

Handbook for Teacher Licensure



MILLSAPS COLLEGE

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I. INTRODUCTION

The Millsaps College Teacher Education Program emphasizes leadership, scholarship, and research as service under girded by open inquiry and critical and diagnostic thinking. The conceptual framework describes the vision and purpose of the Department's efforts in preparing licensure candidates to work in K-12 schools, as it forms the mechanism for activating scholarship, leadership, and research as service. The conceptual framework continuously monitors licensure candidates' development at entry, middle, and exit levels in leadership as professional dispositions are described and assessed, in research as service as impact on student learning is described and assessed, and in scholarship as cognitive growth and content knowledge are described and assessed. Carefully crafted and supervised field experiences and internships are distinctive features of Millsaps College Teacher Education. The importance of the liberal arts in education, the need for reflection on teaching and professional practice, and the belief that the competent teacher education graduate is one who can think, act, and especially teach in a morally responsible manner, are integrated throughout the Millsaps College Teacher Education Program.

Objectives of the Teacher Education Program include:

1. To develop critical thinking skills through participation and observation in a variety of school environments; to promote self evaluation and reflection through writing, research, class discussion and study; to practice micro teaching and reflective teaching in field-based experiences; and to participate in peer and mentor evaluation;
2. To promote a broad knowledge of the varied needs of individual children and young adults, including the cultural influences on learning, the special needs of exceptional students, and the multicultural dimensions of teacher education;
3. To develop the ability to think in a diagnostic fashion, enabling the teacher candidate to master classroom management techniques, the assessment of student needs, and the assessment and supervision of the learning process;
4. To foster a thorough understanding of the profession of teaching, emphasizing the historical, philosophical, social, and cultural aspects of the profession; to develop high standards of scholarship and professional conduct;
5. To provide leaders for elementary, secondary, and post-secondary educational professions, and to lay the foundation for future leadership roles in a variety of educational settings;
6. To develop sound research skills through participation in carefully selected and supervised school settings to promote responsible service to K-12 students.

II. PROGRAM DESIGN

The Education Department's interdepartmental course of study for undergraduates is composed of a unique mix of course work in the student's major combined with fieldwork, seminars, and clinical practice experiences. The program, NCATE accredited and approved by the Mississippi Department of Education, allows students who complete licensure requirements to teach within or outside the State of Mississippi. Elementary and Secondary licensure are available. Elementary licensure requires a major in Elementary Education. Secondary licensure requires a major in the candidate's content area and the unit's three generic core courses. Secondary licensure is available in Art Education, Biology, Business Education, Chemistry, General Science, English Language and Literature, Drama (Performing Arts), Social Studies, Mathematics, Music Education Instrumental, Music Education Vocal, Physics, Psychology, Sciences, Technology Education, Theatre, and world languages including French, Latin, Spanish, and German.

A Minor in Education is available as are numerous supplemental Licensures including Mild/Moderate Disability and Gifted.

The licensure that candidates earn upon program completion is granted by the State of Mississippi for teaching in the public schools. The certificate is valid in most states through reciprocity agreements. Independent and private schools, as a rule, do not require certification through the Mississippi State Department of Education (MDE) for teaching positions. Students may take one or several courses – Human Development, a Cross Cultural Perspective; Classroom Methods and Management; Education of the Exceptional Population, Field Research in Reading or Performance Assessment in Content Area Reading – as preparation for teaching in independent or private schools and to meet the requirements for a Minor in Education. Independent schools administrators have become increasingly interested in teacher candidates who are fully prepared and certified within a liberal arts curriculum.

In accordance with Title II federal regulations, all students seeking licensure must take and pass the national exam as required by MDE in their subject areas prior to student teaching. The unit's passage rate is 100%. (See Standard 1, Element 2)

Within the context of leadership, scholarship, and research as service, the Teacher Education Program emphasizes mastery of knowledge, pedagogical skill, and professional attitude through these concepts:

1. **Action Based Learning and Research.** Hands-on experiences coupled with support, feedback, reflection, and analyses of best practices result in excellent preparation for teaching.
2. **Liberal Arts.** Study in the liberal arts, which develops critical thinking and reasoned inquiry, provides a well balanced foundation upon which good teachers are cultivated.

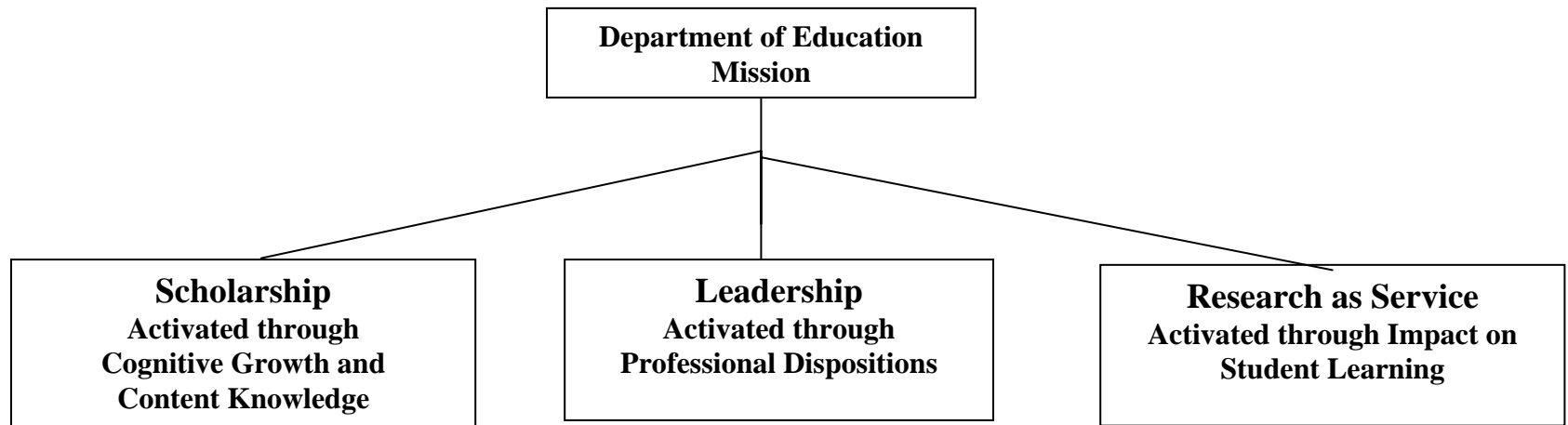
3. **Counseling and Mentoring.** Excellent faculty counseling and monitoring of student progress are important features of teacher education. Through each stage of the licensure process, student progress is reviewed. Field experiences invite opportunities for mentor relationships to develop between teacher candidates and master teachers.
4. **Self-Assessment.** Frequent reflection on the challenges, requirements, and practices of good teaching are fundamental to authentic assessment of preparation for teaching. Courses and program requirements insure attention to this important feature.
5. **Performance Based Assessment.** Throughout the Teacher Education Program student performance is evaluated and assessed by rubrics, checklists, observations, video taping, K-12 classroom teachers, tests, a comprehensive portfolio and other techniques according to national standards and best practices.

A. CONCEPTUAL FRAMEWORK

The institution's mission, as described in the college catalog and defined by the college's academic program objectives, provides the foundation for the Department of Education's mission statement. Our program's conceptual framework is designed around the department's mission, and describes the shared vision and purpose of our efforts to prepare licensure candidates to work in K-12 schools. Our conceptual framework is structured around best practices as defined by national professional standards, and it continuously monitors our licensure candidates' development at entry, mid, and exit levels. The conceptual framework ensures coherence throughout the teacher licensure program by providing a focus for program development, candidate assessment, and program evaluation and redesign. The department's commitment to professional dispositions, diversity, and the integration of technology is woven throughout the program. The vehicle for defining and assessing the elements of the conceptual framework is the department's **Assessment Continuum** which follows.

CONCEPTUAL FRAMEWORK ACTIVATES OUR MISSION

The Millsaps College Department of Education's mission is grounded in the institution's mission, designed around best practices defined by national professional standards, and professional dispositions. The Department's conceptual framework activates the mission and is implemented, monitored, and assessed by the Assessment Continuum.



- Positive impact on all learners
- Diagnostic thinking
- Application of theory into practice
- Pedagogy infused with technology
- Double majors & supplemental licensure
- Best professional practices
- Differential diagnostic techniques
- Individualized candidate assessment and advisement
- Solid content knowledge base
- Meaning centered classroom & curriculum
- Field-based research
- Individualized remediation
- Brain Research & implications for teaching & learning
- Reflective practices

MILLSAPS COLLEGE DEPARTMENT OF EDUCATION CONCEPTUAL FRAMEWORK AND ASSESSMENT CONTINUUM

GOALS

To develop Leadership, Research As Service, and Scholarship by emphasizing and measuring Professionalism, Impact on Student Learning, and Cognitive Growth/Content Knowledge

| Entry Level IDS 1610 - The Human Experience EDUC 3200 - Classroom Methods & Management | SCHOLARSHIP Cognitive Growth/Content Knowledge ❖ ACT, SAT or Praxis I Scores GPA * Instructional Design, Implementation, Management Plans & Papers | LEADERSHIP Professional Dispositions Special Topics Presentations & Summaries <i>Student</i> Pre-Assessment Rubric *Faculty Assessment (by Field Site Teacher) of Students using the K-12 Field Performance Assessment Rubric | RESEARCH AS SERVICE Impact on Student Learning Student Interviews, Classroom Observations K-12 Field Performance Assessment Rubric ❖ Management test & Student Personal Classroom Management Model |
|---|---|---|--|
| Middle Level EDUC 3850 - Field Research in Reading EDUC 3110 - Performance Assessment EDUC 3130 – Education of the Exceptional Population | College Writing Portfolio Course Grade Final Exam Initial & Final Self-Evaluation | Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric | Assessment of K-12 Student Growth, Delta Kids, Site Data Reports or Final Reports Standards Aligned Student Assessment Research Projects * Best LRE (1 out of 3) ❖ Final Exam |

| | | | |
|---|---|---|---|
| <p>Final Level</p> <p>EDUC 4300 – Ed Theory or Core 10</p> <p>EDUC 4500 – Clinical Practice Student Teaching</p> | <p>Research Paper</p> <p>Portfolio Rubric</p> <ul style="list-style-type: none"> ❖ Written & Oral Comprehensives ❖ Praxis II PLT & Special Area Exams <p>* Portfolio Work Samples</p> | <p>Student Reflective Essay & Rubric</p> <p>Clinical Practice Video & Self- STAI Supervising Teacher’s Eval Faculty Formal STAI</p> <p>*Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric</p> | <ul style="list-style-type: none"> ❖ Grade assigned by cooperating teacher in Clinical Practice with supporting STAI <p>Student Teaching grade assigned by college supervisor in Clinical Practice</p> |
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- ❖ Used as assessments for SPA Program Reviews & in Documents Room
- * In Documents Room

B. TEACHING AREA REQUIREMENTS

Elementary licensure (K-8) requires a major in Elementary Education. Secondary licensure requires a major in the candidate's content area and the unit's three generic core courses. Secondary licensure is available in Art Education, Biology, Business Education, Chemistry, General Science, English Language and Literature, Drama (Performing Arts), Social Studies, Mathematics, Music Education Instrumental, Music Education Vocal, Physics, Psychology, Sciences, Technology Education, Theatre, and world languages including French, Latin, Spanish, and German. Students who receive Secondary Licensure take three basic Education courses (listed within the Education Department), complete the clinical practice semester, and meet the requirements for their specific academic majors. Successful completion of the Secondary Licensure program constitutes a Minor in Education. In addition, candidates may teach in other areas and obtain more than one supplemental licensure by become "highly qualified" in other discipline specific areas. With careful course planning, licensure in several teaching areas is possible. These teaching areas require 21 credit hours in a content area or passage of the Praxis II Area Specialty Exam specific to the discipline. Many Millsaps licensure candidates fulfill these licenses by matriculation through the college core curriculum and by meeting requirements for Minors.

C. SECONDARY LICENSURE

Program participants seeking Secondary Licensure must take the three core generic social science courses that under gird and provide unified scaffolding for the instructional teaching and learning process as well as the clinical practice semester. These courses plus the clinical practice semester constitute a Minor in Education. Students who do not complete the clinical practice semester may also receive a Minor in Education by taking four basic Education courses. A list of approved courses is available in the Education Department. Traditional teacher licensure requires the clinical practice semester. This is the equivalent of 16 hours, but can be reduced to 12 hours of credit if a student needs another course to graduate during that semester. The professional education generic course sequence required for Secondary Licensure and a Minor includes the following:

- IDS 1610 Human Development, a Cross-Cultural Perspective
- EDUC 3200 Methods & Management
- EDUC 3130 Education of the Exceptional Population
- *EDUC 3850 Field Research in Reading, EDUC 3110 Performance Assessment in Reading; or Discipline Specific Course (such as Ford Fellows, Honors, etc. with justification and approval by Education Department Chair)*
– *Required for a minor only if students are NOT taking EDUC 4500*
- EDUC 4500 Clinical Practice semester

D. ELEMENTARY LICENSURE

Program participants seeking Elementary Licensure must major in Elementary Education. Standard Elementary Licensure offers K – 8 licensure, allowing students to teach in public as well as private/independent schools. Elementary Licensure also provides reciprocity with most states for the Millsaps College Education Program is NCATE accredited. Students are encouraged to double major and/or seek at least two teaching areas of concentration of 21 hours each, one of which must be Reading. A Major in Elementary Education requires 44 to 52 hours (9 to 10 courses) of Professional Education courses. These include the professional education generic course sequence and the additional courses which follow:

- **1610** Human Development, a Cross Cultural Perspective
- **3200** Methods & Management
- **3130** Education of the Exceptional Population
- **3100** Early Literacy Instruction I
- **3120** Early Literacy Instruction II
- **3850** Field Research in Reading
- **3110** Performance Assessment in Content Area Reading
- **3840** Reading Diagnosis and Remediation (optional)
- **4300** Educational Theory (or embedded in appropriate class in major)
- **4500** Student Teaching semester (16 hours, but can be reduced to 12 if a student needs another course during the student teaching semester)

E. AREAS OF LICENSURE & SUPPLEMENTARY LICENSURE

| Licensure Areas (secondary education) | Supplemental Licensure |
|--|--|
| Art Education | Mildly-Moderately Handicapped (K-8) |
| Biology | Mildly-Moderately Handicapped (7-12) |
| Business Education | Gifted-talented |
| Chemistry | Computer Applications |
| General Science | Remedial Reading |
| English Language and Literature | Content Areas of Concentration (minimum of 21 semester hours) |
| Drama (Performing Arts) | |
| Social Studies | |
| Mathematics | |
| Music Education Instrumental | |
| Music Education Vocal | |

| | |
|--|--|
| Physics | |
| Psychology | |
| Sciences | |
| Technology Education | |
| Theatre | |
| World languages (including French, Latin, Spanish, and German) | |

F. COMPARISON OF ELEMENTARY MAJOR, EDUCATION MINOR, AND SECONDARY LICENSURE OPTIONS

| | Elementary Major | Education Minor | Secondary Licensure |
|----------------------------|--|--|--|
| Required Courses | 9 required courses + Clinical Practice | 4 required courses | 3 required courses + Clinical Practice |
| | can double major | Must major or double major in an academic discipline | Must major or double major in an academic discipline |
| With this degree, you can: | Teach in an Elementary School, K through 8 | Possibility of teaching at some private or independent schools | Teach in a Secondary School in the licensed subject area, 7 through 12 |

G. DEGREE REQUIREMENTS.

A total of 32 courses is required for the Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, and Bachelor of Business Administration degrees. Of this total, at least 30 courses or 120 semester hours must be letter-graded academic credit. For transfer purposes, one course unit is the equivalent of four semester hours credit. All Millsaps students must complete the following core courses specifically designed to develop the general abilities of a liberally educated person:

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| Core 1: Introduction to Liberal Studies | 4 semester hours |
| Core 2: Multi-disciplinary Topics in the Ancient World | 4 semester hours |
| Core 3: Multi-disciplinary Topics in the Pre-modern World | 4 semester hours |
| Core 4: Multi-disciplinary Topics in the Modern World | 4 semester hours |
| Core 5: Multi-disciplinary Topics in the Contemporary World | 4 semester hours |
| Core 6: Topics in Social and Behavioral Science | 4 semester hours |
| Core 7: Topics in Natural Science with Laboratory | 4 semester hours |
| Core 8: Topics in Mathematics | 4 semester hours |
| Core 9: Topics in Mathematics, Natural Science, or Computer | 4 semester hours |

Courses that satisfy core requirements are selected from an approved list published each semester with the class schedule. It is the student's responsibility to be sure that courses completed satisfy college core requirements.

All incoming students are required to complete Introduction to Liberal Studies in the first year. All other core courses should be completed by the end of the sophomore year. Transfer students and Adult Degree Program students who cannot meet this schedule should complete their core requirements as early in their college careers as possible. Failure to complete core requirements may result in disqualification from enrollment in the Student Teaching Semester.

Please refer to the Millsaps College Catalog for additional degree requirements for the B.S., B.A., B.L.S., and B.B.A. degrees.

H. ADMISSION TO THE PROGRAM

Students are encouraged to formally apply to the program during the freshman, sophomore, or junior year. Admission is based on academic standing and expressed interest in teaching. Applicants must be able to schedule departmental and program requirements with a reasonable degree of flexibility. Official notification is sent to the student when it has been determined that the student has completed a minimum of 44 semester hours of core curriculum coursework required by the Mississippi Department of Education, achieving a grade point average of 2.5. In addition the student must have an ACT score of 21 with no score lower than 18 on any subcategory or a minimum SAT score of 860, or attain a minimum score on the Praxis I (Reading, Writing, and Math) test provided by the state.

Professors in the Department of Education as well as the licensure candidate's academic advisors are available for consultation and guidance about particular programs of study. It is the licensure candidate's responsibility to make certain that all academic requirements are met for a degree, licensure, and graduation. Program requirements for each licensure area are on file in the Education Department. Successful completion of academic requirements depends heavily on student initiative, strategic planning, and record keeping. Appropriate questions and documentation are essential for successful program completion. Permanent records are kept in the Office of Records. Programs for licensure are kept in the Education Department.

I. EXIT REQUIREMENTS

To receive the College's recommendation for teacher licensure the licensure candidate must meet the following exit requirements:

1. Pass the Praxis II and Specialty Area tests of the National Teacher

- Examination no later than the semester prior to graduation.
2. Complete the Clinical Practice with a grade no lower than a C.
 3. Pass all parts of the Comprehensive Examination Process.
 4. Send copies of Praxis and Specialty scores directly to Millsaps College and to themselves.
 5. Complete the Exit Report for the permanent file.

J. INTERVENTION, DUE PROCESS AND GRIEVANCE PROCEDURES

A licensure candidate may receive intervention at three different levels – at the college level, at the department level, or within specific courses. For example, other faculty members frequently serve in an advisory capacity for students seeking secondary licensure, students who have double majors, and students who are obtaining areas of concentration. Specific examples of intervention include individual counseling with licensure candidates and their relevant professors, notifying the college’s “early alert” coordinator of students in difficulty, and/or consulting with the Dean, Office of Records, the Career Center, the International Studies Director for student specific concerns and issues. In addition, course work in the Department of Education requires competency in communication skills and professional demeanor. Licensure candidates complete the Self-Assessment Procedure at the entry and final levels of the Teacher Education Program to evaluate growth in personal demeanor, rapport, professional dispositions, and clarity of thought. If a student is determined unready to enter the Teacher Education Program, he or she may pursue the following options:

1. Contact the ADA Coordinator in the Office of Student Services to discuss the documented disability and consider academic disciplines in which those accommodations are more suitable.
2. Seek assistance from the Writing Center.
3. Complete English 1010.

Following these measures, the Education faculty will review the student’s status and recommend a course of study for licensure or a change in major.

A licensure candidate may address grievances regarding the administration of program entrance or exit procedures to the Chair of the Department of Education in writing, stating his/her desire to appeal a decision made by the Department regarding program entrance or exit. The request will be presented to the Chair of the Department and the Department Chair of corresponding licensure areas, for a ruling as soon as possible. The Chair of the Education Department will submit a report to the Academic Dean of the College for a final ruling. A record of the grievance and its determination is kept in the licensure candidate’s file.

III. TEACHER LICENSURE RECOMMENDED COURSE OF STUDY

A. FRESHMAN/SOPHOMORE YEARS

During the freshman and sophomore years, students should complete the liberal arts core curriculum, either through the Core Topics sequence or through the Heritage Program. Please see the [Millsaps College Catalog](#) for a detailed discussion of these core requirement options. Students interested in teacher licensure should take IDS 1610, Human Growth and Development, a Core 6 course. This course serves as the introduction to the licensure program of study.

B. THE INSTRUCTIONAL PROGRAM (JUNIOR YEAR)

During the junior year it is recommended that teacher licensure candidates complete the heavily field-based courses. Each course and experience in this course block emphasizes the importance of developmentally appropriate K-12 content, pedagogy, and classroom management for effective teaching. The **Instructional Program** is designed to cultivate student knowledge of his or her chosen discipline, child development, school culture, and professional attitude and conduct. During this program the licensure candidate begins to think critically about the social, cultural, and historical environments which shape teaching and learning. At the same time, the candidate experiments with teaching strategies, instructional approaches, management techniques, and assessment skills that reflect best practices while under the supportive mentorship of the classroom teacher and college supervisor. During the **Instructional Program**, the licensure candidate reflects on observations and experiences, and thinks through his or her personal development as a teacher. The continuous interaction between on-site classroom experience, school based interactions with school personnel, research and study of school culture, course lecture and discussion, reflection, and peer and self-evaluation ensures that the teacher candidate's teaching skills are developed and the appropriate assessment of his/her abilities is made. The Student Teacher Assessment Instrument (STAI) is featured in this course block.

The Instructional Program is grounded in the belief that prospective teachers should have interrelated courses and experiences that include academic, methodological, and clinical knowledge necessary for professional competence in classrooms. The courses and experiences included in the Instructional Program provide students with a mastery of the structure, skill, concepts, ideas, values, facts, and methods of inquiry that comprise the content-related courses.

Courses in the Instructional Program include the following:

IDS 1610 Human Development, a Cross Cultural Perspective
EDUC 3200 Methods & Management
EDUC 3850 Field Research in Reading
EDUC 3130 Education of the Exceptional Population

The **Instructional Program** is designed to achieve the following goals:

1. Promote the student's continued mastery of content knowledge;
2. Provide the structured opportunity to experiment with a variety of teaching methods as a means to develop sound pedagogical skills and best practices with diverse populations;
3. Promote the cultivation of a well-informed professional attitude;
4. Prepare for roles in educational leadership, scholarship, and research as service; and
5. Develop educational technology skills in order to expand research sources, develop multimedia presentations, and use technology to enhance learning opportunities.

The **Instructional Program** is also designed to prepare licensure candidates for roles in teaching, educational leadership, and research by fostering these characteristics:

1. the ability to question, analyze, and develop creative solutions;
2. the ability to apply reflective thinking strategies to keep programs and techniques relevant to the changing demands of the educational environment;
3. the courage to make reasoned decisions in the face of conflict and ambiguity;
4. the ability to apply diagnostic and critical thinking skills to structure a research base designed to improve weaknesses and modify strategies and methods for continuous improvement.

During the required field placements, licensure candidates keep journals or complete assignments to record their observations, reactions, and reflections. For each school or classroom visit, candidates make journal entries describing the methods of communication, discipline, classroom organization of time, space, and materials, use of media, etc. observed on site. Journal writing and other assignments foster analytical inquiry through peer discussion of observed teacher practice and student self-evaluation of preferred teaching styles.

C. THE CLINICAL PRACTICE SEMESTER (SENIOR YEAR)

Candidates for teacher licensure may enroll in **Clinical Practice** during the fall or spring semester of the senior year. All application materials must be submitted to the Director of Student Teaching one semester prior to the Clinical Practice semester. Before beginning the Clinical Practice semester, students must be registered for EDUC 4500, and have taken and passed the Praxis II. During the Clinical Practice semester, the licensure candidate is expected to assume certain responsibilities and model professional behavior in the public or private school setting. The clinical practice experience is an interesting, rewarding, and challenging phase of the professional development of a teacher. Program participants may elect to teach abroad during their student teaching semester. A variety of options are available including Department of Defense Schools. Students need to contact the Education Department faculty as early as possible so that the application procedure, which is coordinated through the Career Center, can begin.

Education 4500, Clinical Practice, is an intensive, field-based semester designed to connect theory and pedagogical best practices with K-12 classroom teaching experiences. Content knowledge and concepts, from IDS 1610: The Human Experience, to content in the academic major, inform the student's knowledge base for having a positive impact on K-12 students.

National professional standards imbedded in courses throughout the licensure program provide structure for performance objectives in Education 4500, including the National Council for Accreditation of Teacher Education (NCATE), Interstate New Teacher Assessment Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), Program Standards for Elementary Teacher Preparation, and the standards of specialty and other professional organizations. Performance standards that reflect best practices, and analytical, critical, diagnostic and reflective inquiry involving procedures, methods, and processes are among areas of emphasis. Evidence of content knowledge, content pedagogy, and generic pedagogy are imbedded within the performance objectives of Education 4500. The ability to manage the learning environment effectively, to assess student learning in a variety of ways, and to impact student learning positively will be demonstrated in this intensive field-based semester. Professional teacher characteristics will be demonstrated and assessed throughout Education 4500.

1. Performance Objectives for Education 4500

a. Completion of the Portfolio

Performance objectives for Education 4500 are completed and submitted in the portfolio. Submission date for the portfolio is announced at the beginning of the clinical practice semester. Each objective must be referenced and documented in the portfolio.

Students enrolled in Education 4500 complete their portfolios (and oral and written comprehensive examinations and exit interviews) near the end of the clinical practice semester. Efforts are made to stay within the college's time frame. Students also file their portfolios electronically.

b. Professional Dispositions and Expectations for Clinical Practice

1.) Thorough involvement in the instructional program of the school is required. Only through observation, teaching, consultation, and participation in all phases of the school's instructional program, can the student teacher fully benefit from the Clinical Practice Semester.

2.) The student teacher is solely responsible for the careful preparation of lesson plans for all classes. Lesson and unit plans should be developed after consultation with the cooperating teacher and implemented only with his/her approval. If it is school policy, the student may be required to submit lesson plans to the principal for review as well. All lesson plans should be available to the college supervisor upon request. It is the responsibility of the student teacher to inquire about the preferred format and style of the lesson plans used by the school district.

3.) Active participation in on-going review and evaluation of the student teacher's personal professional development with the cooperating teacher is essential. After each teaching experience, the student teacher consults with the cooperating teacher to receive feedback on the effectiveness of the instructional methods and management techniques used in the lesson. These consultations are often informal; occasionally, more focused conferences are called to identify specific weaknesses that need to be addressed. The cooperating teacher formally evaluates the student teacher using the Student Teacher Assessment Instrument and the Department of Education Evaluation Instrument. The student teacher evaluates a videotape of his/her clinical practice according to the position skills and interpersonal skills criteria of the Student Teacher Assessment Instrument.

4.) The student teacher actively participates in on-going reviews and evaluations of the student teacher's personal professional development with the college supervisor and other student teachers. The college supervisor formally observes and evaluates the student teacher a minimum of two times during the semester

and provides the student teacher with a written assessment of each formal observation. The college supervisor also observes and evaluates the student teacher using the criteria of the Student Teacher Assessment Instrument and will video tape a lesson.

5.) The Student Teacher participates in the non-instructional activities of the school as regularly as possible. Parent Teacher Organization meetings, faculty meetings, staff development, extra curricular activities and other school related events all provide immeasurable sources of learning for the student teacher. As a pre-professional, the student teacher is encouraged to participate in as many such activities as possible. Student teachers are strongly encouraged to be involved in parent-teacher conferences, under the direction of the cooperating teacher and principal.

6.) Student teachers frequently observe teachers other than the cooperating teachers to whom they have been assigned. Every effort should be made to observe and participate with teachers working with different age students or different subject areas. The observations allow student teachers to have a better understanding of the entire school program and the development of children within the school program.

7.) The Student teacher must adhere to policies and procedures governing student discipline as practiced by the school and school district. Under no circumstances should student teachers administer corporal punishment. It is the responsibility of the student teacher to inquire about appropriate methods with which to discipline students and to employ these methods carefully.

8.) Student teachers dress professionally. Modest and comfortable clothes are recommended for women student teachers. Men should wear nice pants and shirts. Ties are optional. Blue jeans are not considered appropriate attire for student teachers.

9.) Student teachers maintain a professional attitude at all times. The student teacher is expected to be cooperative and patient, respectful of the policies of the school, and cognizant of the responsibilities teachers must meet in the school and school district. When the student teacher meets his/her responsibilities with a professional attitude, he or she can expect to be treated as a professional by the cooperating teacher and other school personnel. An effective teacher must have the ability to work with a school-wide instructional team and the student teacher must always find a way to play a constructive role. Punctuality and

conscientiousness are considered vital components of professionalism.

10.) The student teacher must participate and teach in the assigned school for an entire school day (usually from 7:30 a.m. until 3:30 p.m.) for a minimum of thirteen weeks. Each day the student teacher is expected to arrive at the assigned school at the time the faculty arrives, to sign the faculty attendance registration form upon entering and leaving the school, and to remain at the school until the faculty leaves. Failure to meet this schedule is a violation of college policy and state law. Ideally, student teachers enroll only in **EDUC 4500** (16 semester hours) during the student teaching semester. In the event that a student teacher must take an additional course, a night course or a directed study is preferred, and the student teacher must have the written approval of the college supervisor at the time of pre-registration. The student teacher then enrolls for 12 semester hours of student teaching and the 4 semester hours of the appropriate course.

11.) The student teacher is advised to purchase the 21-day meal plan during the student teaching semester. The Millsaps Cafeteria will provide an early breakfast and the student teacher may request the Cafeteria to prepare a boxed lunch. Local school lunches cost \$2.25 on the average.

12.) The student teacher submits a daily teaching schedule to the college supervisor by the end of the second week of student teaching. The daily teaching schedule indicates the class schedule the student teacher will follow, including the time for each class period, the teacher's name, room number, grade, and subject.

13.) The cooperating teacher serves as master teacher for the student teacher. He or she will observe, assist, and evaluate the student teacher throughout the semester. The cooperating teacher will complete an evaluation form provided by the Millsaps Department of Education during the semester and recommend a final letter grade at the end of the student teaching semester.

14.) Student teachers should keep copies of all written assignments submitted to college supervisors.

i. Assessment Procedures for Clinical Practice

The student teacher's performance is evaluated according to the Student Teacher

Assessment Inventory (STAI), observations and letters written by the college supervisor, a video tape of the student teacher's performance, ratings by the cooperating teacher, a school administrator, seminar participation, comprehensive portfolio, learners' parents and learners, and completion of the performance objectives for Education 4500. Emphasis is placed on the cooperating teacher's assessment of the student teacher, which is based on INTASC standards.

| | |
|--|-------|
| Cooperating Teacher Recommended Grade | 50% |
| Seminars (<i>mandatory attendance</i>) | 10% |
| Portfolio | 10% |
| Formal Evaluation by Millsaps Faculty | 30% |
| | <hr/> |
| Final Grade | 100% |

Any final grade lower than C- will necessitate repeating the Clinical Practice Semester. Participation and attendance in all scheduled Clinical Practice Seminars is mandatory.

IV. CRITERIA AND SELECTION OF SCHOOLS FOR FIELD SITES

Field sites are selected to provide the teacher licensure candidate the opportunity to experience, study, observe, participate in, and reflect on various educational environments that represent the broad range of possible school settings, student characteristics, and professional staff that constitute the realities of today's school experience.

The criteria identified by effective schools research underlie the selection of schools used as field sites for teacher education programs. Strong instructional leadership establishes a climate for learning, promotes high expectations for all students, creates a pleasant atmosphere conducive to learning, encourages an emphasis on the acquisition of basic skills, and serves as the foundation for all schools selected as field sites. Schools that serve as field sites have an active parent-teacher association. Using these basic criteria, over forty elementary and secondary schools in the Jackson metropolitan area are currently listed on the Department of Education's roster of acceptable field sites.

These sites were selected after the school administration and staff and the Department of Education faculty collaborated in identifying goals and expectations for our teacher licensure candidates. Ordinarily, a school site will first host a teacher education intern prior to serving as a site for student teacher placement and/or field experience. The schools and institutions identified have been successful in effectively engaging pre-service teachers and consistently supporting the department's goals and objectives for teacher education. Principals assign the student teachers to the cooperating teachers based on their experience and instructional skills. Private schools accredited by the Mississippi Department of Education may also be included on this roster. Schools may be added or deleted from this roster as circumstances warrant. The schools listed which follow are approved sites for teacher education field-based experiences.

Jackson Public Schools: Baker Elementary, Blackburn Junior High, Boyd Elementary, Callaway High, Casey Elementary, Chastain Middle, Davis Magnet Elementary, Forest Hill High, French Elementary, Galloway Elementary, Jim Hill High, Key Elementary, Lanier High School, Lee Elementary, Marshall Elementary, McLeod Elementary, McWillie Elementary, Murrah High, North Jackson Elementary, Oak Forest Elementary, Pecan Park Elementary, Peeples Middle School, Powell Middle, Power APAC, Rowan Middle School, Smith Elementary, Spann Elementary, Timberlawn Elementary, Van Winkle Elementary, Walton Elementary, and Woodville Heights Elementary.

Hinds County Public Schools: Gary Road Elementary.

Madison County Schools: Madison Avenue Upper Elementary, Madison Avenue Lower Elementary, Olde Towne Middle School, and Ridgeland Elementary.

Pearl Public Schools: Northside Elementary, Pearl Middle School, Pearl High School, Pearl Upper Elementary.

Rankin County Public Schools: Brandon Elementary, Brandon Middle School, Brandon High School, Flowood Elementary, Rouse Elementary, Northwest Elementary, Northwest Middle, Northwest High, Oakdale Elementary, Vine Street Elementary, Richland High School, and Richland Elementary School.

Clinton Public Schools: Clinton Park Elementary, Northside Elementary, Eastside Elementary, Clinton Junior High, Clinton High, Lovett Middle School.

Other Schools and Agencies in the Metropolitan Area: The Mississippi School for the Deaf, The Mississippi School for the Blind, New Summit, The Mississippi Behavioral Clinic, The Mississippi Children's Rehabilitation Center, Hudspeth Mental Retardation Center - Early Intervention and Community Services Programs, First Steps: Mississippi Infant/Toddler Program (Mississippi State Department of Human Services), Coalition for Citizens with Disabilities, Youth Court, The Association for the Rights of Citizens with Developmental Disabilities (the ARC), and the Choctaw Indian Nation.

V. THE COMPREHENSIVE EXAMINATION PROCESS

Millsaps College requires all students to take comprehensive examinations as a prerequisite for graduation (see the Millsaps College Catalog). All students pursuing teacher licensure (elementary education majors and those students majoring in other subjects while seeking teacher licensure) must complete the Comprehensive Examination Process with the Department of Education in addition to other comprehensive examinations as required by the student's major.

The purpose of the Teacher Education Comprehensive Examination Process is to assess the acquisition of knowledge, professional development, and teaching competencies prior to the students' graduation. The central focus of the Teacher Education Comprehensive Examination Process -- the development of a Portfolio -- is designed to provide multiple indicators of a student's preparation for success in the teaching profession. *Licensure candidates are encouraged to begin collecting documents for their portfolio as early as their freshman year.*

Please note that one requirement of the Teacher Education Comprehensive Examination Process includes the successful completion of Praxis II- Principles of Learning and Teaching and the Specialty Area Exam. Official test scores must be on file with the Millsaps Department of Education prior to the Clinical Practice semester.

A. THE TEACHER EDUCATION PORTFOLIO

The Teacher Education Portfolio is organized according to NCATE standards and organized accordingly. At the beginning of the portfolio licensure candidates include the following:

1. **Autobiography** - reflective and analytical essay written by the licensure candidate, which describes the process by which the Portfolio for Teacher Education was developed. This may include excerpts from journals and/or class notes to demonstrate the development of the student's thinking, mastery of knowledge, and teaching competency over time. Reflect on the thirteen-week Clinical Practice Semester. Have you changed your views of the content you need to teach students and the teaching strategies you can use to teach the content? If so, how or why? This paper (3 to 5 pages) will provide the introduction and framework for oral comprehensive examinations or exit interviews.
2. **Resume'** -- a concise 1-2 page resume developed in the semester prior to the clinical practice seminar is included, and expanded if necessary. The resume is sent to the licensure candidate's clinical practice supervising teacher by way of introduction. It also serves as an introduction to the teacher education candidate in their professional job search at the completion of the clinical

practice semester.

3. **Core 10 paper** - a self-reflective, evaluative essay critically describing the total educational experience at Millsaps College. The essay should address courses, experiences, and activities that enhanced your development as a scholar, leader, and researcher. Consider ways courses, experiences, and activities have contributed to the development of your skills at reasoning, communication, quantitative thinking, historical consciousness, aesthetic judgment, and global and multicultural awareness (the skills the Millsaps' core curriculum emphasizes) and as a teacher prepared to make a positive impact on K-12 student learning (the skills and dispositions described in the INTASC standards). Explain how your strong liberal arts foundation at Millsaps College has impacted your development as teacher who is a scholar, leader, and researcher. *If this was not required for the student's Core 10 paper (Secondary Licensure candidates), an introductory essay should be developed and attached to the Core 10 paper.*
4. **Annotated bibliography** of around 10 books and relevant websites used during the college experience that have proved the most influential to the student in his/her growth as an educator.
5. **Other reflective documentation** of growth as a teacher, scholar, leader, and researcher.

Evidence supporting the licensure candidate's knowledge, skills, and dispositions for each standard forms the main body of the portfolio. Evidence can be included from core courses, teacher licensure courses, electives, other academic majors and minors, and especially from Education 4500 or, in the case of Secondary Licensure candidates, their respective Core 10 class. Evidence for the portfolio standards should include a variety of supporting documentation, from tests and papers in courses to lesson plans, K-12 work samples, video tapes of teaching experiences, journals, and other documentation. The portfolio standards are as follows:

Standard 1. Teacher candidate content area and pedagogical knowledge, skills, and dispositions are demonstrated. In Standard 1, documentation that supports the teacher candidate knowledge base in his/her major and demonstrates an ability to teach K-12 learners in a developmentally appropriate and professional manner through best research-based practices is included.

Standard 2. Teacher candidate student and self-assessment informs practice. In Standard 2, candidates demonstrate that they are reflective professionals practicing on-going, authentic assessment of their students and themselves. The assessment of oneself and students guides the instructional plan and delivery as informal, diagnostic action-based research is practiced.

Standard 3. Field experiences throughout your coursework and clinical practice are documented. In Standard 3, a variety of K-12 teaching experiences – both successful and unsuccessful – describing actions taken to expand successful practices and to improve unsuccessful actions is demonstrated. Especially relevant to Standard 3 are classroom management and pedagogical issues.

Standard 4. Knowledge of, appreciation for, and dispositions for teaching diverse populations are demonstrated. In Standard 4, licensure candidates document experiences with diverse populations, including race, ethnic, gender, socio-economic, religious, and those with disabilities. Especially relevant to Standard 4 are ways to demonstrate student abilities to provide differentiated instruction in K-12 settings.

Standard 5. Professional dispositions are demonstrated. In Standard 5, professional practices with colleagues, cooperating teacher(s), school principal(s), K-12 students, students' parents, paraprofessionals, and college professors are demonstrated. Document contact with parents, school counselors and administrators, cooperating teachers, and others.

The following documentation should be included under the standard the Student Teacher deems appropriate.

- 1) Describe several management strategies that were effective or ineffective. Reflect on reasons that some strategies were successful and others were not successful.
- 2) Document developmentally appropriate teaching procedures encompassing various learning styles and rates of learning.
- 3) Describe and provide various means of assessing student learning; discuss ways in which assessment impacts instruction; include evidence of your impact on student learning and describe how you could better impact student learning; design a rubric displaying multiple and varied means of assessing your students.
- 4) Describe a problem encountered during student teaching. What inquiry methods or processes did you incorporate? What diagnostic intervention did you employ? Discuss the resolution or solution to the problem. Was the resolution successful? Why?
- 5) Provide evidence of parental involvement in the learning environment.
- 6) Provide evidence of best practices in your content area(s), in your major (for

students seeking secondary licensure), or in your areas of concentration (for students seeking elementary licensure).

- 7) Provide evidence of knowledge of content/subject area.
- 8) Demonstrate best practices in pedagogy, including lesson plans for one class (one subject area) for ten days.
- 9) Keep a journal describing instructional, managerial, and other components of the learning environment that you would like to use in your professional career.

Relate the ten INTASC standards (see final page) to documents included in the portfolio. Licensure candidates are encouraged to add evidence to the portfolio throughout the clinical practice semester.

Criteria used for the evaluation of the Portfolio focus on evidence of growth in the student's ability to think critically, reflectively, and diagnostically. Skills in written communication will be reviewed carefully. Clear evidence of a depth of knowledge in the subject area specialization is required. The licensure candidate's ability to reflect on the integration of theory and practice is essential, as well as his/her use of documentation to verify this accomplishment and the use of documentation to verify understanding and mastery of the INTASC standards. The Portfolio will be evaluated by faculty in the Department of Education (and external readers with expertise in the student's licensure area(s) when appropriate) and presented to the education faculty during the oral examination process .

Please note that the college requires all students to compile a Writing Portfolio to fulfill degree writing requirements. The Teacher Education Portfolio does not fulfill this degree requirement. Please see the Director of the Writing Program and the *Millsaps College Catalog* for details regarding the college required Writing Portfolio.

B. THE WRITTEN EXAMINATION

The Written Examination addresses the quality and content of the Portfolio submitted, appropriate knowledge base and pedagogy for K-12 learners and is scheduled during the final exam period. **Written comprehensive exams require licensure candidate responses to the following four major subject categories:**

1. Reading, Field Research in Reading, and Performance Assessment in Teaching and Learning (or its equivalent)
2. Educational Theory, Policy, and Practice (or specific Core 10 class)
3. Exceptional Population/Special Education

4. Classroom Methods and Management/Clinical Practice

For **Category 1** licensure candidates review the methods of assessing reading skills/performance; ways of reporting assessment outcomes to parents and students; the complete DRA as discussed in Reading Instruction; strategies for teaching and assessing "remedial readers;" word attack skills; levels of comprehension and types of questions to assess levels of comprehension; diagnostic thinking strategies; and the role of teachers as researchers. Candidates reflect on how these theories and ideas are evident in field experiences.

For **Category 2**, if licensure candidates took their Core 10 class in the Education Department, they review key concepts and terminology from assigned readings by Barth, Darling-Hammond, and Freire. Those who took their Core 10 class in another discipline review key concepts and terminology from assigned readings. They reflect on intersections in theory and practices among these authors and other authors and philosophers studied in their courses. They think about concrete examples from field experiences that substantiate the key concepts and terminology relevant to the field of Education.

For **Category 3**, licensure candidates review specific examples of important legislation and court cases that have influenced Special Education. They should be able to discuss the impact and relevancy of the legislation on the "regular" classroom, special education, and their professional futures.

Models of classroom management and classroom strategies that are supported by research to promote high achievement (high expectations, etc.) should be reviewed for **Category 4**. Licensure candidates reflect on best instructional practices with attention to practices they have implemented, practices that were successful and unsuccessful, and why the practices succeeded or failed. INTASC standards and ways in which these standards were implemented during clinical practice are reviewed.

Licensure candidates under gird all responses, written and oral, by citing a **solid research base** with reflection on best practices.

C. THE ORAL EXAMINATION/EXIT INTERVIEW

The Oral Examination is scheduled following the Written Examination, at a time convenient for the education faculty and licensure candidates. Licensure candidates seeking Secondary Licensure participate in Exit Interviews which are scheduled separately from the oral exams for Elementary majors. Each licensure candidate presents a brief review of the greatest challenges she/he faced during

the student teaching semester, explaining how these challenges were resolved. Evidence from portfolios substantiate presentations. Actions and resolutions are supported with references to relevant theorists and research, best practices, and INTASC standards. Each presentation lasts approximately ten minutes. While these presentations are not formal, they should provide informal platforms from which candidates communicate what they have learned from their cumulative experience at Millsaps.

Other questions during oral comprehensives/exit interviews refer to written comprehensive exam responses, portfolios, the clinical practice experience, and how the student sees her/himself "fulfilling" the Department's mission of leadership, scholarship, and research as service.

VI. TEACHER RECRUITMENT DAY

Teacher Recruitment Day is an annual event which provides teacher licensure candidates the opportunity to interview with school district representatives from the southeastern region of the United States. Teacher Recruitment Day is usually held each February at a local college with students from several area colleges participating. All seniors are strongly encouraged to interview with school district representatives (provisions will be made for those licensure candidates engaged in student teaching to attend). Juniors are also encouraged to attend Teacher Recruitment Day and to contact the College Placement Office regarding vitae preparation. Information regarding location, date, and time for the annual Teacher Recruitment Day is always provided as are many other job opportunities.

VII. APPLICATION FOR TEACHER LICENSURE

Following the Comprehensive Oral Examination/Exit Interview, it is the responsibility of the graduating senior to complete the state required application process for Mississippi teacher licensure and to request that the Chair of the Department of Education sign the application form when appropriate. Under no circumstances will the Chair of the Department sign the licensure candidate's application for teacher licensure until all exit requirements have been met and the candidate's document file is complete.

VIII. CONTINUING PROFESSIONAL DEVELOPMENT

Graduates of Millsaps College teacher licensure programs are encouraged to call on the Education faculty to participate with them in their professional development. The Department of Education engages recent graduates as resource persons to work with teacher education students during clinical practice seminars and other related courses and experiences. All graduates are encouraged to return to the campus and share their knowledge, insights, and expertise with those students and faculty preparing for the teaching profession as well as to participate in on-going college offerings. The

Department of Education invests in video tapes and other resources tailored to assist first year teachers and requests that teacher education graduates consult with department faculty as needs arise.