teacher Internship License. This license is considered an initial license toward the standard Mississippi Educator License. The Teacher Internship License is subject to the same adherence to the Mississippi Educator Code of Ethics and Standards of Conduct as the standard Mississippi Educator License. For more information, please contact the Mississippi Division of Educator Misconduct .
<u>Grading Student Work:</u>	Teacher Interns should work collaboratively with the Mentor Teachers in constructing assessments and assigning/entering grades/providing feedback via the school's grading system. <i>The Mentor Teacher is ultimately responsible for the final grades reported.</i>
<u>Corporal Punishment:</u>	For the protection of the Teacher Interns and the school system, <i>Teacher Interns are <u>not permitted</u> to administer physical/corporal punishment and Teacher Interns are <u>not permitted</u> to serve as a witness to such punishment.</i>
<u>Serving as a Substitute:</u>	Although Teacher Interns should contribute to the school in every way possible, they <i><u>cannot be used as substitute teachers and <u>should not be used as assistant teachers.</u></u></i>
<u>Duty Posts:</u>	Serving at a duty post, according to the administrator's directive, is part of the teacher internship experience. However, <i>Teacher Interns <u>should not serve a duty post <u>without school/district personnel present.</u></u></i>
<u>School Representative:</u>	Attendance at professional meetings/settings with the mentor teacher or school personnel designee is part of the internship experience. However, <i>Teacher Interns <u>should not solely attend/represent the school in any official capacity without the accompaniment of official school personnel and approval of the school administrator.</u></i> This includes parent conferences, IEP meetings, professional development meetings, etc.

TEACHER INTERNSHIP SEMINARS

On-campus seminars are scheduled during the internship period. All interns are required to attend all seminars. Teacher Interns are expected to attend on time and remain for the entire length of the seminar day. Arrangements should be made on the first day of placement to coordinate this time away from the school with the mentor teacher. A field trip scheduled at a school does not exempt attendance at the on-campus seminar.

MISSISSIPPI EDUCATOR LICENSURE

The Teacher Intern will be eligible for a standard Mississippi educator's license upon completion of all degree requirements and teacher education program requirements, to include a minimum grade of "C" on Teacher Internship during the professional semester. The intern must demonstrate all competencies on the TIAI. The application process for Mississippi educator licensure is explained during the Teacher Internship seminar. Candidates desiring to apply in other states should contact the respective certification offices in those states and request information and applications.

EVALUATION OF THE TEACHER INTERN

The evaluation of the Teacher Intern should be a continuous process. Through the use of self-evaluation and planned conferences with the University Supervisor and Mentor Teacher, the Teacher Interns should make periodic checks on their own progress. The University Supervisor as the representative of MUW has the ultimate responsibility for assigning the final grade for the Teacher Intern. The Teacher Internship grade is the most important grade that a prospective teacher can receive and must be carefully considered. Prior to reaching this decision, the University Supervisor and the Phase I and Phase II cooperating Mentor Teachers will have completed evaluation forms and will be consulted many times. Letter grades are assigned. A letter grade of “C” or above for each phase is required for successful completion of the Teacher Internship and eligibility for educator licensure. *If health reasons, unforeseen circumstances, or lack of time to demonstrate all competencies interfere with successful completion of the Teacher Internship experience within the time frame provided, an “Incomplete” may be granted with approval from the Director of Field Experiences, the appropriate College Dean, and the Vice President for Academic Affairs.*

WITHDRAWAL FROM THE TEACHER INTERNSHIP

If a student finds it necessary to withdraw from Teacher Internship, the withdrawal policy outlined in the MUW catalog must be followed. In addition, the Mentor Teacher, principal, University Supervisor, and Director of Field Experiences must be notified immediately.

Removal from Teacher Internship

Termination of a Placement

Although rare, sometimes a Teacher Intern's lack of progress in assuming classroom responsibilities (including but not limited to: poor planning and instruction, lack of professional dispositions and/or violation of the *Mississippi Educator Code of Ethics and Standards of Conduct* or the *Mississippi University for Women Code of Conduct*) may cause school officials and/or university officials to seek termination of the Teacher Intern's internship. If a Mentor Teacher or principal believes a Teacher Intern is not performing appropriately in the assignment, the Mentor Teacher and/or principal must discuss the problems with the University Supervisor and the Teacher Intern. If the University Supervisor believes a Teacher Intern is not performing appropriately in the assignment, the University Supervisor must discuss the situation with the Mentor Teacher, principal, and Teacher Intern. After the discussion (regardless of whether the school personnel or the university personnel initiated the concern for lack of performance), the University Supervisor, Mentor Teacher, and Teacher Intern will collaboratively write an improvement plan.

The improvement plan will be signed by the Teacher Intern to confirm agreement to work toward meeting the goals of the improvement plan. If the Teacher Intern refuses to sign the plan, then a statement will be written on the plan indicating that the Teacher Intern refused to sign the plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Office of Field Experiences for review and placement in the Teacher Intern's file. If the Teacher Intern shows continuous improvement, the Teacher Intern will proceed with the experience at the assigned site with careful supervision.

The improvement plan may include not only teaching performance indicators but also professional dispositions. Professional behaviors that should be demonstrated include but are not limited to the following:

1. Collaboration
2. Reflection
3. Integrity
4. Learning Initiative
5. Responsibility
6. Respect
7. Diversity

**Please see the MUW Teacher
Professional Dispositions in
Taskstream™.**

If the Mentor Teacher, principal, or University Supervisor continues to see no improvement in the Teacher Intern's performance within five (5) school days of the date of the intern's signature on the improvement plan, a decision for termination may be made. The Mentor Teacher, principal, and University Supervisor will conference with the Director of Field Experiences to notify the intern of termination. The Director of Field Experiences will present the letter of termination to the Teacher Intern within three (3) school days of the conference with the University Supervisor and Mentor Teacher. The letter of termination shall include the date of termination and goals of the improvement plan that were not met.

Other Reasons for Termination. Removal of a Teacher Intern from a school site for reasons other than lacking in performance may be required in rare or emergency situations. Removal of a Teacher Intern from a school site will be considered when any of the following situations occur:

1. Safety of students is compromised by the intern
2. Violation of the Mississippi Educator Code of Ethics and Standards of Conduct
3. Violation of the Mississippi University for Women Code of Conduct (reference current MUW Undergraduate Bulletin)
4. Unprofessional or unethical behavior in the school setting.
5. Any evidence of a lack of sensitivity to multicultural situations by the Teacher Intern.
6. Excessive absenteeism, tardiness, and/or failure by the Teacher Intern to comply with
7. established rules and policies.
8. Two incidents of no lesson plans. The first time, in which there is no lesson plan, the Teacher Intern will be given a written warning; the second time lesson plans are not available may be cause for removal.
9. Inappropriate interpersonal skills with students, staff, faculty, and administrators.
10. Inappropriate attitude or hostility.
11. Breach of confidentiality concerning a student

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Director of Field Experiences will convene a committee consisting of him/herself, Mentor Teacher, University Supervisor, and Teacher Intern to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the Teacher Intern within three (3) school days of the committee hearing.

Immediate Termination. A Teacher Intern may be terminated immediately if continuing the placement compromises the safety of school students or if actions are a violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct (reference current MUW Undergraduate Bulletin). Decisions for immediate termination should represent a consensus among the school principal or superintendent, the University Supervisor, the Mentor Teacher, and the Director of Field Experiences. A decision for immediate termination cannot be made unilaterally.

School personnel who believe their students are unsafe if the placement continues should contact either the University Supervisor or the Director of Field Experiences. A University Supervisor who believes the students are unsafe should contact the Director of Field Experiences. The Director of Field Experiences will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Decisions for immediate termination should not be made lightly. These decisions should be made only after other alternatives have been considered. These alternatives should include opportunities for the Teacher Intern to learn how to handle difficult or controversial situations that often arise in school settings.

Administrative Removal. Teacher Interns removed from internship for cause will be administratively removed from the professional semester. The professional semester includes internship and the classroom management class. If a student is removed after the university's designated drop date, then the student must withdraw from internship and classroom management. Since this action is an administrative removal, the grades recorded for student teaching and classroom management will be a "W". Note: Teacher Interns may lose all or part of tuition paid for the semester.

Appeals Procedure for the Teacher Intern

Action by the Teacher Intern. A Teacher Intern appealing for readmission into the teaching internship will submit a typed letter to the Director of Field Experiences requesting a meeting with the Admissions/Appeals to Teacher Education Committee. In the written letter the Teacher Internship will justify his/her request and steps that have been taken to rectify the situation. Reasons for appeal may include, but are not limited to, the following situation: Readmission into the Teaching Internship -include in the documentation why he/she should be allowed to re- enroll and provide information about additional experiences that have been undertaken to help him/her remedy problems identified during the first teaching internship.

The letter will be forwarded to the Director of Field Experiences, who will then convene the Admissions/Appeals Committee for Teacher Education. The Director will send a letter to the Teacher Intern indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation provide documentation to verify remediation, and to answer questions by the committee members. Action of the Admissions/Appeals Committee for Teacher Education. The committee can either accept or deny the Teacher Intern's appeal request. The Teacher Intern will be notified within five (5) school days of the committee's decision.

NOTE: If the committee accepts the Teacher Intern's appeal and permits the student to reenter Teacher Internship, the student will intern the next semester (not the semester in which the removal occurred)

Selection of Concentration Areas and Add-on Endorsements

Elementary Concentrations (K-6)

A concentration area requires a minimum of 18 semester hours for a K-6 elementary endorsement.

- * Developmental courses do not count toward a concentration: e.g. EN 100, MA 100.
- * Minimum grade of “C” required.
- * Transfer courses are acceptable.
- * Students may specify more than 2 concentrations

All education majors may add a subject area endorsement with 21 hours.

English - 21 hours

- EN prefix, EN 101 or above
- Recommended courses: EN409, EN341, EN203, EN204, EN 205, EN201, EN202, EN231, EN232, EN311, EN312

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, EC, GEO, HIS, POL, SOC, PSY prefixes -- any combination for K-8 Concentration for degree and license. PSY prefixes do not satisfy this requirement.

The Mississippi Department of Education encourages courses to be HIS, POL, and GEO courses.

Mathematics - 21 hours as Specified Below

MATH CORE/CONCENTRATION FOR ELED K-6 AND 7-8 (CODE 901)				
<i>Electives may be chosen from: MA 114, MA 123, MA 318 or MA 319</i>				
COURSE NUMBER	COURSE NAME	SEM.	HRS.	GRADE
MA 113	College Algebra		3	
MA 111	Modern Math I		3	
MA 112	Modern Math II		3	
ED 305	Teach Math Elem		3	
MA	Elective		3	
MA	Elective		3	
MA	Elective		3	

INSTITUTIONAL ADD-ON FOR MATH GRADES 7-12 ENDORSEMENT CODE 154 ADDED TO AN INITIAL LICENSE									
COURSE NUMBER	COURSE NAME	SEM.	HRS.	GRADE	MA CONCENTRATION CHOICES <i>Electives may be chosen from: MA 130, 318, 319</i>				
MA 112	Modern Math II		3		COURSE NUMBER	COURSE NAME	SEM.	HRS.	GRADE
MA 123	Statistics		3		MA 305	Linear Algebra	3		
MA 181	Calculus I		3		MA	Elective	3		
MA 182	Calculus II		3		MA	Elective	3		

Institutional Supplemental Endorsements

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

Gifted Education K-12 (Master's Level) MS Endorsement 207

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
			15

Reading/Literacy K-12 (Master's Level) MS Endorsement 174

ED	523	Early Literacy Development (Pre-K -3)	3
ED	527	Content Area Literacy	3
ED	564	Effective Literacy Assessment and Intervention	3
ED	524	Expanding Literacy Development (4-12)	3
ED	599	Internship in Reading Literacy	3
			15

Early Childhood (Pk-K) MS Endorsement 153

ED	317	Behaviors in Early Childhood	3
ED	319	Early Childhood Language and Literacy	3
ED	320	Materials and Methods in Early Childhood	3
PSY	335	Child Behavior Modification: Typical & Special Needs	3
FS	337	Parenting and Guidance of the Young Child	3
			15

Mildly - Moderately Handicapped K-6 MS Endorsement 223

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
			21

Mildly - Moderately Handicapped 7-12 MS Endorsement 224

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
			21

Health Education MS Endorsement 143 *(Added to Biology, or Health/Physical Education only)*

KIN	307	Emergency Healthcare	3
KIN	380	Health Methods (KIN 101 is a prerequisite.)	3
SOC	305	Marriage & the Family or FHD/PSY 330 Human Sexuality	3
FHD	470	Substance Abuse	3
			12

Computer Applications MS Endorsement 111

ED	297	Computer and the Classroom	3
ED	498	Instructional Technology	3
Choose 2 of the following for 6 hours: (* = recommended choices)			6
*MIS	157	Information Systems Using Microcomputers	
*MIS	160	Spreadsheet Applications	
BU	296	Applications Program Development (COBOL II)	
SM	135	Programming in C	
			12

Physical Science MS Endorsement 182 *(for Biology, General Science, Chemistry, Physics, Earth Science only)*

_____	_____	Laboratory-based Chemistry	8
_____	_____	Laboratory-based Physics	8
			16

State Financial Aid

THE CRITICAL NEEDS TEACHER LOAN/SCHOLARSHIP PROGRAM (CNETP)

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 AA 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

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1-800-327-2980 or 601-432-6997

www.ihl.state.ms.us