Table of Contents
2017-2018
This applies to students who joined to the Program during 2017-2018.

INTRODUCTION

Welcome to the Teacher Education Program at Manchester University! Manchester University has prepared excellent teachers since 1888. You are joining a long line of Manchester graduates who serve their communities through teaching.

In 2009, the Indiana Department of Education moved from course-based to performance-based licensing, with fewer and broader teaching licenses. In addition, advances in technology and in knowledge about how people learn require other updates in teacher education programs. The Manchester University Department of Education solicits ideas for change from research and best practices, from new standards published by professional organizations, such as InTASC and CAEP, from current education practitioners, and from our own students. Teaching today is an exciting time, full of new possibilities. This student handbook reflects the Teacher Education Program as it is in the Fall of 2016. Updates to the handbook will be made as needed and students will be informed via email as these changes are implemented. This handbook should provide candidates with a good understanding of the Teacher Education Program at Manchester University. If questions remain, bring them to the Director of Teacher Education, Education faculty or the Field Experience and Assessment Coordinator.

ACCREDITATION

Manchester University has had continuous accreditation for teacher preparation by the State of Indiana since 1907, regional accreditation by the North Central Association of Colleges and Secondary Schools since 1932, and accreditation by the National Council for Accreditation of Teacher Education since 1963.

Membership in the North Central Association of Colleges and Schools assures the acceptance of credits for students who wish to transfer to another accredited institution. Approval by the National Council for Accreditation of Teacher Education provides teacher education graduates with assurance that entry level licenses can be obtained in many other states without further coursework. The Department of Education maintains standards which college/universities must meet if their graduates are to teach in Indiana. This approval also facilitates the candidates' eligibility for entry level licenses in states because of reciprocal agreements.

Manchester University holds institutional membership in the American Association of Colleges for Teacher Education, the Indiana Association of Colleges for Teacher Education, and the Association of Independent Liberal Arts Colleges for Teacher Education. The Department of Education is also a member of the Council for the Accreditation of Educator Preparation (CAEP). In addition, faculty members of the teacher education program actively participate in numerous professional organizations.

The accreditation process requires the educator preparation providers (EPP) to conduct systematic data collection and analysis to inform needed program changes. Candidates'

course work is an integral part of that data, and the University collects this data through key assessments aligned to InTASC and CAEP standards.

MANCHESTER UNIVERSITY STATEMENT OF MISSION

Mission Statement
Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

Values Statement
As a primary undergraduate, residential, liberal arts community rooted in the tradition of the Church of the Brethren, Manchester University values:
- Learning, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive, and principled lives;
- Faith, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of agape (selfless love), tikkun olam (repairing a broken world), and salam (peace);
- Service, because committing self in service to others connects faith with action and abilities with convictions;
- Integrity, because honesty and trust are the foundations of teaching and learning, enriching, enduring relationships, and strong communities;
- Diversity, because understanding differences develops respect for ethnic, cultural and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
- Community, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

MANCHESTER'S TEACHER EDUCATION PROGRAM MISSION

Mission Statement:
The Department of Education bridges theory and practice to prepare students for professional careers that promote individual well-being, community engagement, and social justice.

Learning Goals:
Graduates of the Teacher Education Program will (1) construct and deliver appropriate curriculum or organizational models for children and/or adolescents; (2) assess students' learning and development or effectiveness of organizational programs designed for children and/or adolescents; (3) establish professional and reciprocal relationships with others invested in the emotional, physical, and cognitive well-being of children and/or adolescents; (4) create positive and caring environments for the development and academic progress of children and/or adolescents.

MODEL AND MOTTO FOR THE TEACHER EDUCATION PROGRAM

Manchester University prepares teachers of ability and conviction. This motto, taken directly from the University's Statement of Mission, reflects the broad purpose of both the University and the teacher education program. New teachers who achieve the program goals and objectives listed above will be people of ability and conviction.

The liberal arts-based teacher education program at Manchester University is a student-centered program. Relationships between faculty and students demonstrate mutual concern and respect, and students receive personalized, sensitive mentoring from the faculty.

INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

Governance

Manchester University's academic program is housed in four colleges. The Teacher Education Program is a part of the College of Education and Social Sciences, along with the Departments of Communication Studies, Criminal Justice, Economics, Gerontology, History, International Studies, Political Science, Psychology, Social Work and Sociology. Education faculty develop the teacher licensing curriculum and policies with frequent references to state and professional organizations' standards, requirements of accrediting agencies, current research, and knowledge of "best practice." The Department also conducts annual reviews of the scope and sequence of the curriculum to ensure current alignment with state and federal expectations. All university faculty participate in forming the general education program, which serves education majors as well. University faculty from the academic majors play a central role in choosing proficiencies and courses for the teacher candidates in their areas, by providing input and approval of proposed teaching patterns as representative members on the Teacher Education Committee. This committee meets monthly throughout the academic year. On campus, the Teacher Education Committee, with representatives from the four academic divisions, the administration, and the student body, recommends policies to guide the program, as well. This group also approves or denies candidates' progression to student teaching and hears appeals from teacher candidates who have special requests. The Teacher Advisory Council, a group of experienced teachers and administrators, provides practical suggestions that help shape Manchester's Teacher Education Program. The Indiana Department of Education has the final approval over the program developed by Manchester University.

Faculty

The Teacher Education Program is staffed by four full-time faculty and one full-time staff member, each of whom fulfill different roles.

- o Dr. Heather Schilling, Department Chair and Director of Teacher Education, teaches Literacy Block, Literacy in the Content Areas, and Communities and Schools. She is co-advisor for the Student Education Association (SEA) and advisor of the

Undergraduate Literacy Council. Questions regarding the program including required courses and student teaching should be directed to Dr. Schilling.

o Professor Kurt Kurtzhals teaches Foundations of Exceptional Learners, Learning through Movement, Creativity in the Classroom, Corrective Reading, Learners with High Abilities, Instructing High Ability Learners, Learners with Mild Disabilities and Mild Intervention: Strategies for Instruction. He is co-advisor for SEA.

o Professor Mike Martynowicz teaches Classroom Management/Conflict Resolution for Secondary Schools, Educational Psychology, General Methods for Adolescent Learners, and The Teacher in Today's Schools. He is also the advisor for the Department's H.O.M.E. mentoring program.

o Dr. Stacy Stetzel teaches Literacy and English Learners, Integrated Methods for Elementary Education, Exploring Teaching and Learning, Child Development, and Educational Assessment.

o Ms. Heidi Wieland serves the Education Department as the Field Experience and Assessment Coordinator. Her primary responsibilities involve organizing and evaluating field experiences as well as administering the CASA and Pearson content/pedagogy tests.

Curriculum

The CORE Courses

Building upon foundational skills of written and oral communication, quantitative, and physical activity and wellness skills, candidates take a variety of courses in categories labeled Integration into the World, Ways of Knowing, and Synthesis and Critical Thinking. The CORE courses are outlined in the University Catalog.

Content Area Courses

While the student completes courses in the CORE component, concurrent enrollment includes courses which meet the subject matter requirements of the initial standard teaching license. These courses provide the content base for instruction in the public schools. The special characteristics of each license level are presented here.

- *Elementary Education*- Teacher candidates must choose the license they wish to obtain, by spring of their sophomore year. Elementary education majors all are licensed as elementary generalist (K-6). For candidates seeking this license, the subject matter requirements include special courses that include topics such as Math for Elementary Teachers, Literacy Block, Classroom Management and Conflict Resolution, World History, American History, The Exceptional Learner, and selected electives from the sciences, social sciences, and humanities. All elementary teacher

candidates are required under the Rules for Educator Preparation and Accountability (REPA) to meet additional requirements. At Manchester University these can be met by adding one of the following areas: Mild Intervention, English Learners, or High Ability licensure.

- *Secondary Education* – For teacher candidates seeking a secondary teaching license (grades 5-12), candidates meet or exceed the same requirements as the corresponding academic major. When an equivalent academic major is not offered, the DOE has permitted units to create programs to meet applicable teaching standards (i.e. English/Language Arts, and Life Science). Teaching content majors with Education 5-12 offered at Manchester University include: English/Language Arts, Mathematics, French, Spanish, Biology (Life Science), Chemistry, Physics, and History.

- *All-Grade Education* - All-grade standard teacher licensing programs are available at Manchester University in art, music, and physical education. Coursework and field experiences are designed to prepare prospective all grade teachers to work with a wide variety of students in their areas of expertise in grades P-12. The programs follow the same guidelines for content as the secondary content areas. All grade teaching majors (P-12) may be done in Music (choral or instrumental), Physical Education, or Visual Arts.

Professional Education Courses

The professional education courses are designed to meet the essential pedagogy under REPA and the standards of various Specialty Program Association Standards (SPAs). They have been selected to help teacher candidates become competent in using the skills and techniques of teaching and in understanding students. Teacher candidates may begin taking professional education courses early in their university careers. Courses which all teacher candidates must take are Introduction to Teaching (EDUC 111), Educational Psychology (EDUC 237), The Teacher in Today's School (EDUC 410), Exceptional Learners (EDUC 211), methods courses, and student teaching. Many professional education courses require teacher candidates to observe and participate in public school classrooms. Field experiences require criminal history checks as determined by the setting's administrators.

- *Elementary Education*- In addition to the above courses, the teacher candidate for the elementary generalist license must complete the methods block. This block of courses includes the study of principles and theory underlying the teaching of math, science, social studies, reading, and language arts. The methods block also includes two separate weeks of full-time observation and participation in the public schools. One full week is scheduled in a school where the teacher candidate will have a multi-cultural experience and one full week is spent in the teacher candidate's future student teaching placement. The block's schedule also requires the teacher candidates to be in their student teaching classrooms for Start of School (S.O.S.) and six full days during the fall semester to observe and help the children as they grow

during the year.

- *Secondary Education/All-Grade Education* – Teacher candidates seeking the secondary or all-grade teaching licensure must complete the basic professional education courses and special methods with experiences addressing the diversity of students they will teach. Teacher candidates work in their student teaching setting(s) for the Start of School (S.O.S.). Throughout the fall semester, teacher candidates are expected to complete a minimum of 25 hours in their student teaching placement. In addition, General Methods for Adolescent Learners is taken during January prior to student teaching. This course, offered at an off-campus setting, provides teacher candidates with the opportunity to practice teaching in a diverse setting. Candidates also are encouraged to seek out independent experiences, such as tutoring or volunteering in classrooms, which enhance their program experiences.

Responsibilities of the Education Department

The Education Department is on the third floor of the Academic Center. Besides providing students with a copy of this handbook, the Department will notify teacher candidates of events that help them satisfy Teacher Education Program requirements and keep records of the teacher candidates' progress through the program. The Department also will answer teacher candidates' questions, place student teachers in appropriate field experiences, and process license applications for graduates. If you have questions, please contact the Field Experience and Assessment Coordinator, Heidi Wieland, at 982-5961 or hewieland@manchester.edu or the Director of Teacher Education, Heather Schilling, at 982-5265 or haschilling@manchester.edu .

Responsibilities of Teacher Candidates

Teacher candidates are expected to know and follow program requirements and deadlines as outlined in this handbook and in the University Catalog. Candidates must:

1. Accept responsibility for the Teacher Education Program and the University requirements. Ultimately, you are responsible for ensuring that you take the appropriate courses to fulfill your major, core, graduation and licensing requirements.
2. Register with the Teacher Education Program during your first year on campus.
3. Attend and participate in classes and maintain at least the required 2.50 grade point average overall and in your major. A 3.0 grade point average is preferred.
4. Check campus mail twice a week and e-mail daily. If requests are made by the Education Office, take care of them promptly.
5. Save documentation to show your competence including test results.
6. Adopt a professional demeanor, which includes appropriate behavior in all manners, respectful treatment of students, colleagues and other individuals, adherence of school and classroom policies, strong ethical standards and conduct fitting for a teacher. Attendance at departmental professional development opportunities and events is expected.
7. Be responsible and professional during your field experiences in schools. This means you must wear the department uniform, be carefully groomed, be on time, volunteer to help the teacher, carry out the teacher's requests cheerfully, avoid gossip and flirting, keep the confidences of the children and teacher, unless otherwise required by law, demonstrate interest, and notify both the university instructor and school teacher if you cannot be present. Field experiences are evaluated by the cooperating teachers and coordinator of field experiences. These evaluations have an impact on your admittance into the Teacher Education Program and other educational opportunities.
8. Keep the Education Department informed about changes that affect your program: adding teaching areas, changing major, dropping out of the program, etc.

9. Complete forms as required. Pick up the Election of Major Form from the Education Department or print it off the Registrar's website before the sophomore spring enrollment. Please keep in mind that you must be formally admitted to the program before you can declare a teaching major. The Declaration of Intent to Graduate Form will be mailed to you before the junior spring enrollment. Both forms require administrative signatures.

Teacher candidates should:

1. Contact your academic advisor with questions about your individual programs and course registrations.
2. Keep the program goals and objectives in mind and work toward achieving them through class work and through personal experiences. Candidates' dispositions on campus, in social media, in the classroom and during field experience are just as important as their academic performance.
3. If you intend to be licensed in another state, contact that state for licensing requirements. Changes are so frequent that direct contact with the state licensing agency is wise. The addresses and phone numbers for these agencies are available on the Department of Education website.

Remember that the impression you make in your classes and in your campus life will affect your future as a teaching candidate. You need professional education faculty who will recommend you for the program and for your first teaching position. You need activities on your résumé that show you have been a responsible, involved member of the campus, preferably with some leadership responsibilities. All candidates should choose, at the very least, to join the Student Education Association (SEA). You need to be cleared on student conduct issues periodically by the Dean of Student Experience, with later criminal record checks by school systems and the state.

Your career as a teacher begins with your initial enrollment at Manchester. Teaching is a privilege, not a right; conduct worthy of a professional will get your career off to a good start.

PROGRAMS AVAILABLE IN TEACHER EDUCATION

B.S. or B.A.?

Most students at Manchester University complete either the Bachelor of Science (B.S.) degree or the Bachelor of Arts (B.A.) degree. The outlines for these degrees are found in the *University Catalog.* In brief, those requirements, modified for teacher candidates, include a minimum of 120 semester hours of credit with a 2.50 grade point average overall, satisfaction of the CORE requirements, completion of an education program with at least a 2.50 GPA in the program (either a teaching major or an academic major with teaching added), residency at Manchester for a minimum of 90 semester hours or taking 30 of the last 36 semester hours at Manchester University, and successful completion of the senior comprehensive evaluation and passing scores on required licensure tests.

The Bachelor of Arts (B.A.) also requires satisfactory completion of a world language through the intermediate level. Some teacher candidates choose this degree because they want to develop language proficiency. Spanish speaking teachers are in demand.

STUDENT ADVISING

First Year Students

First year students are advised by their primary advisors or First Year Seminar faculty. These faculty make a special attempt to get acquainted with their new advisees and to maintain contact with them. Advisors meet with new teacher candidates in late fall to schedule classes for January and the spring semester and in mid-spring to schedule classes for the following fall. At spring advising, the first year teacher candidates are asked to select an education faculty member to have as advisor for the rest of their University program. Teacher candidates' records move on to the new advisor after spring advising.

In addition, the Department of Education has established the Heart of Manchester Education (H.O.M.E.) mentoring program to support first year students. This program is run by selected upper classmen to help with the transition to college.

Transfer Students

Transfer students must submit their transcripts to the University Registrar for an evaluation of which courses will transfer to Manchester University. The Registrar will indicate the transfer courses which will satisfy CORE requirements at Manchester, while the Director of Teacher Education will determine which transfer courses will meet Manchester University teacher education requirements. Transfer students should make an appointment in both the Registrar's Office and the Education Office so these evaluations may be completed. Once in the program, transfer students have the same rights and responsibilities as continuing students.

Transition to Teaching

According to Indiana 515 IAC 1-6, each accredited Indiana institution must offer a *Transition to Teaching* (T2T) program to prepare a qualified person who holds at least a baccalaureate degree to enter the teaching profession. At Manchester University, this program is designed to fit with the existing baccalaureate programs; therefore, most of the classes are offered during the school day from 8:00 a.m. – 3:30 p.m. or 6:30-9:30 p.m. This program for alternative certification allows candidates to add pedagogy knowledge and skills to content knowledge. Licensing is possible in the areas of secondary and all grade content areas, for grades 5-12 only. Guidelines that must be followed to successfully complete the T2T program are available in the Education Department and on the department's website.

BECOMING A PROFESSIONAL

Field Experiences and Records

From the first education courses, teacher candidates work in the P-12 classrooms. These experiences vary according to the teacher candidate's course enrollment and/or year in the program. All field experiences provide excellent opportunities to learn from others and to see what it means to be a teacher.

Field experiences are recorded in the in the Education Department. Candidates should check periodically to see if records are correct. The office also documents work candidates have completed if school personnel call the Education Department to check during interview.

Year	Semester	Required Courses and Field Experience
Year 1	Fall (1)	EDUC111 – Exploring Teaching and Learning (F/S) – 10 hours of field observation required
	Spring (2)	EDUC211 – The Exceptional Learner (F/S) – 10 hours of field observation required
Year 2	Fall (3)	EDUC237 – Educational Psychology (F/S) – 15 hours of field observation with guided teaching required (same teacher for all 15 hours)
	Spring (4)	EDUC245 – Educational Assessment (S) – 15 hours of field observation with guided teaching required (same teacher for all 15 hours)
Year 3	Fall (5) Spring (6)	All Juniors in Elementary Education are required to complete hours in RTI for both semesters. All Juniors in Secondary Education are required to complete hours in intermediate, middle or high school for both semesters. Juniors majoring in Educational Studies will be completing an internship during either their Junior or Senior year. Hours of field experience required will vary.
Year 4	Fall (7)	Seniors will be completing their student teaching. Educational Studies majors will be doing an internship if this was not completed during their Junior year.
	Spring (8)	Seniors will be completing their student teaching. Educational Studies majors will be doing an internship if this was not completed during their Junior year.

In order to fulfill the requirements of the field experiences, teacher candidates must complete a full background check. Please see Ms. Heidi Wieland for more information regarding the field experience requirements.

The Student Education Association

Manchester University has an active Student Education Association (SEA). Membership in SEA has several advantages: informative meetings, opportunities for volunteer activities, published materials, conferences with students from other Universities, and liability insurance. Candidates are strongly encouraged to join SEA every year of University attendance. Membership looks good on a résumé and tells prospective employers that the candidate has a real interest in being a professional teacher. Candidates who keep yearly membership receipts will get a discount on their first year's Indiana State Teacher Association dues.

The SEA is student run, so programming varies from year to year, depending on the current board. Monthly activities are coordinated with the Arc Center of Wabash County to provide experiences with adults with developmental disabilities. There also are opportunities for local, state, and national leadership training and experience.

Application forms to join SEA are available from one of the SEA officers or online at www.nea.org. Candidates check e-mail for SEA information. Professors Kurt Kurtzhals and Heather Schilling are co-advisors and can help answer your questions.

Other Professional Experiences through Volunteerism

Candidates who truly want to become teachers should seek opportunities to work with young people. University classes will help to understand students and content and field experiences provide ideas to use in teaching, but developing teaching skills takes practice. The skills candidates develop almost unconsciously through other experiences with young people will serve them well in teaching. Candidates should look for opportunities for babysitting, coaching, tutoring, camp counseling, helping with Special Olympics, volunteering in schools, serving as a reading coach, teaching Sunday School, life guarding – anything that provides interaction with children.

These other experiences can be added to the Education record if submitted to the department. Candidates should list what they have done, where and when, and ask a supervisor to sign and date it. This information will be added to the record of experiences and importantly, it will deepen knowledge of children.

Candidates should stay alert to other opportunities to learn about their subject and about young people. Speeches, workshops, and informative television programs are just a few ways to add to your knowledge base. There's always more to learn!

Candidates should collect materials that can be useful in teaching. Teaching magazines offer discounted subscriptions to University students. Just about anything can be turned into teaching material, for instance, souvenir menus from restaurants can give good practice in math skills or be useful for a nutrition unit. Travel brochures that can be picked up at welcome centers at state lines offer possibilities, too, for math, geography, history, reading, etc. Become a scavenger and start building teaching files for later use.

SENIOR COMPREHENSIVE EVALUATION

During the student teaching semester, teacher candidates will complete an impact on student learning project which involves designing assessments and a unit plan that incorporates research-based best practices. Teacher candidates must demonstrate a clear knowledge of how data drives their instruction. Upon completion of the teaching of the unit, the teacher candidates write a comprehensive analysis of the data collected. They defend this information to a panel of education professors and content faculty during the final six weeks of the semester. Teacher candidates will respond to questions regarding their teacher preparation and readiness for teaching in relation to the program goals and objectives.   Evidence of student learning during student teaching is a cornerstone of this experience.   See Appendix F for instructions for the Senior Comprehensive Exam.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Procedures

Admission to the University does not guarantee admission to the Teacher Education Program. Teacher candidates should register with the Teacher Education Program during their first year on campus, using a form that is available in the Department of Education. This lets the Education faculty track your progress, contact you about special events or concerns, and plan for future education classes.

Teacher candidates will be informed in writing concerning their progress toward meeting requirements for admission to the Teacher Education Program, beginning in second semester of sophomore status and first semester of junior status.

Admission is required before teacher candidates can take 300 level courses with EDUC prefix. Teacher candidates <u>must</u> have completed all requirements for admission to teacher education one full calendar year <u>prior</u> to student teaching in order to be considered for a student teaching placement for the following academic year.

Criteria

Criteria for acceptance into the various phases of the Teacher Education Program have been established by the Teacher Education Committee. Criteria for admission to the program include:

Criteria	Explanation
Appropriate standardized tests	Teacher candidates must earn passing scores on the CASA; an 1100 on the combined reading and math portions of the SAT (if taken prior to March 1, 2016; score must be converted if taken on or after that date); or a 24 on the ACT
2.5 grade point average	Teacher candidates must have a 2.5 GPA in their overall course work as well as a 2.5 in their major
Departmental approval	Teacher candidates' department of their major complete an approval rubric
Celebrating Diversity Workshop	Teacher candidates attend one Celebrating Diversity Workshop offered in both the fall and spring semesters; within two weeks of attending, candidates must write a reflection
Student Experience clearance	Teacher candidates must be in good standing with Student Experience

Checkpoints

Meeting the above criteria does not guarantee admission into the Teacher Education Program. There are several checkpoints throughout the process which can prevent admittance into TEP or result in removal from TEP. Positive progression at the following checkpoints is necessary to ensure we admit and retain the most highly qualified students:

Checkpoint	Explanation
Dispositional rubrics	Dispositional rubrics (Appendix E) are filled out by education faculty for every education major upon completion of EDUC 111 (formerly 108) and EDUC 211. They are also filled out for those students who raise dispositional concerns in EDUC 237 and EDUC 245. See Appendix E for requirements.
Field experience evaluations	Field experience evaluations are filled out by the teachers you observe and/or assist.
Sophomore interview	If you have completed all criteria for admittance into the Teacher Education Program, you will be contacted early in the spring semester of your sophomore year to schedule a sophomore interview with the Director of Teacher Education. This is a requirement prior to being admitted into the program, and is based upon final approval by the Teacher Education Committee.
Junior interview	If you have been admitted into the Teacher Education Program, you will complete a junior interview with the Director of Teacher Education during the fall of your junior year. This is a formal interview in which you will analyze a recording of your teaching, articulate how your course work and field experience reflect the InTASC standards, submit a cover letter, resume and application to student teach. This is required prior to student teaching.
Final Approval to Student Teach	Upon completion of methods, education and content faculty will determine whether or not you receive the final approval to student teach. Dispositional rubrics, methods evaluations and performance in methods courses will guide faculty discussions.

STUDENT APPEAL PROCESS

Teacher candidates who are denied entry into the program or disagree with other action taken by the Teacher Education Committee or the Director of Teacher Education may appeal that action. The Teacher Education Committee adheres to the following policy concerning student appeals:

- If the application for admission to the Teacher Education Program, the application for approval for student teaching, or the recommendation for a teaching license is

denied for any reason, the teacher candidate shall be notified in writing by the Director of Teacher Education with reasons for the denial.

- The applicant may appeal the decision within 30 days of the notification.

A teacher candidate appealing a decision should follow this procedure:

1. Request a meeting with the Director of Teacher Education. The director will explain the basis for the denial. Applicants may be denied for failure to meet published standards for teacher education or individual fitness to teach.
2. Submit a letter of appeal to the Director of Teacher Education **and** to the Chair of the Teacher Education Committee stating the reason for the appeal, with evidence supporting the basis for the appeal and the action or relief sought.
   Appeals will be heard by a hearing committee (Director of Teacher Education, who is a non-voting ex officio member, one member of the Teacher Education Committee who is the divisional representative of the applicant, and one faculty member from the applicant's division (preferably the applicant's department) who teaches in teacher education within 30 days of receiving the appeal.
3. The Director of Teacher Education will arrange for the hearing at a mutually agreed upon time with the applicant. The applicant shall prepare an appeal argument, in writing, to be circulated to committee members prior to the hearing. The applicant may seek assistance from their academic advisor or other trusted advisor to assist in developing the argument.
4. The hearing procedure shall include presentations by all parties involved. A complete record of hearing procedures shall be made on tape and in writing, which will be available to either party upon request.
5. A written decision will be sent to the applicant by the Director of Teacher Education within 2 calendar days of the hearing, stating the reasons for the final decision.
6. The applicant may appeal the decision of the hearing committee, in writing, to the Vice President for Academic and Student Affairs of the University within 10 days of receiving the hearing committee's written decision.
7. Decisions of the Vice President for Academic and Student Affairs are final.

STUDENT TEACHING

Applications will be sent electronically during the junior year when the teacher candidate comes to the Education Department to schedule an interview for approval to student teach. These forms must be completed and brought with the teaching candidate to the interview: the application to student teach, goals for student teaching, resume and cover letter which have been reviewed by the Success Center. In addition, an important component to a successful interview is the analysis of a teaching session in EDUC 362. The student teaching interview is held with the Director of Teacher Education in the Education Office. This is a professional interview, requiring professional dress. It will center on the applicant's readiness to student teach and the school(s) and grade levels or subjects the applicant would prefer for student teaching. This interview should take about half an hour.

Typically, candidates student teach in the spring semester of their senior year. During the student teaching semester, the candidates participate in a full semester of student teaching, for a total of 13 credit hours, and take EDUC 410 for two credit hours. This course will meet on campus once a week most student teaching weeks. It will deal with discipline and classroom management strategies, the teacher's legal rights and responsibilities, conflict resolution, and other issues brought by the teacher candidates. Attendance is required.

Placement

As a general rule, teacher candidates will be placed within 50 miles of Manchester University and will be grouped in schools for more efficient supervision. On rare occasions, a teacher candidate may be placed at a greater distance. These occasions would include the student teacher's desire for an inner-city student teaching experience or a Montessori teaching experience. Candidates are encouraged to consider student teaching in Chicago Public Schools, which is coordinated by the Chicago Center, which is coordinated by the department. The University also offers student teaching experiences in locations such as Ireland and New Zealand.

Cooperating teachers are expected to have at least three years teaching experience and a strong recommendation from appropriate supervisors. Cooperating teachers must be licensed to teach in the areas in which they mentor teacher candidates. Manchester seeks exemplary classroom teachers to work with teacher candidates.

Criteria for approval to student teach must be met before a student teaching placement can be sought.

Teacher candidates may request specific schools and teachers during their student teaching interview with the Director of Teacher Education. An attempt will be made to honor this request, but many factors affect the placement of teacher candidates and the chosen placement **cannot** be guaranteed.

By action of the Teacher Education Committee, teacher candidates must meet all the criteria listed above by the completion of **one full year prior to student teaching** in order

to be considered for a student teaching placement. All applications for student teaching are acted upon by the Teacher Education Committee one year prior to student teaching after faculty references and approval from the office of the Dean of Student Experience are received, and final approval for student teaching is granted by this committee. After approval for student teaching is granted, all qualifying requirements must be maintained or the approval will be withdrawn. Teacher candidates who are denied permission to student teach may appeal in writing to the Teacher Education Committee.

Notification of Placement

A formal request for student teaching placement(s) is mailed to the appropriate official at each school system. (Some teachers will ask to interview the student teaching applicant. The applicant will need to make individual arrangements for the interview.) The request form is then mailed back to the University with the name of the cooperating teacher(s) or the information that the request cannot be filled. Most schools return these forms before the Spring Fling in April; assignments are distributed at that meeting if available. Teacher candidates should contact their cooperating teachers as soon as placements are known to introduce themselves and to get information about the first days of school. It is helpful for the teacher candidates to visit their cooperating teachers, if possible, before the school year ends.

START OF SCHOOL EXPERIENCE (S.0.S)

In early August of the student teaching year, the teacher candidate should again contact his/her cooperating teacher(s) to confirm dates for the beginning of the school year (the first four days of the teachers' contract), decide where to meet the cooperating teacher(s) the first day, make lunch arrangements, etc.

All teacher candidates are expected to "shadow" their cooperating teachers during <u>at least the first four days of the teachers' contract</u>. This experience allows the teacher candidate to see what is involved in opening the school year, meet students he/she will be teaching, and begin developing a professional relationship with the cooperating teacher(s). In situations where teacher candidates have two placements, the candidate will need to work with **both** cooperating teachers to establish the schedule for these first four days of school.

Cooperating teachers should use the teacher candidate's "extra hands" to help in preparations during these first days of school. Teacher candidates should take every opportunity to learn about the school, the cooperating teacher(s), and the topics they will be teaching during student teaching. Guidelines for the first days of school will be distributed at Spring Fling.

- <u>Before Student Teaching</u> - Elementary teacher candidates will return to their student teaching classrooms for six full days and one full week during the fall semester; these days are scheduled into their methods block. The teacher candidates may have required assignments related to the placement. Most secondary and all-grade teacher candidates will be in methods courses fall semester of their senior year that require assignments in student teaching placements. In

addition to their Start of School days, they must complete twenty-five hours in their placements throughout the semester.

- During Student Teaching - Teacher candidates, cooperating teachers, and University supervisors will review the policies and procedures outlined in the Student Teaching handbook, a hard copy of which will be provided to the cooperating teachers and University supervisors and which students should access online, at the Student Teaching Orientation held the semester prior to their student teaching. Teacher candidates should become familiar with this handbook prior to their senior year. Teacher candidates are expected to follow their cooperating teacher's schedule, gradually assume all duties of a regular teacher, prepare, and conduct themselves professionally throughout the whole experience. Ultimately, student teachers are guests in the student teacher placement and must act accordingly. Student teaching is a very time-consuming and emotionally demanding experience. If teacher candidates continue campus activities in athletics, music, etc., they need to alert their supervisors; however, student teaching must come first and the candidate must still spend the full school day at the school. Teacher candidates are urged to cut work hours back to a minimum if they must continue working. Student teaching is a full-time responsibility that must be done well if the teacher candidate is to hope for recommendations and grades that will lead to an initial teaching position.

- Teacher candidates will complete lesson plans in advance for all classes. Candidates are visited at least five times during the semester for support and evaluation by a University supervisor, who is responsible for the teacher candidate's review, with input from the cooperating teacher(s). EDUC 410 The Teacher in Today's School, a two credit hour course, will be held during the student teaching experience. Attendance is mandatory. Grades for performance in student teaching are determined by the department with input from the cooperating teacher and University supervisor(s).

- Occasionally a teacher candidate proves to be unprepared for student teaching or finds it too demanding. If the teacher candidate is a detriment to students' learning, commits educational errors or morally problematic behavior that are intolerable to the school, or is so stressed that his/her mental health becomes fragile, the teacher candidate may withdraw from the experience. The school principal, cooperating teacher(s), or University supervisor also may withdraw the teacher candidate, with the approval of the Director of Teacher Education, after working with the individual to improve performance. Illegal activity will not be tolerated and will result in immediate removal from the student teaching experience.

REQUIRED TESTING

Education majors must take tests required by the Indiana Department of Education. Please visit their website to find up-to-date information about program requirements. Currently, the following are expected:

CASA test, consisting of three parts, is part of the requirements for admission to the Teacher Education Program and should be taken as soon as possible. These tests **must be passed** to be able to register for 300 level or higher education classes, to be admitted to the Teacher Education Program, and to student teach. CASA takes a half day to complete and is given on six national administration days or by computer on campus. The CASA tests are a part of the teacher licensing exams in Indiana.

CASA alternatives for admission to the Teacher Education Program are:

- ACT score of at least 24 based on Math, Reading, Grammar, and Science;
- SAT score of at least 1100 based on Critical Reading and Math (if taken prior to March 1, 2016; scores must be converted if taken on or after said date);

Content Tests: Subject assessments are required for teacher licensing in Indiana and in many other states. **Students must take and pass the content tests prior to being allowed to student teach. For spring semester student teachers, the deadline for passing the content tests to student teach during said semester is December 1. For fall semester student teachers, the deadline for being allowed to student teach during said semester is June 1. Candidates must take the Specialty Tests that are required for their teaching area(s).** Passing these tests is required for an Indiana teaching license. Pedagogy tests must be taken prior to or during student teaching. These tests <u>must</u> be taken during a national administration on campus or at other sites.

TEACHER LICENSING

Teacher Licensure

During student teaching, the Director of Teacher Education will provide an overview of how teacher candidates may apply for their license using the LVIS portal on the Indiana Department of Education. While the candidate may apply for the license at any time, s/he should not pay for the processing until s/he has met the requirements set by both Manchester University and the Indiana State Department of Education. In particular, the candidate must meet all graduation requirements, hold a 2.5 GPA, pass the required Pearson content tests and the Pearson pedagogy test.

Substitute Teaching

Some teacher candidates gain experience by substitute teaching when the University is not in session. (Substitute teaching is NOT an excused absence from classes.) Requirements for substitute teachers vary among school systems.

To obtain your "sub license," apply at https://license.doe.in.gov/. School corporations may ask you to fill out an application form specific to their school system, as well.

THE JOB SEARCH

Career Services provides career counseling, helpful workshops, assistance in writing résumés, and videotaped and critiqued professional interviews throughout a student's four years at Manchester.

Career Services provides job search assistance to education majors and alumni, including help to create their "self-credentialing" packet. All students and alumni are encouraged to use the following free services:
- Résumé and cover letter assistance
- Job search and interview preparation
- An Evaluation of Candidate form to give to references to use
- A user-friendly website: http://www.manchester.edu/OSD/Career/sabout.htm
- Career-related programs and workshops
- Teacher Recruitment Day held in April in Fort Wayne

Teacher candidates typically collect three to five letters of recommendation on the writer's letterhead or on an Evaluation of Candidate form provided by OCS. Include recommendation letters from:
- Classroom cooperating teacher
- University supervisor of student teaching assignment
- Professors, principals, and/or previous/current employers

CONCLUSION

This program handbook should provide useful information to you throughout your years at Manchester University.

The handbook may not answer all of your questions and there may be program changes during your education but advisors, your professors, and the Education Office are available to help you with your questions. Periodic meetings of teacher candidates are also planned to keep everyone up to date.

Manchester University's Teacher Education Program is rigorous and challenging because state standards are high and because good teaching requires excellent preparation. We welcome teacher candidates who are committed to teaching as a career and who are willing to work hard to achieve that goal. The education faculty is committed to helping prepare teachers of ability and conviction.

Appendix A

The InTASC Model Core Teaching Standards (April 2011)
At A Glance

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix B

The ABCDs of Writing Objectives

When completely written, a behavioral objective has four components. To aid in your understanding, you might remember the ABCDs of writing behavioral objectives. Your objective is to meet relevant *Academic Standards.* These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. Your objectives must match the criteria by which the students will be assessed.

Indiana Standards can be located at
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml.

AUDIENCE: The first section addresses who will be expected to meet this objective.

> Good examples: The student
>   Jane
>   Fourth graders

BEHAVIOR The second component of a behavioral objective is the expected student *Behavior.* This expected performance must be written with action verbs, or verbs that call for a measurable behavior. The reason for using action verbs is that only through directly observable or measurable behavior can the teacher assess whether the objective has been reached. The flip book on Bloom's Taxonomy lists verbs that you should consider when writing behavioral objectives. This is purchased as a required text for EDUC 237.

Some verbs indicate behavior that is too vague or too ambiguous or clearly not measurable. When writing behavioral objectives, you should avoid verbs that clearly represent behaviors that are not directly observable, such as appreciate, believe, comprehend, enjoy, know, learn, like, and understand.

> Good Examples: Student will total the cost of the items.
>   Student will read three of her books.
>   Student will list the parts of the digestive system.

CONDITION   The third component of a behavioral objective is the *Condition* – the setting or learning materials in which the behavior will be demonstrated by the student. The question is, "What will your students use to complete the learning activity?"

> Good Examples: Given the price of 5 different items
>   Given the titles of books by Patricia Polacco
>   Given a word bank of 30 anatomical parts

DEGREE OF PERFORMANCE   The fourth component of a behavioral objective is the *Degree of Performance* or level of expected performance for the learning activity. This is the

component that allows for the assessment of student learning. What is your criterion for expected level? Performance level is used to evaluate student achievement, and sometimes it is used to evaluate the effectiveness of the teaching. Student grades likely will be based on performance. Some examples of stating a degree of performance include:

Good Examples: 9 out of 10 times accurately
Verified by parent signature
With 100% accuracy

For additional help, use these references:

Robert F. Magar. (1997). *Preparing Instructional Objectives*, The Center for Effective Performance, Inc.

Gordon S. Gibb and Tina Taylor Dyches. (2000). *What's Best for Students with Disabilities?,* Allyn & Bacon.

Appendix C

LESSON PLAN by _____
Lesson: _____ **Length** _____ **Age or Grade Intended** _____

Academic Standard(s): These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. The Indiana State Standards (grades K-12) and the preschool foundations (ages 3-5) can be located at http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml. All students should consider adding a literacy standard, as discussed in EDUC 340 or EDUC 342.

Performance Objective/s: Objectives need to be written using ABCD method. We will cover this in class and you will receive a handout explaining this process. You may have more than one objective – the key is that each standard should be evident in an objective. However, the number of objectives doesn't need to match the number of standards covered.

Assessment: Explicitly state how each of these objectives will be assessed and why this form of assessment fits. This section should be two paragraphs, at least. One paragraph should explain how you will assess, the other should explain why you chose this form of assessment – using a peer-reviewed source to support. Consider – how could you use the data from this assessment to drive future instruction????? *(at least one research citation required)*

Advanced Preparation by Teacher: Describe the preparation the teacher will need to do prior to teaching the lesson, for example, creating a worksheet, collecting specific materials, previewing a video, etc. What will you need to have ready?

Procedure:
> **Introduction/Motivation:** Describe how the teacher will introduce the lesson. It should include a hook that would help motivate the students to participate. Should be brief (under 5 minutes) and student-centered.
> **Step-by-Step Plan:** Number the steps needed to complete the lesson from start to finish. *This section should be detailed enough that another teacher could read your plans and teach the lesson.* Include specific questions of various types and identify the level of the questions from Bloom's Taxonomy. Identify the multiple intelligences from Howard Gardner's theory that are matched by this lesson. Have at least one peer-reviewed source that supports one of the instructional strategies included in this section. *(at least one citation required)*
> **Closure:** Explain how the lesson will be closed to ease transition to the next activity. Always review key points.

Adaptations/Enrichment: Include a plan for adaptations or modifications that will address the individual needs of an exceptional learner. You will choose a specific disability to address for this section, which should be at least two full paragraphs. Explain the adaptation/modification and then describe your supporting research. *(at least one citation required)*

Self-Reflection: Consider the potential effectiveness of your teaching. What do you believe would go well and where might problems arise? What are the strengths and weaknesses of this plan? Also, include a description about the research support for the procedure section here.

References: Cite all sources in APA format, 6th edition, on a formal APA-style references page. This should be on a totally separate page.

Manchester University Education Department
Lesson Plan Rubric

Name: _____ Score _____/48

Required	**1**	**2**	**3**	**4**
MU lesson plan format with explicitly stated Academic Standards InTASC 7	Lesson does not follow MU format or state academic standards	Lesson does not follow MU format but does state academic standards	Lesson plan follows most of the MU format and explicitly states academic standards	Lesson plan follows MU format correctly and explicitly states academic standards
Lesson Plan Objectives InTASC 7	Objectives are not included or are so poorly written that they are not comprehensible	Objectives are included, but are not correctly written or do not relate to the stated academic standards	Objectives are included, related to stated academic standard(s), but have minor errors	Objectives are written well and fully correlate to stated academic standard(s)
Assessment InTASC 6	Assessment is completely unrelated to objectives and standards	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles/ strengths	Assessment is directly related to objectives and standards. Assessment allows students with varying learning styles/strengths to excel
Intro/Hook	No introduction is provided or it is purely verbal, direct instruction	Introduction is vague or procedural; simple, ineffective attempt to hook students and intro content	Introduction provides some structure for lesson, but lacks strong, effective connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson . Strong.
Procedures/ Instructional Activities InTASC 1, 4, 5	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness; would be difficult for anyone else to follow	Procedures are clear and relate to the objectives; well-written and could generally be followed by someone else	Procedures can be easily replicated by others; well-written and organized. Professionally done.
Bloom's InTASC 2	Bloom's levels are not indicated at all or are ineffectively used	1-2 different levels of Bloom's questions are effectively used	3 different levels of Bloom's questions are effectively used	At least 4 different levels of Bloom's questions are effectively used
Gardner's InTASC 2	Gardner's MI are not indicated at	1-2 different types of Gardner's MI are	3 different types of Gardner's MI are	At least 4 different types of Gardner's MI

	all or effectively used	effectively utilized in the lesson	effectively utilized in the lesson	are effectively utilized in the lesson
Adaptations/ Modifications InTASC 2	Lesson does not include an appropriate adaptation and does not include a formal reference/ explanation linking an adaptation to instruction/ content	Lesson includes an attempted adaptation and a reference, but either the adaptation isn't appropriate or the reference/ explanation isn't sufficient	Lesson includes an appropriate adaptation and reference. The explanation of the link between the two is sufficient. Appropriate adaptation chosen.	Lesson includes 2+ appropriate adaptations and references. The explanations of each are exemplary and the adaptations fit the chosen disabilities perfectly.
Supporting Materials	No supporting materials are included or they are totally unprofessional or unrelated to the academic standards and objectives	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson effectively.	Supporting materials and student handouts are clear and complete. Materials enhance lesson effectively.	Supporting materials and student handouts are clear, complete, and appealing to students. Professional in appearance.
References	No references are included OR references are not appropriate/ accurate	One appropriate reference is included OR two references are included, but only one is appropriate	Two appropriate references are included and both are based on research/data	More than two (3+) appropriate references are included and they are all exemplary
Engaging/ Creativity InTASC 2	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process
Grammar and spelling	Errors throughout; totally unprofessional.	Multiple errors that distract from comprehension.	Minor errors that do not distract from comprehension.	No errors in grammar and/or spelling are present.

COMMENTS:

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Oral grammar Models appropriate oral communication skills INTASC 6 NBPTS 1,2	Errors distract when student conveyed ideas/ information while answering questions	Communicated with some errors when conveying ideas and information during responses	Modeled effective communication while answering questions	Consistently modeled effective communication while answering questions
Oral fluency Models appropriate oral communication skills INTASC 6 NBPTS 1, 2	Communicated when conveying ideas and information by responding with one word or short answers during the interview	Communicated when conveying ideas and information by utilizing simple responses when answering during the interview	Used effective communication when conveying ideas and information by creating responses that answered the questions during the interview	Modeled effective communication when conveying ideas and information by elaborating responses, creating a fluid conversation during interview
Writing skills Models appropriate written communication skills INTASC 6 NBPTS 1, 2	Errors distract when reading the student's written ideas and information on the Teacher Education Program Interview form	Communicated with some errors when writing ideas and information on the Teacher Education Program Interview form	Modeled effective communication when conveying ideas and information on the Teacher Education Program Interview form	Consistent effective communication when conveying ideas and information on the Teacher Education Program Interview form
Interest in teaching Demonstrates with full awareness of ethical and legal responsibilities of teachers INTASC 7, 8, 9 NBPTS 4, 5	Responses implied little commitment to teaching, understanding of professional responsibilities and practices	Responses implied an understanding of professional responsibilities and practices	Responses implied a commitment to teaching and an understanding of professional responsibilities and practices	Responses included examples of past experiences that modeled a commitment to teaching, under-standing of professional responsibilities and practices
Confidence	Timid: little to no eye contact, voice displayed little interest or apathy; possibly slouching;	Struggling: made eye contact, voice tone showed limited interest, constantly moving trying to determine professional posture	Comfortable: made eye contact, voice tone showed sustained interest, body language relaxed	Poised: communicated with eye contact, appropriate body language, responsive attitude, enthusiasm in tone

Appendix E: Dispositional Rubric
Evaluation of Teacher Candidate

Pre-service teacher's name _____

Teacher licensure area(s): _____

At the mid-way point of the sophomore year, candidates should demonstrate ratings of *proficient* or *distinguished* in the **first five dispositions**. Failure to demonstrate these dispositions will delay admission to the Teacher Education Program. By the end of the program, the candidate will demonstrate a *proficient* or *distinguished* rating in **all categories** of dispositions.

Disposition	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Punctuality/ Attendance InTASC #1: Professional Learning and Ethical Practice InTASC #9: Professional Learning and Ethical Practices	-attendance is spotty and candidate is excessively late or absent throughout the semester -does not communicate reasons for absences -may arrive just on time for class -does not meet timelines for task completion	-some lapses in attendance or punctuality -provides short notice to instructor or provides a reason after the absence -arrives slightly before class begins -inconsistently follows through with commitments and due dates	-good attendance -notifies the instructor in advance and makes arrangements for absences (i.e. tests, assignments, content covered) -punctual to classes and meetings -follows timelines and due dates	-deliberately arrives early to class, appointments, and meetings - exhibits impeccable attendance -only misses class for true emergency, naturally provides documentation for absences - plans ahead purposefully and demonstrates mastery of time management
Interactions with others InTASC #3: Learning Environments InTASC #7: Planning for Instruction InTASC #10: Leadership and Collaboration	-demonstrates an unwillingness to build relationships -negatively interacts with people who have different views or backgrounds -at this time, is not fit to work with others professionally	-demonstrates a limited understanding of how to effectively and intentionally build relationships -does not consistently work well with people who have different views or backgrounds -at this time, is a struggling pre-professional that needs assistance	-demonstrates a willingness to build relationships, but struggles to do both consistently and intentionally -generally works well with people who have different views or backgrounds -at this time, is a developing pre-professional	-understands how to effectively and intentionally build relationships and does so consistently -works exceptionally well with others, particularly people who have different views or backgrounds and/or in times of conflict -at this time, consistently engages in professional interactions

Attitude toward knowledge and learning InTASC #1: Learner Development InTASC #4: Content Knowledge InTASC #5: Application of Content InTASC #9: Professional Learning and Ethical Practice InTASC #10: Leadership and Collaboration	-appears uninterested in the learning and/or teaching process -seems apathetic or negative about gaining new knowledge -fails to participate in discussion	-shows limited interest for the learning and/or teaching process -does not seek opportunities to gain new knowledge -participates in discussions when prompted	-recognizes opportunities to engage in the learning and/or teaching process -occasionally seeks opportunities to gain new knowledge -participates in discussions	-consistently engages in the learning and teaching process -consistently seeks opportunities to gain new knowledge -often leads effective discussions -consistently completes work with a high degree of skill and accuracy -models a passion for learning; takes pride in personal and professional work
Patience InTASC #3: Learning Environments InTASC #10: Leadership and Collaboration	-shows little or no patience with others -does not attempt to learn from mistakes -quick to judge others	-shows signs of developing patience with others; may struggle in difficult situations -making attempts to learn from mistakes, but relies on excuses -judgement of others is minimal	-generally shows patience when working with others in various situations -attempts to learn from mistakes are recognized; minimal excuses -does not judge others	-consistently models patience when working with others in a variety of situations -consistently learns from mistakes; gets things done in spite of hardships -accepts others and demonstrates consistent encouragement of others
Respectful attitude InTASC #3: Learning Environments InTASC #7: Planning for Instruction InTASC #10: Leadership and Collaboration	-disrespectful in tone, body language, and/or words -lacks integrity -uses poor or negative judgment during interactions -avoids opportunities to collaborate with others	-tendency to be disrespectful in tone, body language, and/or words, particularly in difficult situations -exhibits questionable integrity -minimal use of good judgement and discretion during interactions -recognizes the value of collaboration but limits contributions to the group	-generally respectful toward others even during disagreements and conflicts -has personal integrity -demonstrates good judgment and discretion during interactions -collaborates with others and is attempting to use his/her voice in group settings	-consistently demonstrates respectful attitudes toward others, especially during disagreements and/or conflicts -integrity and character are held in high regard by peers and/or faculty -consistently relates well with and respects others during interactions -seeks opportunities to collaborate and to lead in group settings

_____   _____

Signature of Instructor   Date

Appendix F: Education Department Senior Comprehensive
Impact on Student Learning

IMPACT ON STUDENT LEARNING RESEARCH PROJECT FORMAT

The impact on student learning project for the Elementary Education, Secondary Education, and All-Grade Student Comprehensive Exam contains several parts and should be organized in the following manner. As always, students will use the **APA style for the format and citations**. Page lengths are suggestions; but please do not submit a paper over 14 pages of text.

Structure of final project:

    A. APA Title Page and Abstract
    B. Section 1: Introduction (less than 1 page)
        i. Hook the reader, background of project
        ii. Brief overview of the setting and demographics
        iii. Main ideas that will be discussed in the body (preview sentences)
        iv. Brief overview of unit including explicit/concise explanation of the one or two best practices/methods used throughout the unit
    C. Section 2: Literature Review (4-5 pages)
        i. Discussion of previously published studies regarding the best practice(s) you have selected to focus on in your unit. *
        ii. Develops a theoretical foundation for your methodology
    D. Section 3: Methodology (1-2 pages)
        i. Clearly state research question and hypothesis (can have multiple of each)
        ii. Participants (included location, profiles, number, demographics, etc.)
        iii. Describe data collection tools; articulate how the assessment will measure the effectiveness of your best practice on student learning
        iv. Give rational (and support) for the tool(s) used to collect data
        v. Procedure (should be replicable)
    E. Section 4: Results (1-2 pages)
        i. Present and analyze data – do not draw conclusions here
        ii. Include tables and figures that help clarify and explain your findings
    F. Section 5: Discussion (3 pages)
        i. Explain and discuss your findings
        ii. Provide explanation of how your findings fit into previous research
        iii. Limitations and possible future steps/implications
    G. Section 6: Conclusion (less than 1 page)
        i. Organized summary of A-E
    H. Appendices:
        i. Include samples, copies of tests, etc. here NOT in the paper. You MUST include a copy of the assessment tool you used.
    I. APA References

*Peer reviewed means research studies NOT textbooks or articles that summarize research. Use evidence to support your decision making process. The focus is on analysis of research based on themes, not a listing/summarization of individual studies. Integrate the discussion of studies in your literature review! Concentrate on quality of analysis.

Manchester University

Teaching Majors' SCE Directions

Overview:

Create a unit based on peer-reviewed best practices and that uses formative and summative data to drive instruction. Administer pre- and post-unit assessments (developmentally and content appropriate), analyze the data, and reflect in a formal, written research paper on your impact on student learning.

Write a college-level paper that integrates peer-reviewed articles focused on research-based best practices and clearly articulates the analysis of the data. The paper will draw connections between the teaching methods and the depth of student learning. Your paper serves as the senior comprehensive evaluation (SCE).

Supporting handouts are provided on the 2017-2018 SCE Canvas site set up for all senior education majors.

Timeline (Exact dates to be given prior to start of school):

October:	Annotated Bibliography or Literature Matrix with 6-8 peer-reviewed sources submitted by 11:59 PM Drop box available on Canvas
November:	Literature review submitted by 11:59 PM Drop box available on Canvas

NOTE: First three sections of paper should be written by end of semester

March:	Final paper submitted with PowerPoint slide of research (follow provided template) by 11:59 PM Drop box available on Canvas
April:	Two of the faculty will evaluate the paper using the SCE rubric, and you will receive an email by this date regarding the status of your SCE. Papers are assigned a Pass/Fail designation. If your paper meets the expectations, you will receive feedback on the poster draft.
May:	Poster presentation prior to the Celebrate Education reception; seniors are expected to be present at their poster.

*Seniors will have the opportunity to revise their papers should they not meet the minimum requirements. However, this may delay their passing of the SCE and their ability to graduate on time.

Steps:

1. Work with classroom teacher early to determine when you will be teaching the unit plan.
2. Create a standards-based, research-based unit plan that meets the needs of all learners. You must use one or two best practices ***throughout*** your unit in order to determine if those methods have an impact. The best practices must be METHODS for teaching, not general pedagogy. YOU ARE NOT SUBMITTING A UNIT PLAN.
3. Make sure you have clear learning objectives. You must measure growth, so make sure what you want them to do is measurable.
4. While creating the unit, begin writing the SCE, focusing attention on the research-based best practices and justification for selecting the method(s). Completing a lot of the groundwork in the fall will save you time in the spring while you are student teaching. Discuss the one or two best practices you have decided to use during the teaching of your unit. Use at least six-eight peer-reviewed, current journals to support the selected best practices. These must be research studies.
5. The best practice should be cycled throughout the entire unit. Your goal is to say because you used this method; it had an impact on student learning.
6. In your first student teaching placement, teach the unit plan. We encourage you to tweak your unit as you go along based on student feedback via formative and summative assessments.
7. Once you have collected your data, analyze the impact your selected teaching method had on student learning. Make sure you have ***EVIDENCE*** for why you believe this to be true.
8. GOAL OF THE PAPER: Focus on the analysis and discussion of what happened. This isn't about whether or not you had an impact, but what do you do with the information.
9. Your paper must be written at an advanced level, using correct grammar and punctuation and mature style. The paper should be impeccable; it is a professional document that you are submitting as your capstone. Analysis and synthesis must be evident throughout your paper. These papers end up being quite long.
10. Faculty will evaluate your paper and approve whether or not you may present your poster.

EDUCATIONAL STUDIES SCE: RESEARCH PROJECT FORMAT

The Educational Studies Student Comprehensive Exam contains several parts and should be organized in the following manner. As always, students will use the APA style for the format and citations. Page lengths are suggestions, but please do not submit a paper over 14 pages of text.

Structure of final project:

    A. APA Title Page and Abstract
    B. Section 1: Introduction (less than a page)
        i. Hook the reader, background of the project
        ii. Brief overview of the setting and demographics
        iii. Main ideas that will be discussed in the body (preview sentences)
        iv. Brief overview of the study
        v. Thesis statement
    C. Section 2: Literature Review (4-5 pages)
        i. Discussion of previously published studies related to the study you are conducting
        ii. Develops a theoretical foundation of for your methodology
    D. Section 3: Methodology (1-2 pages)
        i. Clearly state research question and hypothesis (can have multiple of each)
        ii. Participants (include location, profiles, number, demographics, etc.)
        iii. Describe data collection tools; articulate how the assessment addresses the research question
        iv. Give rational (and support) for the tool(s) used to collect data
        v. Procedure (should be replicable)
    E. Section 4: Results (1-2 pages)
        i. Present and analyze data – do not draw conclusions here
        ii. Include tables and figures that help clarify and explain your findings
    F. Section 5: Discussion (3 pages)
        i. Explain and discuss your findings
        ii. Provide explanation of how your findings fit into previous research
        iii. Limitations and possible future steps/implications
    G. Section 6: Conclusion (less than 1 page)
        i. Organized summary of A-E
    H. Appendices
        i. Include samples, copies of assessment tools, etc. here and NOT in the paper. You MUST at least include a copy of the tool you use to measure the research question.
    I. APA References

***Peer-reviewed means research studies, and NOT textbooks or articles that summarized research. Use evidence to support your decision-making process. The focus is on analysis of research-based themes, and not a listing/summarization of individual studies. Integrate the discussion of studies in your literature review! Concentrate on quality of analysis.

Educational Studies Majors' SCE Directions

Overview:

Design a study based on peer-reviewed sources to investigate a research questions related to your internship. Collect and analyze the data; reflect in a formal, written research paper on the results of your research.

Write a college-level thesis which integrates peer-reviewed articles, solid research methods, and clearly articulates the analysis of the data. Your paper serves as the senior comprehensive evaluation (SCE).

Supporting handouts are provided on the 2017-2018 SCE Canvas site set up for all senior education majors.

Timeline (Exact dates to be given prior to start of school):

October:	Annotated Bibliography or Literature Matrix with 6-8 peer-reviewed sources submitted by 11:59 PM Drop box available on Canvas
November:	Literature review submitted by 11:59 PM Drop box available on Canvas

NOTE: First three sections of paper should be written by end of semester

March:	Final paper submitted with PowerPoint slide of research (follow provided template) by 11:59 PM Drop box available on Canvas
April:	Two of the faculty will evaluate the paper using the SCE rubric, and you will receive an email by this date regarding the status of your SCE. Papers are assigned a Pass/Fail designation. If your paper meets the expectations, you will receive feedback on the poster draft.
May:	Poster presentation prior to the Celebrate Education reception; seniors are expected to be present at their poster.

     *Seniors will have the opportunity to revise their papers should they not meet the minimum requirements. However, this may delay their passing of the SCE and their ability to graduate on time.

Steps:

1. Work with your advisor or department chair and your internship supervisor to design a realistic, research-based study. If completing the research in your internship is not an option, an alternative focus can be designed.
2. Create a research proposal which includes at least six-eight peer-reviewed, current journals to support your research. Your first three sections of your paper should be completed before the end of the fall semester and prior to conducting the study.
3. Conduct your study following your research design (methodology).
4. Once you have conducted the study, analyze the data. Make sure you have ***EVIDENCE*** for the conclusions you make about your research question.
5. GOAL OF THE PAPER: Focus on the analysis and discussion of what happened.
6. Your paper must be written at an advanced level, using correct grammar and punctuation and mature style. The paper should be impeccable; it is a professional document that you are submitting as your capstone. Analysis and synthesis must be evident throughout your paper. These papers end up being quite long.
7. Faculty will evaluate your paper and approve whether or not you may present your poster.

Department of Education Teaching Majors SCE:
Impact on Student Learning Research Study
Rubric for Submitted Formal Paper

Name of candidate _____   Licensure area: _____

Grade level of project: _____   Subject taught: _____

Theme of project: _____

Paper reviewed by: _____

Targeted Skill (standards-based)	Unsatisfactory (1)	Proficient (2)	Distinguished (3)	Score
Candidate provides demographics and understanding of learners in a description of the learning environment (InTASC 1)	Fails to provide clear description of demographics or context for the study Lacks specificity and understanding of the learning environment and students involved in the study	Provides an overview of the demographics of the students included in the study Attempts to show the relationship between the students' cognitive, linguistic, social, emotional, and physical developments and the design of the unit plan	Articulates demographics of students included in study to demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas Clearly aligns student demographics with context of the study and organization of the unit plan; Provides a clear, thoughtful, explicit description of the context of the study	
Candidate recognizes and acknowledges learning differences in the design, implementation, and	Provides little depth in understanding differentiating instruction for individual learners	Recognizes impact on individual learners	Provides deep understanding of intentional lesson design and remediation based on	

analysis of the unit plan (InTASC 2)	Fails to evaluate the effectiveness of the teaching of the unit plan on all students	Provides some discussion of lesson plan effectiveness and revision to improve student progress	the needs of individual learners Discusses effectiveness of lessons in unit based on data in order to provide clear articulation of next steps based on student progress.	
Candidate designs reliable and valid assessments, both formative and summative, aligned with state standards to support pedagogical decisions (InTASC 6; CAEP 4.1)	Fails to discuss the design and use of formative and summative assessments to ensure student learning of state standards Fails to develop a relationship between research and assessments used to monitor student learning Does not assess pre-learning adequately or fails to mention the alignment of assessments, objectives, and standards	Provides discussion of designed and implemented formative and summative assessments, but does not create a clear connection between the use of assessments and monitoring student learning of the state standards Mentions research used to select assessments used to monitor student learning, but does not fully develop the relationships between the two Assesses students' prior knowledge, but struggles to show clear alignment between assessments, objectives, and standards	Develops a rich discussion of the development and implementation of formative and summative assessments directly aligned with standards and objectives Provides deep analysis of the relationship between research, the assessments, and the collected data to inform pedagogical decisions Provides clear alignment between pre- and post-assessments with objectives and standards	
Candidate creates units and learning experiences that ensure students learn Indiana College and Career Ready Standards (InTASC 7; CAEP 1.4)	Discussion does not provide a clear understanding of the connection between the designed unit, the standards, and the impact on student learning project.	Discussion outlines an analysis of the unit, the standards, and the impact on student learning project, but does not provide depth to the analysis	Discussion provides a deep analysis of the alignment between the unit plan, the standards, and the assessments. Grade-level and subject-level appropriate unit plan is adequately described in context of the impact on student learning project.	

Candidate clearly selects one or two research-based best practices to demonstrate pedagogical understanding and skills (InTASC 8; CAEP 3.4)	Fails to provide discussion of intentional selection of research-based best practice.	Discussion outlines the best practice(s) selected to support the teaching of the designed unit but does not develop the relationship between the best practices and the reason for selecting the methods for the particular unit.	Analysis, with a clear and logical discussion of evidence, is provided of the one or two research-based bets practices to articulate the connection between the best practices and the impact on student learning	
Candidate uses current, peer-reviewed research to support pedagogical decisions (CAEP 1.2)	Research used throughout paper may not be from peer-reviewed journals or is outdated Research used does not consistently support the designed unit or the best practices selected.	Peer-reviewed research is used to support pedagogy, but analysis does not fully support the relationship between research and pedagogical decisions Alignment between unit and the best practices is attempted, but depth of discussion does not provide a clear relationship between the two.	Current peer-reviewed research provides appropriate support for pedagogical decisions made throughout the unit Peer-reviewed research is directly aligned to the unit designed and the best practices selected.	
Candidate provides and an anlaysis of data to support his/her impact on student learning (CAEP 4.1)	Does not provide depth in analysis of student progress towards meeting the IN standards outlined in the unit Interpretation of data fails to include evidence of impact on student learning	Uses some evidence from data analysis to defend his/her discussion of student progress towards IN standards outlined in the unit	Uses multiple pieces of evidence from data to support student progress towards IN standards outlined in the unit Provides clear steps for remediation or enrichment for individual learners based on data collected Demonstrates depth of analysis and interpretation of data for impact on student learning	
Candidate presents valid data in logical manner (InTASC 6; CAEP 4.1)	Does not summarize data appropriately in graphs or tables	Does not use enough adequate visual representations of data to provide deeper connection with standards	Uses clearly developed and appropriate tables or graphs with descriptive statistics	

		or second layers of data analysis	for whole class and subgroups of students beyond one level of analysis	
Professional Learning and Ethical Practice (InTASC 9)	Did not take a professional attitude towards the importance of the paper Did not suggest depth in understanding of professional learning or obligations to different learners	Took a professional attitude towards the paper, but struggles to capture the voice of a professional educator Thoughtfully reflected on professional obligation to different learners	Articulates a clear professional demeanor as s/he considers the Impact on Student Learning Project Consistently demonstrated extreme professional demeanor throughout reflection	
Leadership and Collaboration (InTASC 10)	Neglected to provide evidence of collaboration with cooperating teacher and supervising instructor Did not meet requirements as outlined by the Department of Education related to the SCE Did not see or accept feedback from University faculty or clinical faculty	Collaborated with cooperating teacher and supervising instructor Met project requirements related to the Impact on Student Learning Project Accepts but does not seek feedback from University faculty or clinical faculty to improve Impact on Student Learning project	Exceeded expectations for collaboration with cooperating teacher and supervising instructor Exceeded all requirements related to the Impact on Student Learning Project Asked for and used feedback to improve project	
APA citations (CAEP 3.5)	Contains major errors in APA in-text citations and reference page, title page, and abstract	Provides APA in-text citations, but has errors in citations or on reference page, title page, and abstract	Had no errors in APA citations or on the reference page, title page, and abstract	
Writing (CAEP 3.5)	Failed to use writing skills which meet content requirements Lacked organization or focus	Met college level writing requirements Provided organized, articulate, developed	Provided a clear, confident, organized, advanced college writing requirements Used a consistent active voice	

	Did not clearly articulate information Uses sentence fragments, run-on sentences Mechanical and grammatical errors make the paper unacceptable	project which addresses the required sections Used logical discussion techniques supported with adequate examples and evidence Writes with appropriately structured sentences and paragraphs Mechanical and grammatical errors, while present, do not detract from the content of the paper	Provided clearly developed examples and evidence of points being made Few, if any, mechanical and grammatical errors are present	

COMMITTEE COMMENTS:

Department of Education Educational Studies SCE: Research Thesis
Rubric for Submitted Formal Paper

Name of candidate _____   Licensure area: _____

Grade level of project: _____   Subject taught: _____

Theme of project: _____

Paper reviewed by: _____

Targeted Skill (standards-based)	Unsatisfactory (1)	Proficient (2)	Distinguished (3)	Score
Candidate provides demographics and understanding of subjects	Fails to provide clear description of demographics or context for the study Lacks specificity and understanding of the location and demographics	Provides an overview of the demographics of the participants included in the study Attempts to show the relationship between the demographics and methodology, connecting the pieces to the research question	Articulates demographics of subjects Clearly aligns demographics with the research study including methodology; Provides a clear, thoughtful, explicit description of the context of the study	
Candidate designs or uses reliable and valid measurement to collect data for the study	Fails to discuss the design of the tool used in the study Fails to develop a relationship between research and assessments used for data collection When appropriate, does not assess pre-test adequately or fails to mention the alignment of assessments	Provides discussion of designed/selected and implemented data collection tools, but does not create a clear connection between the use of tools and data collection Mentions research used to select data collection tools, but does not fully develop the relationships between the two When appropriate, administers pre-test, but struggles to show clear alignment between selected tool and data collected with research question	Develops a rich discussion of the development/selection and implementation of data collection tools Provides deep analysis of the relationship between research, the assessments, and the collected data When appropriate, provides clear alignment between pre- and post-assessments	

Candidate clearly creates logical research design	Fails to provide discussion of intentional research design	Discussion outlines the best practice(s) selected to design the research study, but does not develop the relationship between the best practices and the reason for selecting the methods for the particular study	Analysis, with a clear and logical discussion of evidence, is provided of the research methods to articulate the connection between the methods and the research question(s)	
Candidate uses current, peer-reviewed research to support methodology (CAEP 1.2)	Research used throughout paper may not be from peer-reviewed journals or is outdated Research used does not consistently support the design of the study	Peer-reviewed research is used to support the research design, but analysis does not fully support the relationship between research and research design Alignment between the research question and the research design, but depth of discussion does not provide a clear relationship between the two	Current peer-reviewed research provides appropriate support for research design Peer-reviewed research is directly aligned to the research design	
Candidate provides an analysis of data	Does not provide depth in analysis of data Interpretation of data fails to include evidence of impact on student learning	Uses some evidence from data analysis to support discussion of data	Uses multiple pieces of evidence from data to discuss findings Demonstrates depth of analysis and interpretation of data	
Candidate presents valid data in logical manner	Does not summarize data appropriately in graphs or tables	Does not use enough adequate visual representations of data to provide deeper connection with understanding of results or second layers of data analysis	Uses clearly developed and appropriate tables or graphs with descriptive statistics for data analysis beyond one level of analysis	
APA citations	Contains major errors in APA in-text citations and reference page, title page, and abstract	Provides APA in-text citations, but has errors in citations or on reference page, title page, and abstract	Had no errors in APA citations or on the reference page, title page, and abstract	

Writing	Failed to use writing skills which meet content requirements	Met college level writing requirements	Provided a clear, confident, organized, advanced college writing requirements	
	Lacked organization or focus	Provided organized, articulate, developed project which addresses the required sections	Used a consistent active voice	
	Did not clearly articulate information	Used logical discussion techniques supported with adequate examples and evidence	Provided clearly developed examples and evidence of points being made	
	Uses sentence fragments, run-on sentences	Writes with appropriately structured sentences and paragraphs	Few, if any, mechanical and grammatical errors are present	
	Mechanical and grammatical errors make the paper unacceptable	Mechanical and grammatical errors, while present, do not detract from the content of the paper		

COMMITTEE COMMENTS: