



NGU

Christ Makes the Difference

COLLEGE OF
EDUCATION

TEACHER EDUCATION HANDBOOK

EDUC 1210

College of Education

North Greenville University

P. O. Box 1892

Tigerville, SC 29688 - 1892

Spring 2020



**POST OFFICE BOX 1892
TIGERVILLE, SOUTH CAROLINA
29688-1892
(864) 977-7000 1-(800) 468-6642**

Dear Teacher Education Candidate,

The North Greenville University Teacher Education Program has been designed to prepare candidates to be caring leaders, effective practitioners, and lifelong learners. In Phil.2:4 (RSV) we find, "Let each of you look not only to his own interests, but also to the interests of others." In following this Biblical teaching, we believe that our candidates will become more Christ like in servanthood leadership and put the needs of students first.

The program has been developed with the collaboration of the North Greenville University College of Education faculty, general education faculty, public and private school teachers and administrators, business leaders, and the South Carolina State Department of Education. The Teacher Education Program received national accreditation through the National Council for Accreditation of Teacher Education (NCATE) in Spring 2005 and was reaccredited in Spring 2011. North Greenville University's Teacher Education program has been approved by the South Carolina State Department of Education since May 13, 1997.

Your career as an educator will require commitment, continued study, and a deep love for children. You will serve as a model for students both in and out of the classroom. You will have an impact on the lives of many, and you will be challenged daily in your pursuit of excellence.

The faculty of the College of Education believe that we have developed teacher education programs that will prepare you to work in an ever-changing, diverse society. We believe the program will prepare you for Christian service in public or private education. We are available to assist you in your pursuit of the knowledge and skills necessary to become a caring leader, effective practitioner, and lifelong learner in the field of teaching. Please do not hesitate to call upon us.

Sincerely,

Ellen C. Cashion
Director of Teacher Education

Security Clearance Policy

The NGU College of Education seeks to provide for the safety and security of not only its teacher candidates, but also all students in K-12 school settings with whom NGU students work. Therefore, any student enrolled in an education major must maintain a current background check. Each year students must pay the stated fee and apply for the clearance through the office of the Records Coordinator. A current TB test result must also be on file. This test must be renewed annually. The Director of Teacher Education is responsible for the oversight of the security policy.

**Praxis Core Required Tests for Admission for the Teacher
Education Program**
ets.org

Two Options

Test Name	Test Code	SC Required Passing Score
Core Academic Skills for Educators: Combined Test (with this option, all tests are taken consecutively)	5751	Scores will be reported by individual tests (see below)

Test Name	Test Code	SC Required Passing Score
Core Academic Skills for Educators: Reading	5712	156
Core Academic Skills for Educators: Writing	5722	158
Core Academic Skills for Educators: Mathematics	5732	142

Go to www.ETS.org/Praxis for information and to register

Teaching Area Examinations Required for Students Student Teaching

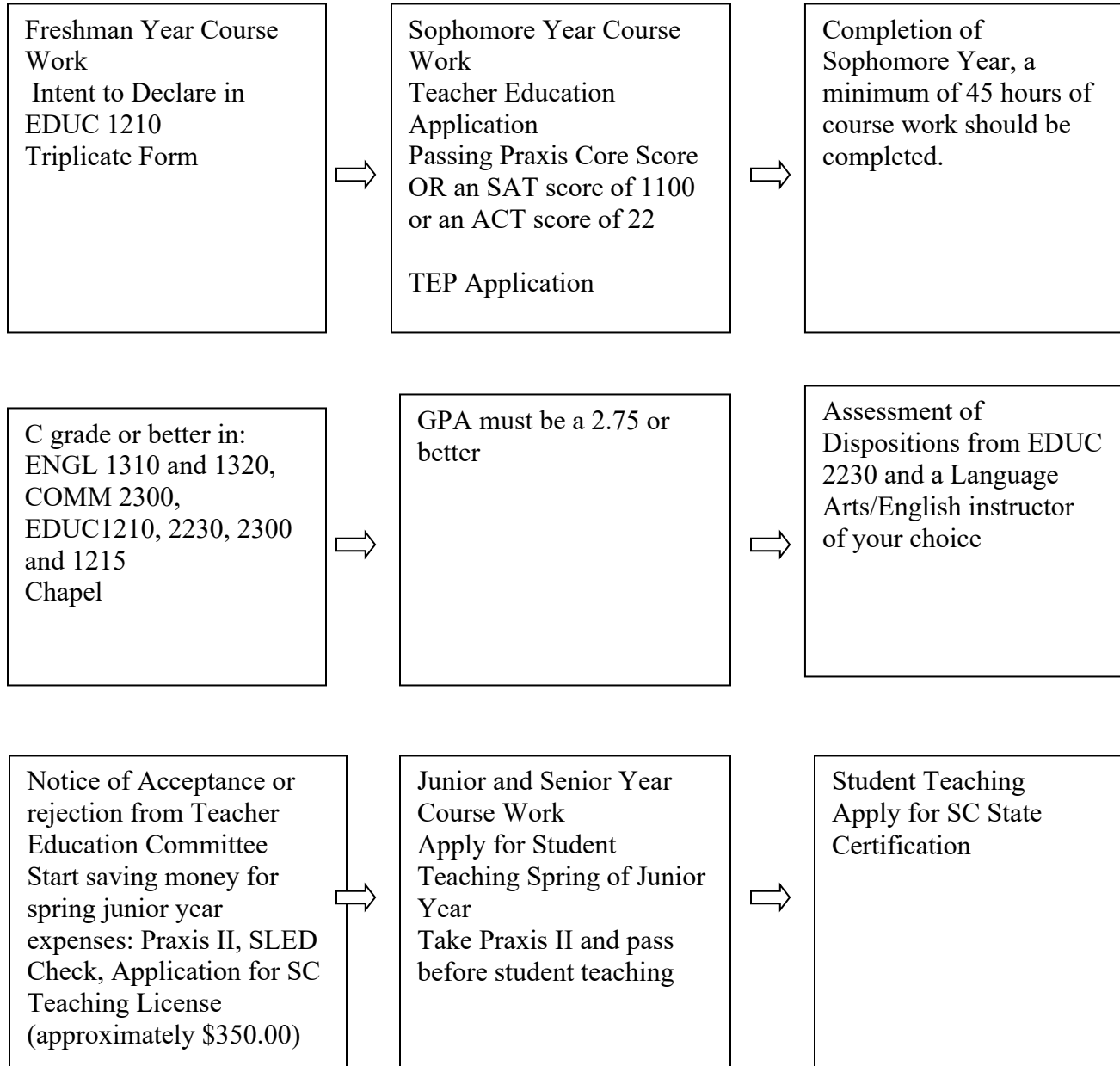
All Areas	Required Examination	Score
Principles of Teaching and Learning (PLT)	Select one exam by grade level	
	Early Childhood (5621)	157
	Grades K-6 (5622)	160
Music Education	Grades 5-9 (5623)	160
(May take any one of these)	Grades 7-12 (5624)	157

Area of Certification	Required Specialty Examination	Score
Early Childhood Education	Education of the Young Child Computer (5024)	160
Elementary Education	Elementary Education Multiple Subjects Test 5001-Includes ALL 4 Numbered Content Subtests OR 5002-reading & Language Arts Subtest 5003-Mathematics Subtest 5004-Social Studies Subtest 5005-Science Subtest	157 157 155 159
Music Education	Music: Content& Instruction (5114)	162
English	English Language Arts: Content and Analysis (5039)	168
Social Studies w/History Concentration	Social Studies: Content and Interpretation (5086)	153
Mathematics	Mathematics: Content Knowledge (5161)	150
Spanish	Spanish: World Language (5195)	168

Course requirements are approved by the State Department of Education and may not be changed by the University without their approval. However, the requirements for a teaching credential in South Carolina are subject to change by the State Board of Education and by the South Carolina General Assembly during the period of preparation for such a credential. The University reserves the right, therefore, to change the Teacher Education Program to comply with changing requirements of the State at any time and cannot assume responsibility for such changes or additional courses that new State regulations may require.



**ELED
Elementary Education**



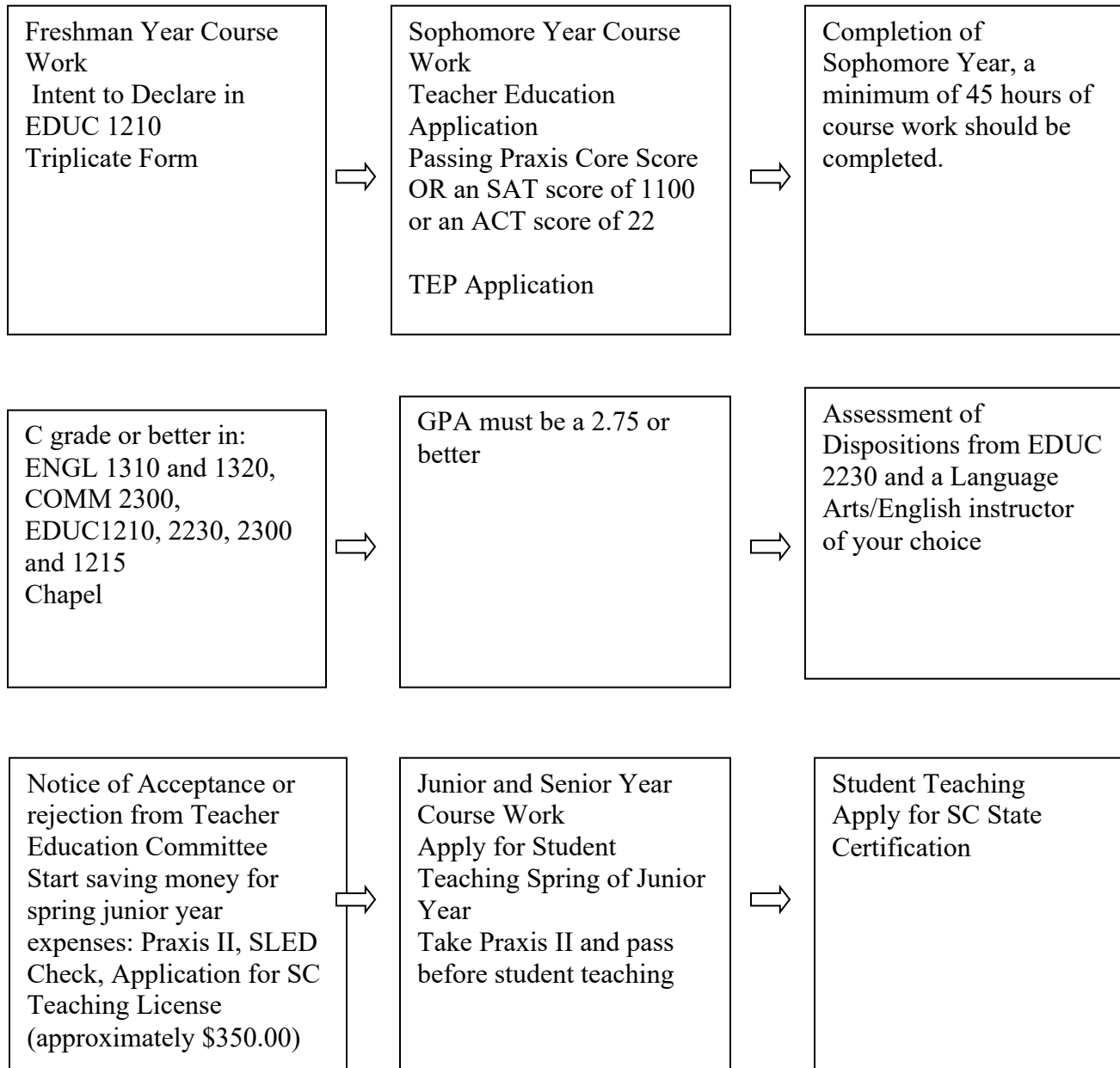


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ECEd **Early Childhood Education**





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North Greenville University Secondary Education

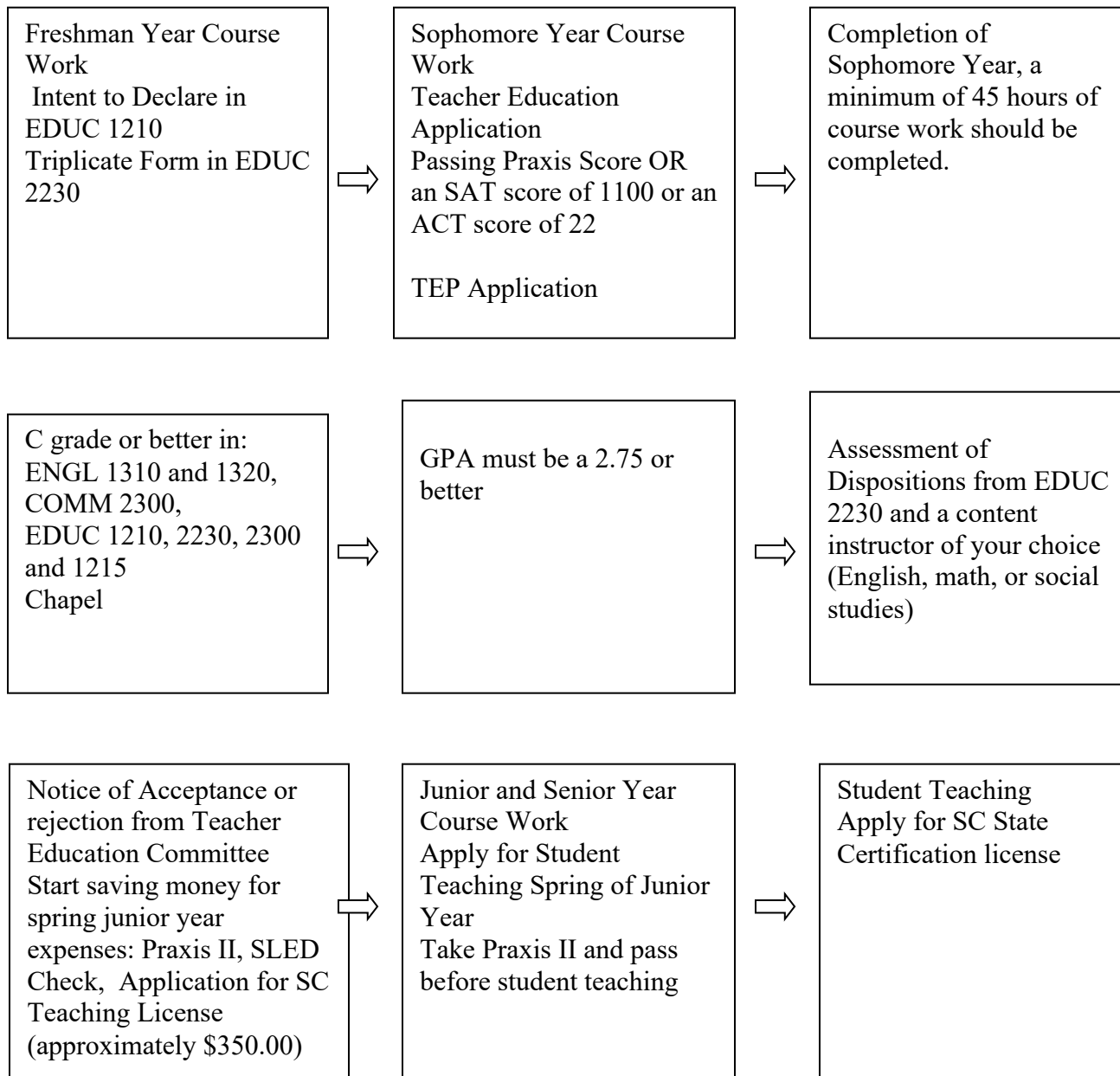


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INTRODUCTION TO TEACHER EDUCATION

The North Greenville University administration, College of Education faculty, and Teacher Education Committee have established policies and procedures for the operation of the Teacher Education Program in the Policies and Procedures Manual (Revised every semester, latest revision Spring 2014). Developed for education faculty and staff and public school personnel, this manual documents compliance with Policy Guidelines for South Carolina Educator Preparation Units, July 2007.

This manual outlines the North Greenville University purpose, organization, operation, and academic base for the preparation of teachers certified in early childhood, elementary, music education (PK-12), or secondary education programs in broad field science biology, English language arts, or social studies education with history concentration. Each component of the Teacher Education Program is identified and described.

In an effort to understand the Teacher Education Program as it advances to a new level of accreditation, a description of the major components of the program follows. The initial Teacher Education Program has been in existence since its inception in 1995. This initial Teacher Education Program, which received accreditation from the South Carolina State Department of Education in 1997, submitted candidates for certification in Elementary Education, Elementary/Early Childhood, and Music Education (choral and instrumental). Program completers were certified as follows: Elementary 1-8, Elementary/Early Childhood PK-8, and Music K-12. The Elementary/Early Childhood PK-8 program began phase-out in 2002-2003.

Rapid growth in the College of Education (COE), a desire to seek national accreditation, and changes in the South Carolina certification areas propelled the COE to revise the existing programs. The most significant changes include (1) seeking National Council for Accreditation of Teacher Education (NCATE) accreditation, (2) developing a Conceptual Framework, (3) creating a separate Early Childhood program, (4) developing a more extensive and cohesive assessment of the program and of the teacher candidates and (5) developing new curricula that align with the Conceptual Framework.

Initial unit accreditation was granted by NCATE in the spring, 2005. The unit's NCATE accreditation was renewed in spring, 2011. The unit will submit program completers in Early Childhood, Elementary, and Music Education (PK-12), Secondary English/Language Arts, Secondary Social Studies, and Secondary Mathematics. The unit has added Spanish Education (PK-12).

CONCEPTUAL FRAMEWORK

CONTEXT AND MISSION OF NORTH GREENVILLE UNIVERSITY

North Greenville University is a private, coeducational institution affiliated with the South Carolina Baptist Convention. North Greenville University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of North Greenville University. Currently the University offers three associate and 28 baccalaureate degree programs. The campus is located in a rural setting, approximately 18 miles from downtown Greenville and 25 miles from downtown Spartanburg. The Greenville-Spartanburg area is enjoying a sustained period of solid economic and population growth. This statement is also true of the South Carolina upstate as a whole. The campus is about three hours from Atlanta, GA, and two-and-a-half hours from Charlotte, NC, both accessible by Interstate 85.

While growing and changing as a four-year educational institution, the University continues to maintain stability in its basic purpose of providing a quality higher education in a Christian environment. The Statement of Purpose developed through the efforts of the institution's faculty, administration, and governing board, serves as the foundation for all institutional operations, programs and activities. This purpose is stated in North Greenville University Catalog as follows:

Affiliated with and committed to the South Carolina Baptist Convention, North Greenville University is a co-educational liberal arts institution which provides opportunities for higher education in a Christian atmosphere. The University strives to prepare students to become better, contributing members of society by educating the whole person through an integration of academic discipline, a Christian lifestyle, and an enriched cultural experience while offering students the best opportunities for spiritual growth, academic training, and Christian service. Christ must be the center of the campus for the purpose of Christian education and Christian character building. North Greenville University offers a quality education in a biblically sound, Christ-centered environment.

In harmony with the Statement of Purpose, the institutional objectives enumerate the specific ways in which the University endeavors to carry out its mission. These institutional objectives include:

1. Offering basic liberal arts curricula that lead to the associate and baccalaureate degrees;
2. Strengthening opportunities to meet the needs of advanced and gifted students while continuing to maintain the University's heritage of providing quality education for all students;
3. Presenting distinctive, innovative programs that attract and meet the needs of non-traditional students;
4. Achieving high academic standards through the employment of qualified professionals and through furnishing appropriate educational support services;

5. Providing an environment in which students can realize their fullest potential as complete persons, developing intellectually, physically, socially, culturally, morally, and spiritually;
6. Affording a special sense of community through the development of close, personal relationships and the nurturing efforts of a caring, Christian, dedicated faculty, staff, and administration.

The Conceptual Framework of the College of Education (COE) consists of the mission, vision, aim, philosophy, purposes and goals as reflected in unit outcomes and candidate proficiencies for candidate performance, a statement of commitment to diversity and technology, and a system for assessing teacher candidate performance. The framework grows out of the purpose and objectives of the University as a whole.

COLLABORATIVE DEVELOPMENT OF THE CONCEPTUAL FRAMEWORK

Since 1997, when the Teacher Education Program of North Greenville University received first approval from the South Carolina Department of Education to recommend teacher candidates for certification, the program has continued to grow. Through the process of initial accreditation, the actions of the Standards and Assessment Grant Project, and preliminary steps in pursuit of NCATE accreditation, the College of Education along with teacher candidates, community and professional stakeholders has worked to develop and refine its vision, values and commitments for the Teacher Education program and its candidates.

Beginning in academic year 2000-2001, with the support of a Title II Teacher Quality Enhancement grant, the faculty of the Division of Education at that time worked to analyze the curriculum of the Teacher Education Program and ensure its alignment with state and national standards. A Teacher Quality Coalition Team, formed for the purpose and consisting of faculty from the Education Division, public school teachers, students, leaders from the community, and the Teacher Advisory Committee spent seven months conducting this study. The Division of Education also sought input from arts, sciences and humanities faculty concerning content that should be included in a quality teacher education curriculum as well as the basic principles and values that should guide the Teacher Education Program at North Greenville University.

Beginning in academic year 2000-2001, the Teacher Quality Coalition Team and the Teacher Advisory Committee analyzed the curriculum of the Teacher Education Program to ensure its alignment with state and national standards. The COE also sought input from arts, sciences and humanities faculty concerning content that should be included in a quality teacher education curriculum as well as the basic principles and values that should guide the Teacher Education Program at North Greenville University.

The process of building the Conceptual Framework continued with faculty retreats, workshops provided by the South Carolina Department of Education, national workshops, training by the National Association of Young Children (NAEYC), and numerous meetings of the Coalition Team and the Conceptual Framework Team. By December, 2002, the COE faculty reached consensus in adopting the vision of “Teachers as Effective Practitioners, Caring Leaders, and Lifelong Learners;” this phrase concisely describes the picture of the ideal graduate of the North Greenville University Teacher Education Program.

Spring, 2003, every member of the faculty of the institution was invited to provide input as part of the development process of the Conceptual Framework. The unit faculty gave a vote of support for the Conceptual Framework in the May 2003 faculty meeting.

The COE faculty continues to incorporate into course instruction the application of the tenets of the Conceptual Framework in preparing teacher candidates for the teaching profession. All syllabi must contain the Conceptual Framework, and teacher candidates are held accountable for the knowledge and application of the Conceptual Framework. Spring 2008 the faculty revisited the Conceptual Framework; consensus was reached that the Framework's three-fold design of effective practitioner, caring leader, and lifelong learner continue to reflect the purpose and commitment of the North Greenville University COE.

VISION OF THE COLLEGE OF EDUCATION

The College of Education seeks to prepare teachers who have not only deep understanding of subjects and methods of teaching, but also deep understanding of students; who not only facilitate students' learning, but also promote students' holistic wellbeing; who desire not only to see others continually grow and develop, but themselves also. We envision our graduates teaching successfully as effective practitioners, modeling through example as caring leaders, and continually learning the art and science of the teaching profession as they inspire students to become lifelong learners.

MISSION

The self-examination process required in the development of our Conceptual Framework has led to an insightful discovery of who we are as the College of Education at North Greenville University. We are the link between past, present and future.

The teacher education program, first approved in 1997, has grown at an astonishing rate. Since 1997 through December 2007, we have graduated 398 Elementary, Early Childhood, and Music Education majors. This rapid growth parallels the growth of the institution as a four-year University.

Although the institution was accredited as a four-year University in 1991, roots were established in 1891 when Southern Baptists had the vision to begin a school in the "Dark Corner" of South Carolina. Established to bring light into the darkness through Christian education, the school has now come full circle. Building on a heritage of belief that education can and must provide light in the darkness, we now have a teacher education program which trains teachers not only for this geographic area, but also other states and foreign countries.

J. Dean Crain, Principal of North Greenville Academy in 1914, predicted that "the school is just entering upon its career of usefulness, and ere long what is known far and wide as the Dark Corner of South Carolina shall become famous for the light shed by the lives of its people" (Crain, 1914, p.65). As the present link in the fulfillment of this mission, we prepare students to respond to God's vocational calling for their lives. The College of Education, with University and community stakeholders, conceived and designed a teacher education program that prepares teachers who experience a sense of calling to the profession to become effective practitioners, caring leaders, and lifelong learners. We urge our graduates to remember this past and go

forward with resolve and courage. We challenge them, just as Paul, in Philippians 3:14 (NIV) to press on toward the goal to claim the prize for which God has called them.

Building on a heritage of teachers who modeled behaviors indicative of high expectations, the faculty in the College of Education continue to demonstrate for students the knowledge, skills and dispositions that empower them to go forward with resolve and courage as teacher education graduates of a school “of high grade equal to any in the country” (Howard, 1967, p. 5).

IN ALIGNMENT WITH THE PURPOSE AND MISSION OF NORTH GREENVILLE UNIVERSITY, THE MISSION OF THE COLLEGE OF EDUCATION IS TO DEVELOP TEACHERS WHO POSSESS KNOWLEDGE, SKILLS, AND DISPOSITIONS THAT EMPOWER THEM TO FOSTER LEARNING IN ALL STUDENTS.

Our logo encapsulates in graphic form the interrelationship of our vision, mission and outcomes reflected in three conjoining circles and linked by the light of a calling to the profession.



TEACHER EDUCATION PROGRAM NORTH GREENVILLE UNIVERSITY

AIM

The teacher education program at North Greenville University, a Christ-centered institution, prepares teacher candidates to become effective practitioners, caring leaders, and lifelong learners in a diverse, changing society.

PHILOSOPHY

Our beliefs about how best to prepare teacher candidates to become effective, reflective and facilitative practitioners rest, first of all, on the Bible as the solid foundation for a philosophy of education and of life, in keeping with the Christian commitment of North Greenville University. Other knowledge bases that provide direction to our efforts include educational theory and research, the wisdom of practice, and state and national policy directives.

Academic research and the American public agree that teacher quality is the most important education factor driving student performance (Milken, 2000). Studies reported by

Marzano (2003) confirm the profound impact a teacher can have on individual student achievement, noting a positive relationship between teachers' content and pedagogical knowledge and student achievement. The link between social support, academic learning and student achievement suggests that teachers must not only provide the instruction necessary to meet high expectations, but must also provide a sense of trust, confidence, and psychological safety that allows students to learn. The findings of Lee, Smith, Perry, and Smylie (1999) suggest that gains in student achievement require both high academic expectations and the social support necessary for students to achieve.

Teachers are decision makers and problem solvers working in a very complex environment with multiple, simultaneous demands on their time and attention. Mere mindless application of techniques based on research and learned by rote is not sufficient to solve the problems of teaching; prospective teachers must learn to practice reflectively (Schon, 1987). Teachers who conceive of and conduct themselves as learners provide a model for students and are better able to help students succeed as learners (Sternberg, 1987). Ongoing professional growth is a hallmark of quality in teaching.

High quality in teaching is also a function of caring; school relationships characterized by caring promote growth among teachers as well as students (Noddings, 1992). As Palmer (1998) described it, good teaching cannot be reduced to technique; it comes from the identity and integrity of the teacher. Good teachers' methods vary widely, but they consistently create connections among the teacher, the students and the subject; they build a community. Sergiovanni (1992) spoke of schools becoming "virtuous enterprises;" Chaskin and Rauner (1995) urged us to search for ways to build caring into the environments in which young people develop. Teachers who care for and serve the best interests of their students are fulfilling a spiritual principle (Philippians 2:4); they are demonstrating love and exercising Biblical servant-leadership.

In addition to valued research on quality in teaching, students can provide insightful and articulate observations on excellence in teaching. Fall, 2003, the entering freshmen at North

Greenville University were required to write an essay for freshman English placement based on one of two writing prompts: What is an excellent student? or What is an excellent teacher? A Division of Education faculty member analyzed 145 responses to the question of what is an excellent teacher. Not surprisingly, students focused on those qualities and characteristics correlating to our philosophy, and ultimately, our outcomes that define excellence in teaching. Students identified a caring, compassionate, selfless, and sacrificial teacher who "goes the extra mile" by staying late, being available, knowing students' needs, and expressing a willingness to help. Students also identified knowledge of the subject, a demonstration of a variety of teaching and classroom management skills, personal traits of fairness, loyalty, and honesty, and a commitment to lifelong learning as characteristics of the excellent teacher. Finally, students identified recognition of individual differences reflected in proficiencies such as, providing different learning activities for different types of students, answering and assisting all students, and adapting to differences in learning and teaching styles.

Additionally, a fundamental area that must permeate all educational programs is multicultural education. Teacher candidates must be prepared for an environment requiring diverse and complex human responses, both cognitively and affectively. The cultural fusion into a melting pot of cultures is no longer the reality; rather, it is a mosaic of many colors and forms, each piece of which retains its uniqueness. In contrast, the racial and ethnic composition of American teachers continues to be primarily white female (Chisholm, 1994, p.3). As reflective practitioners, teacher candidates must develop an awareness of their own cultural perspective. Teacher candidates must also develop a cultural competence to function comfortably in a culture different from their own. Teacher candidates must develop and appreciate all aspects of culturally diverse groups, including their values, stories, art, music, religions, and learning styles. They must recognize the close links of cultural roots and cognition in order to adapt with appropriate teaching styles (Boykin, 2000).

Recognizing also the importance of preparation of teacher candidates for a broader societal scope, we collaborate with those state and national program directives that articulate standards to develop a common core of knowledge and skills to be acquired by all new teachers.

The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, has developed standards based upon shared views within the profession of what constitutes professional teaching. In addition, the South Carolina Department of Education has articulated performance dimensions as a component of the System of Assisting, Developing and Evaluating Professional Teaching (ADEPT). These expectations are based on a large repertoire of knowledge and skills that provide the foundation for competent practice (SCTeachers.org), and are required in all South Carolina teacher education programs for teacher evaluation and improvement.

The College of Education recognizes that learner-centered, constructivist, experiential, collaborative and reflective approaches to instruction promote deep, powerful, meaningful learning, both in teacher education and K-12 schooling (e.g., Darling-Hammond, 1997; Gardner, 1999; Zemelman, Daniels & Hyde, 1998). We find ourselves on a trajectory of growth toward deeper understanding, more effective practice and enhanced capacity to facilitate such learning with our teacher candidates.

Based ultimately on a spiritual foundation, the program prepares candidates according to these principles:

- Candidates prepare to become caring, committed practitioners through a logical, coherent, knowledge-based program which allows them to develop their abilities through guided experience in the field.
- The program is aligned with professional (INTASC) and state (ADEPT) standards and policies. (Appendix B and C).
- Desired outcomes for candidates are clearly articulated and constitute the objectives for each course and learning experience conducted within the program.

Candidates who meet these objectives for knowledge, skills and dispositions, articulated as proficiencies, will be competent in subject matter knowledge, as well as be able to facilitate learning and to nurture the self-concept and self-efficacy of all learners. They will also be able

to serve schools as caring leaders and be practicing members of the “club of life long learners” (Smith, 1983).

UNIT OUTCOMES AND CANDIDATE PROFICIENCIES

Teacher candidates who are successful teachers are EFFECTIVE PRACTITIONERS, CARING LEADERS, AND LIFELONG LEARNERS.

Practitioners are teachers who demonstrate the knowledge base of effective teaching methods; understand the application of human development, intelligence and learning to instruction; understand the interrelationship of curriculum, instruction, and assessment, and understand content specific to the field of practice.

Leaders are teachers who design an effective learning environment based on current research and practice reflective decision making as an integral component of instruction. Leaders communicate effectively with all stakeholders: students, colleagues, families, social agencies, and other professional constituencies. Caring leaders foster an optimal learning environment that provides for the social, emotional and physical safety of all children so that they can learn. Caring leaders apply visionary thinking to the improvement of professional and societal conditions to create a context for optimal learning.

Learners are teachers committed to their own personal and professional development by incorporating into all teaching experiences the application of current research on instruction and learning. The teacher as lifelong learner models for students habits of inquiry applicable to life situations, to encourage the development of intrinsic motivation for learning in students.

The UNIT OUTCOMES of the North Greenville University Teacher Education Program serve as goals in the preparation of teacher candidates who as effective practitioners, nurturing and caring leaders, and lifelong learners:

- demonstrate content knowledge and skills in facilitating learning.
- model nurturing, caring leadership.
- act as lifelong learners who by example and instruction invite lifelong learning in their students.

OUTCOMES FOUNDED ON RESEARCH BASE

EFFECTIVE PRACTITIONERS ARE GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN FACILITATING LEARNING.

What is the knowledge and research base indicating that effective practitioners are grounded in content knowledge and skilled in facilitating learning? Before a teacher can develop the pedagogical expertise necessary, the teacher must have expertise in the information and concepts of a particular discipline. “Teachers must come to teaching with the experience of in-depth study of the subject area themselves.” (Donovan, Bransford, & Pellegrino, 1999, p.16). Teachers must have sufficient examples to demonstrate a concept to provide a firm foundation of factual knowledge.

Important also to developing teaching expertise is an understanding of the growth and development of students in their knowledge and thinking in a discipline (Donovan et al. 2001). The significance of the Piagetian stages of cognitive development continues to have a profound effect on pedagogy and the understanding of how children learn as they adapt to the world around them ((Pulaski, 1971). Effective practitioners are skilled in the transfer of theory of cognitive development as it applies to instruction and learning. By emphasizing the use of the internal dialogue (Vygotsky, 1962), teachers develop in students the metacognitive skills essential to the inquiry process. The evidence from research indicates that student achievement improves when teachers possess in-depth knowledge of the discipline, integrate the development of met cognitive skills in students, and can create classroom instruction that inquires actively into student thinking (Donovan et al.).

Additional research gives evidence that the quality of a school’s teaching force has “a major impact on student test scores” (Wenglinsky, 2000, p.31), an impact that may be seven to ten times as great as that of class size. The highest standard of teacher quality means the use of the most effective classroom practices.

SUCCESSFUL TEACHERS ARE NURTURING AND CARING LEADERS.

What is the knowledge and research base indicating that successful teachers are nurturing and caring leaders? “Success in effective interaction that brings mutually beneficial results to everyone involved. . . working together, communicating together, making things happen together that even the same people couldn’t make happen by working independently” describes the value of collaborative effort (Covey, 1989, p. 219). Academic success within the classroom requires an atmosphere of assistance and support in which the teacher provides the conditions in which students can learn. The nurturing and caring leader creates a learning environment that feeds the human tendencies toward exploration, discovery, creativity, and communication. A dialogical model that moves the student through Vygotsky’s (1962) appropriate ZAPS (Zone of Proximal Development) requires a respect for the student as the teacher and student collaborate in the learning experience toward increased competence. A summary of research by Borman and Rachuba (2001) cites the need for caring and supportive teachers, positive expectations for all students, a safe and orderly school environment, and opportunities for students to become meaningfully and productively involved and engaged within the

school, particularly for promoting academic resilience. Wynne (2001) identifies effective teacher leadership programs as those that consistently focus on the nurturing and caring qualities of teachers such as collaborating with peers, parents, and communities in open dialogues, and reflecting on their work to know what's best for children.

SUCCESSFUL TEACHERS ARE LIFELONG LEARNERS, WHO BY EXAMPLE AND INSTRUCTION INVITE LIFELONG LEARNING IN THEIR STUDENTS.

What is the knowledge and research base indicating that successful teachers are lifelong learners, who by example and instruction invite lifelong learning in their students? Wynne's summary of research (2001) indicates several things that teachers do to contribute to the improvement of self, the profession, and society as they continue to grow as lifelong learners: demonstrate expertise, consistently learn, reflect on their work, engage in action research; collaborate with peers, parents and communities; become socially conscious and politically involved; mentor, become involved in higher education, and participate in school decisions. Wynne found that most school reform studies advocate teacher empowerment, shared governance, collegial collaboration, professional development, and time for reflection as necessary elements. Successful teachers also grow professionally by sharing their best practices with colleagues and diverse audiences through publication and participatory activities.

Keeping in step with continually evolving technology is a lifelong learning process in which teachers, by their own participation, invite their students to learn. Understanding technology and its role in teaching and learning is critical for effective instruction and learning in the classroom of the twenty-first century. Teachers must be well versed in the application of technology. The International Society for Technology in Education (ISTE) standards (Appendix D) for teachers require a knowledge base that includes operations and concepts; planning effective learning environments supported by technology; curriculum plans that include technology to maximize student learning; technology to facilitate a variety of effective assessment and evaluation strategies; technology to enhance their own productivity and professional practice; and social, ethical, legal, and human issues surrounding the use of technology (International Society for Technology in Education, 2000).

As effective practitioners, teachers are dynamic, enthusiastic, prepared, and empowered. They incorporate innovations in their teaching based on their own research, then model for other teachers, and through peer collaboration share outcomes with colleagues. Such a dynamic interaction provides for discussion, self-reflection and improvement in teaching practices. Through a professional process of dynamic inquiry and reflection, the teacher is also able to align innovations with district, state, and national goals (Nesbit, Wallace, Pugalee, Miller and DiBiase, 2001).

The proficiencies required of teacher candidates are aligned with unit outcomes and represent the knowledge, skills and dispositions essential to being an effective practitioner, caring leader, and lifelong learner (see matrix on pages that follow). Assessment of the proficiencies occurs in a variety of forms, in various contexts, and at specific transition points in the teacher education program. Evidence may take various forms, and more than one proficiency may be addressed within a particular assessment. Proficiency/Objectives with Criteria for Acceptable Performance can be found in Appendix E.

OUTCOME 1: THE TEACHER IS AN EFFECTIVE PRACTITIONER, GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN STUDENT LEARNING.

Proficiencies:

- A Candidates demonstrate mastery of the critical content and processes in their fields of study within the context of a broad understanding of the liberal arts.
- B Candidates communicate subject matter effectively and accurately to motivate student learning, and develop deeper levels of understanding of key concepts.
- C Candidates utilize the key principles of educational purposes, curriculum, instruction, and assessment by designing, adapting, and selecting a variety of appropriate assessments and using the data to improve student learning and instruction..
- D Candidates plan and implement lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn.
- E Candidates employ multiple resources beyond the textbook such as including concrete objects, online resources and media to meet the needs of all learners..
- F Candidates use a variety of effective instructional techniques, models, methods (eg. close reading, critical thinking, problem solving), materials in a logical sequence for teaching and learning.

OUTCOME 2: THE TEACHER IS A NURTURING AND CARING LEADER.

Proficiencies:

- A Candidates exhibit personal responsibility, trustworthiness, fairness, and teamwork in the school community.
- B Candidates respect, value, and establish high expectations for all students creating an inclusive learning environment.
- C Candidates design and maintain an effective, safe learning environment that meets the child's physical, social, emotional, and cognitive needs.
- D Candidates value cooperation, practice collaboration, and display fairness and empathy when working with colleagues and families.

OUTCOME 3: THE TEACHER IS A LIFELONG LEARNER WHO BY EXAMPLE AND INSTRUCTION INVITES LIFELONG LEARNING IN STUDENTS.

Proficiencies:

- A Candidates engage in activities and utilize resources that contribute to the improvement of self, the profession, and community.
- B Candidates model inquiry and reflection of self, students, families, and communities based on student performance.
- C Candidates reflect on their choices and biases in order to build strong relationships with learners, families, colleagues, and the community.

ASSESSMENT OF CANDIDATES

In order to determine whether candidates are making acceptable progress in developing the knowledge, skills and dispositions deemed necessary and sufficient for effective, reflective and facilitative practice, the College of Education conducts a series of assessments at benchmark points in candidates' movement through the program. Summative evaluation at each of these decision points involves multiple measures of a candidate's progress. In addition, students experience formative evaluation in all aspects of the program as faculty members provide students with regular feedback in course work, projects, and field experiences. Benchmark points of assessment are:

1. Admission to the teacher education program
2. Admission to directed student teaching
3. Completion of directed student teaching
4. Completion of the teacher education program.

Assessment of candidates' performances takes place at each of the four benchmark points. Assessments are consistent in their application to all candidates. Some assessments are of a quantitative nature, such as grade point and test scores. Where rubrics are used, raters are trained in the use of the rubric.

In compliance with South Carolina Department of Education (SCDE) requirements, prospective teacher candidates become eligible for formal admission to the program during the semester in which they complete 45 credit hours meeting degree requirements (i.e., typically during the first semester of their sophomore year). Faculty members examine multiple sources of evidence to determine the candidate's acceptance into the program. Sources include grades in certain courses, overall GPA, Praxis Core test scores or the SCDE required ACT or SAT score, and Assessment of Dispositions from University faculty. Upon completion of the evaluation of the evidence, the faculty of the COE makes a recommendation to the Teacher Education Committee.

The Teacher Education Committee may provisionally admit candidates to the program or refer them to their advisor for development of a plan for remediation or for a change of major if they are unable to meet all the criteria. Education faculty continues to evaluate candidates using the Assessment of Dispositions throughout the program. Candidates may be removed from the program after admission for failure to maintain the required GPA or serious misconduct.

The next decision point is reached when candidates apply for Directed Student Teaching. Assessments used to decide whether candidates are prepared to enter student teaching include grades in Education courses, overall GPA, passing scores on Praxis II examinations, on-going evaluation by cooperating teachers and University professors, the Assessment of Dispositions, and summative evaluations from teachers in field experience placements. Candidates schedule a pre-student teaching conference with the Director of Teacher Education, who reviews the assessment evidence and discusses with the candidate perceived strengths and weaknesses. The Director of Teacher Education then recommends either that the Teacher Education Committee admit the candidate to Directed Student Teaching or that the candidate be required to engage in remediation and apply again for admission to Directed Student Teaching.

During the Directed Student Teaching experience, supervisors and cooperating teachers collaboratively evaluate each candidate's performance on the ADEPT Performance Standards. Candidates' proficiencies, portfolios, and final presentations are also evaluated. Teacher work samples are evaluated to determine the effect of instruction on K-12 student learning. Teacher candidates who complete the Directed Student Teaching experience successfully (making a grade of "C" or better) are eligible for graduation and are recommended to the South Carolina State Department of Education for certification.

COMMITMENT TO DIVERSITY

Green (2010), “America is the most diverse nation in the world and is rated to be one of the most religious nations in the world” (p.2). We are truly a mix of cultures, races, abilities, and talents. According to Futrell et al., (2003), 35% of American elementary and secondary school children are from racial or ethnic minority groups. Today, approximately 25% of school-age children live in poverty, and 33% are of limited English proficiency. Recognizing the changing racial and cultural demographics in the areas it serves, the faculty of the Teacher Education Program are committed to preparing teacher candidates to appreciate, respect, celebrate, and plan appropriately for the racial, cultural, and developmental diversity of the children they teach. Knowing that good teaching is what matters most, the Education faculty, through a variety of means, seek to nurture and enhance each teacher candidate’s personal qualities of flexibility, tolerance, and empathy for others.

Committed to fostering dispositions that emphasize caring in the classroom, the Teacher Education Program prepares candidates to appreciate, respect, and value the uniqueness of all children. Candidates learn to plan appropriately for all students, taking into account differences in ability, ethnicity, cultural background, developmental obstacles, and socio-economic status. The Teacher Education faculty, through presenting relevant literature, describing and modeling dispositions that incorporate caring attitudes, and encouraging candidates, seek to develop the dispositions that will enable candidates to meet the learning needs of all children.

Multicultural sensitivity is directly addressed in the Teacher Education Program at North Greenville University by a variety of means, including required coursework in foreign languages and world religions, and a service learning component that provides interaction with groups of diverse ethnic and cultural backgrounds. Enrichment experiences through service in a spectrum of multicultural environments are available to all students. The ethos of the University motivates students, faculty and staff to care for all persons because of the belief that God has created and loves every person individually.

The Unit delineates four diversity standards that reflect the proficiencies related to diversity that candidates are expected to develop and demonstrate. These standards are aligned with the Unit’s Conceptual Framework and reflect the dispositions included in the Assessment of Dispositions. Candidates are evaluated on these standards using indicators from the Assessment of Dispositions, Field Experience Evaluation, Teacher Work Sample, and ADEPT.

Diversity Standards

- The candidate understands how diversity affects teaching and learning.
 - a. Conceptual Framework Outcome 1: Proficiency D: The candidate understands how diversity, human development, and intelligence affect teaching and learning.
 - b. Conceptual Framework Outcome 1: Proficiency F: The candidate uses a variety of effective instructional techniques, models, methods, materials, and resources form teaching, learning, and classroom management.
- The candidate treats all students fairly and respectfully.
 - a. Conceptual Framework Outcome 1: Proficiency A: The candidate exhibits personal responsibility, trustworthiness, fairness, and good citizenship
 - b. Conceptual Framework Outcome 2: Proficiency B: The candidate respects, values, and holds high expectations for all students.

- c. Conceptual Framework Outcome 2: Proficiency C: The candidate designs an effective, safe learning environment that meets the child’s physical, social, and emotional needs.
- d. Assessment of Dispositions Outcome 1: Proficiency C: The candidate demonstrates a positive attitude toward teaching/students.
- e. Assessment of Dispositions Outcome 2: Proficiency A: the candidate promotes nurturing and kindness
- f. Assessment of Dispositions Outcome 2: Proficiency C: The candidate creates a nurturing environment
- The candidate values collaboration and displays tolerance and respect when working with others.
 - a. Conceptual Framework Outcome 2: Proficiency E: The candidate values collaboration and displays tolerance and empathy when working with others.
 - b. Assessment of Dispositions Outcome 1: Proficiency D: The candidate displays a positive attitude toward the profession, colleagues, and authority.
 - c. Assessment of Dispositions Outcome 2: Proficiency B: The candidate values relationships.
- The candidate demonstrates reflective thinking and understands how his/her choices impact students and their families.
 - a. Conceptual Framework Outcome 3: Proficiency C. The candidate models inquiry and reflection.
 - b. Assessment of Dispositions Outcome 3: Proficiency C: The candidate practices reflective inquiry.

COMMITMENT TO TECHNOLOGICAL COMPETENCE

North Greenville University has adopted the following statement of mission and goals regarding technology:

North Greenville University recognizes the role of technology as

- *an important, lifelong skill for each student,*
- *an integral part of instruction,*
- *a necessary component of every academic discipline,*
- *an important tool in recruitment and retention of students, and*
- *a critical part of the administration and business of the University.*

The goals of the University regarding technology are:

- *Basic technology skills are taught as a foundation to the teaching of and to the use of technology in academic disciplines and in personal productivity.*
- *Technology is integrated into the classroom to support and facilitate instruction.*
- *Technology is integrated into the curriculum to prepare students in each discipline to utilize technology in their work and personal lives.*
- *Faculty members are encouraged and supported in their use of technology for instructional development and delivery in the classroom and for personal productivity.*

The COE endorses the goals of the University regarding technology and also recognizes that “to live, learn and work successfully in an increasingly complex and information-rich society, students and teachers must use technology effectively” (International Society for Technology in Education, National

Educational Technology Standards for Teachers). Consequently, classroom teachers must be prepared to provide their students with learning opportunities that will help students become capable users of information technology. Teacher candidates at North Greenville University are, therefore, expected to demonstrate understanding of technology operations and concepts, including the social, legal, ethical and human issues surrounding the use of technology in PK-12 schools; describe examples of appropriate use of technology in schools; incorporate and incorporate various approaches to use of technology and technology resources for instruction; plan, design and implement learning environments and experiences supported by technology; and evaluate use of technology in learning environments and experiences.

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COMPONENTS OF THE TEACHER EDUCATION PROGRAM

The Teacher Education Program has two components: general education, and professional education. The major areas of specialization are elementary, early childhood, music education (PK-12), and secondary programs in broad field science biology, English language arts, and social studies concentration in history.

All students in the Teacher Education Program are required to complete a core of general education requirements which insure a broad exposure to our intellectual heritage. The studies include English language and literature, communications, mathematics, natural and physical sciences, history, philosophy, religion, social sciences, and cultural experiences. Students should be familiar with the specific listings in the North Greenville University Catalog and in this Teacher Education Handbook.

The first component of the Teacher Education Program is the professional education curriculum. These courses offer an in-depth study of education, psychology, curriculum, classroom management, computers in the school setting, and support services as well as field experience that introduce students to the school experience, thereby providing the prospective teacher with a strong foundation. The course sequence for each program may be found in Appendix D, and descriptions of courses may be found in the North Greenville University Catalog.

The second component of the Teacher Education Program is a concentrated study in the field appropriate to each program of study. Methods courses and field experiences in these areas are required for certification in the chosen teaching area. Field experiences are paired with courses. The course work in all programs culminates with directed student teaching in the chosen teaching area.

CURRICULUM REQUIREMENTS

The curriculum in the Teacher Education Program is planned to provide a systematic and coordinated program of study, free from course isolation and fragmentation. The curriculum is an outgrowth of the Conceptual Framework. Theory, higher order thinking, practical applications including real and simulated situations, working with diverse student populations, assessment, technological support, planning, and evaluation are all part of the program. Candidates have opportunities in their professional education and methods courses to engage in authentic teaching experiences in a variety of classrooms, to make various types of presentations, to participate in classroom simulations, to prepare lesson plans (long and short range), and to prepare and use a variety of assessment strategies. They also evaluate the impact their teaching has on student learning, reflect on their own teaching practice and on the practice of models in the field, use a variety of audio-visual equipment, use technology in teaching, and address the South Carolina Education and Development Act performance standards through classroom activities and the service learning projects..

The current curricula in all programs are designed to reflect the Conceptual Framework. The objectives found in the Conceptual Framework are correlated with the courses for each program. Each course syllabus reflects the outcomes and proficiencies designated for each course. This ensures that all outcomes and proficiencies are addressed in each program.

CANDIDATE ADMISSION POLICIES AND PROCEDURES

When students enter North Greenville University as freshmen or transfers, they complete the Intent to Declare Education as a Major Form (see Appendix A) and the Prospective Education Letter (see Appendix A). They are then assigned to an Education advisor. The following procedure is in order for a candidate to be formally admitted as a Teacher Candidate.

1. The Teacher Education Handbook is made available to students interested in teacher education. It is taught in EDUC 1210, Introduction to Education. In addition, faculty advisors, especially those in teacher education, inform students of the admission criteria and outline procedures for application.
2. Specifically, to be admitted to the Teacher Education Program, a student must have completed no fewer than forty-five (45) semester hours of course work which meet the degree requirements at North Greenville University. Candidates must be admitted at least one full year before student teaching. Additionally, each student must have:
 - a Passing scores on all parts of the basic skills test as designated by the State Department of Education (Praxis Core), OR an SAT score of 1650 or higher, OR an ACT score of 24 or higher. **Students must pass all parts of PRAXIS Core by March 1 of their sophomore year to be admitted to the Teacher Education Program for fall course enrollment in teacher education courses. Failure to pass all parts of PRAXIS Core will result in delay of admission into the Teach Education Program.**
 - b A grade of "C" or better in EDUC 1210, EDUC 2230, EDUC 2300
 - c A grade of "C" or better in ENGL 1310, ENGL 1320, and COMM 2300 or for Music Education majors, achieve competency in oral communication through successful completion of oral presentations prior to performing recitals.
 - d A cumulative overall GPA of 2.75. The GPA is based on a 4.0 scale. Transfer students must have a GPA of 2.75 from their previous institution or completed at least one semester at North Greenville with a GPA of 2.75 in order to be admitted to the Teacher Education Program.
 - e Two Assessments of Dispositions (Appendix B): one completed by the Education instructor for EDUC 2230; one completed by an English instructor of choice; for secondary students one completed by an instructor of choice in the content area.
3. Upon receipt of a student's application for admission to the Teacher Education Program (see Appendix A), the Director of Teacher Education and the Student Records Coordinator review the application for completeness and submit it to the Education Faculty and the Teacher Education Committee for action.
4. The Director of Teacher Education informs candidates through written communication of the decision of the Teacher Education Committee. Candidates are officially notified of the Teacher Education Program requirements for graduation and program completion based upon the date of entry into the Teacher Education Program.
5. The Dean of the College of Education, in conjunction with the Director of Teacher Education, Teacher Education Committee and Teacher Education Advisory Council, establishes and reviews the procedures by which qualified students are formally admitted into the Teacher Education Program. North Greenville University follows the South Carolina Department of Education guidelines as a minimum to establish admission criteria for students who seek entry into the Teacher Education Program. However, the University has raised certain admission requirements to ensure high expectations for all graduating candidates.

PROBATION ADMISSION FOR TRANSFER STUDENTS

Transfer students seeking admission to the Teacher Education Program with 60 or more hours of credit will be granted probation admission for one semester. A transferring student must have:

- Passed Praxis Core or submitted appropriate test scores on the ACT or SAT
- GPA of 2.75 or higher
- 60 transferable hours
- Met with an College of Education Advisor or designee
- Obtained a letter of recommendation from the Dean, Division Chair, or an English professor from the institution submitting the course work credit.

The probation admission is reviewed at the end of the first semester of the junior year. At that time it is determined if full admission is granted. All requirements of the teacher education program have to be met for full admission.

PERMANENT CUMULATIVE RECORDS OF TEACHER EDUCATION CANDIDATES

The Office of the Registrar maintains a permanent cumulative record for every student attending the University. The record for Teacher Education students includes the student's high school transcript and a score on the Scholastic Aptitude Test (SAT), the American University Testing (ACT) Program, or other admission criteria as appropriate.

The following information is on the student's transcript in the Registrar's Office:

1. Date of enrollment.
2. Academic record identifying courses taken, semester hours earned, grades, grade point average, and grading scale
3. Any failures, incompletes, and withdrawals.

When a student is admitted to the Teacher Education Program, the Records Coordinator establishes a permanent cumulative record for the student. The record ultimately contains the following information and follows the guidelines of the Right to Privacy Act (PL 93-568):

1. Teaching major and College of Education advisor's name
2. Teacher Education Program Intent Form
3. Official scores on the basic skills test, Praxis Core, designated by the South Carolina State Department of Education with specified remediation if needed
4. Application for Admission to the Teacher Education Program with appropriate recommendation forms from the Education 1210 teacher and the Department Chair or designee (see appendix G)
5. Official SAT, ACT, or other admission scores as appropriate (in the Registrar's Office)
6. Teacher Education Program admission information with actions of the Teacher Education Committee on admission and date
7. Grade point average (both a semester-by-semester listing and a cumulative record)
8. Dated notification of admission to the Teacher Education Program
9. Transcripts (semester-by-semester)
10. An Individual Teacher Education Program Course Sequence for the student's appropriate teaching major(s) (see Appendix D).
11. Evaluations of all clinical experiences (to be used to identify areas of reinforcement and refinement prior to student teaching to allow for needed intervention and remediation

(Placement Coordinator's Office) – See Field Experience Handbook for copies of these evaluation forms.

12. Official scores for the specialty areas and the Principles of Learning and Teaching of the Praxis II.
13. Assessments of student teaching performance (See the Student Teacher Handbook.)
14. Student teaching evaluations written by the cooperating teacher and the University supervisor(s)
15. Other appropriate information related to the student's academic performance and qualifications for teaching, or information useful for tracking the student's progress through the program

The NGU Registrar works closely with the College of Education in developing and maintaining the permanent cumulative Teacher Education Program records that are housed in the College of Education.

RETENTION POLICIES AND PROCEDURES

To be retained in the program the student must:

1. Maintain a 2.75 Grade Point Average on a 4.0 scale
2. Complete satisfactorily the prerequisite professional education courses with a grade of 'C' or better prior to taking ELED 4600, ECED 4650, EDSE 4800, or MUED 4655 (Directed Student Teaching)
3. Maintain and demonstrate a professional attitude
4. Adhere to all policies of North Greenville University

Students not meeting the GPA or other requirements may be placed on probationary status for one semester. Students who are withdrawn from the program because of failure to meet the above standards may reapply for admission upon removing all deficiencies.

REMEDIATION POLICIES AND PROCEDURES

Candidates who fall below retention requirements may be 1) counseled to find another major or 2) be given an individual remediation plan depending on the nature of the deficiencies noted. The remediation plan is voted on by the Teacher Education Committee and is administered by a committee of at least three members with one being the Director of Teacher Education, the faculty advisor, and the third a member of the Teacher Education Committee that can be most helpful in ensuring that the plan be designed to assist the candidate in the most effective way.

The committee devises the plan, presents it in writing, and the advisor and student sign the plan. When deficiencies have been sufficiently remediated, the student is restored to full admission to the Teacher Education Program.

FIELD EXPERIENCE IMPROVEMENT PLAN

Before official plan is put in place:

1. Beginning the 1st semester of the junior year, candidate weaknesses are identified by a review of assessment results of field experience (i.e. FEE, AOD, GPA) and/or mentor/cooperating teacher report.
2. COE faculty and mentor develop a plan to help the candidate.
 - a. Strategy(s) to address area(s) of weakness presented within the university classroom
 - b. One-on-one meeting with the candidate

Official plan:

3. If problem persists, a meeting is scheduled with the candidate, department chair, and Director of Teacher Education to develop a course of action.
4. Candidate is monitored for improvement.
5. If the candidate shows no improvement by the end of the semester, the candidate, department chair, Director or Teacher Education, and mentor have a conference about options for the future and risks of remaining in the program.
6. If the candidate remains in the program for the semester prior to student teaching, he/she is observed by the mentor, cooperating teacher, Director of Teacher Education, and department chair to determine whether adequate improvement is being made.
7. Midterm of semester prior to student teaching—candidate, department chair, Director of Teacher Education, mentor, and cooperating teacher hold a conference to make a final decision about the candidate's admission into student teaching.

The student's cumulative file is reviewed and updated each semester by the Records Coordinator and the Director of Teacher Education. This review allows the professional education faculty, and others as needed, to assist individual students toward successful completion of the Teacher Education Program.

PRIOR TO STUDENT TEACHING

When a Student Teacher begins the Student Teaching experience, the Director of Teacher Education must verify information required by the South Carolina Department of Education for recommendation for certification. The items needed are as follows:

1. Completed application for certification signed by the student, a completed fingerprint card, Current TB test, and a check for the required fee drawn to the South Carolina Department of Education, and completed transcript request forms
2. Performance Dimension Evaluation Conference Sheet, Student Teaching Conference form and observation forms completed and signed by student
3. One file copy of the official score report for the Praxis II specialty area examination required by the South Carolina State Department of Education
4. One file copy of the official score report for the Praxis Core test required by the South Carolina State Department of Education

EXIT REQUIREMENTS

When a teacher candidate begins the Student Teaching experience, the Director of Teacher Education must verify information required by the South Carolina Department of Education for recommendation for certification. The items needed are as follows:

1. Completed application for certification signed by the teacher candidate, a completed fingerprint card, and a check for the required fee drawn to the South Carolina Department of Education
2. Completed transcript request forms
3. Performance Dimension Evaluation Conference Sheet, Post-Student Teaching Conference form and observation forms completed and signed by student
4. One file copy of the official score report for the Praxis II specialty area examination required by the South Carolina State Department of Education
5. One file copy of the official score report for the Praxis Core test required by the South Carolina State Department of Education
6. A written evaluation of the student teacher by the University supervisor
7. A written evaluation of the student teacher by the cooperating teacher
8. Dated entries to the Divisional file copy of the student's Individual Teacher Education Program Course Sequence for the teaching major(s) (See Student Teaching Handbook)

Before recommendation for certification in South Carolina or elsewhere, the teacher candidate's cumulative record must include documentation of all necessary information. In addition, all program requirements must be successfully completed including a minimum of sixty (60) days of student teaching. The candidate must have passing scores on all required examinations (Praxis II specialty area examination and Principles of Learning and Teaching). Acceptable proficiency must be achieved on student teaching evaluations.

SUPPORT SERVICES

STUDENT PERSONNEL SERVICES

North Greenville University provides student services which support the Teacher Education Program. Services are available through the University counseling programs, resident housing coordinators, health and wellness facilities, Student Activities Director, Financial Aid Office, Career Services and Placement Office, and Campus Ministries. All of these services are intended to meet the personal and professional needs of candidates and are described in detail in the *Catalog* and the student handbook, *The Enlightener*.

Faculty advisors provide advice and counseling to candidates. Advisors see their teacher candidates during pre-registration, registration, and by appointment as the need arises.

Each candidate who indicates education as a major is assigned an education faculty advisor. During each registration, candidates plan their academic programs with the assistance of their advisors, who are also available throughout the year for guidance and counseling.

The Records Coordinator audits candidate's files each semester. If deficiencies are noted, faculty advisor and candidates are notified. Candidates may check their files with the Records Coordinator by appointment.

Advisors of candidates in the Teacher Education Program maintain a file on each student. Advisors and candidates work together to complete a Teacher Education Program Course Sequence (see Appendix D) which outlines a plan of study appropriate to the student's academic needs and interests and the requirements of the Teacher Education Program in the major. The advisor reviews the file with the student.

Education majors are required to take EDUC 1210, Introduction to Education. In this course students are instructed in the requirements of the program when they study the *Teacher Education Handbook*.

During the semester prior to student teaching, the teacher candidate's progress is audited by the Records Coordinator and the Director of Teacher Education to assure completion of all requisite courses, field experiences, tests (professional knowledge, and specialty areas tests as designated by the South Carolina State Department of Education), and other experiences needed for graduation and certification. This audit is repeated prior to graduation to insure full compliance with all approved program requirements.

The College of Education and the Office of Career Services and Placement maintain and provide information on teacher supply and demand and job openings. A teacher vacancy list published by the South Carolina Department of Education is made available to all candidates, and they are encouraged to register online with SCteachers.org. The Career Placement Coordinator hosts a career fair for all University students. North Greenville University and other Teacher Education Colleges and Universities in the area plan a career fair for education majors each spring. Districts throughout the state and from neighboring states are invited to attend.

FACILITIES AND INSTRUCTIONAL MATERIAL

GENERAL FACILITIES

North Greenville University is committed to providing campus facilities and resources that meet the purposes of the University and the Conceptual Framework of the Teacher Education Program. The physical plant is being up-graded to meet educational, cultural, recreational, and social needs of the Teacher Education Program students and faculty. The physical facilities accommodate the safety and health of all persons on campus.

LIBRARY

North Greenville University library collections are housed in the Hester Memorial Library, which is located in the Averyt-Wood Learning Center, a three-level building serving the students since 1974. The facility houses an art studio and gallery, a Bible museum, a curriculum laboratory, meeting areas, listening rooms, and individual and small group study areas. The basement houses the Writing Center and Language Lab.

There are more than 70,000 volumes in the library's collection. In addition to this, there are bound journals, periodicals, and microform. There are over 200 print periodical titles in addition to the full text databases that allow full-text electronic access to hundreds of additional titles.

The library gives support to the Teacher Education Program through its books, periodical holdings, and other current resources, including over 900 children's books. The library also provides electronic resources that support the Teacher Education program including ERIC, Education Full Text, Teacher Reference Center, Academic Search Complete, and many other databases.

North Greenville University students may borrow materials from other libraries through inter-library loan. A courier delivers books from academic libraries all over the state daily at no charge to the students. The library staff provides assistance to students in using the variety of resources available and in identifying materials relevant to course assignments.

Media materials, also housed in the library, are a resource for the Teacher Education Program. The materials include audio-visual equipment, and resources for both faculty and student use in the classroom. Included in the instructional support inventory are overhead projectors, videotape recorders, LCD projectors, television monitors, dvd and vhs players, dvds and vhs recordings, and other audio-visual aids. Library staff is available to assist faculty and students with this equipment. Additional audio-visual equipment is also available in each building for use by faculty. Students may schedule their use through faculty in the College of Education.

CURRICULUM LABORATORY

The University maintains a curriculum laboratory containing a variety of instructional support for the Teacher Education Program. The Curriculum Laboratory is located on the second floor of the Hester Memorial Library in the Averyt Learning Center Building. The Laboratory has over 2000 items available for checkout. Materials in the collection include state-adopted textbooks and other applicable materials, such as teaching games and kits; resource texts; professional books; sample teaching units;

sample long range and short range lesson plans; manipulatives; curriculum guides from cooperating school districts; compact discs to accompany music texts; *South Carolina Frameworks*; dvds; and other current resources pertaining to teaching. An Ellison die cut machine and a binder are available for student use and laminating services are provided on request. Supplies for bulletin boards and other projects are available at cost. Teaching resources will be added on an on-going basis as needed to support the program.

The Curriculum Laboratory Coordinator is an experienced teacher who is well informed about the offerings and the current trends in teacher education. The laboratory provides assistance on a published schedule and is readily available to serve students' needs. The materials in the laboratory are available for use all hours the library is open. The Curriculum Laboratory Coordinator answers directly to the Director of the Library and also coordinates these efforts with the College of Education.

Class and individual instruction using library materials, databases, or curriculum lab materials and equipment or for a general library or curriculum lab tour is available through our reference department or our curriculum lab.

COMPUTER SERVICES AND LABORATORY

North Greenville University operates several computer laboratory facilities available to students and faculty. These laboratories are open on a published schedule and computer assistance is available. Faculty may arrange for entire classes or small groups to use the computer laboratories.

Teacher Education students may use the computer laboratory facilities on campus as they are available. Additionally, computers are located in the curriculum laboratory and in Foster for teacher education students to review education software, prepare computer-assisted instructional material, and develop presentations.

Music Education majors have access to one of the most up-to-date technologically-equipped music laboratories in the state. In the music laboratory, students are able to compose music, to transpose music, and to access the Internet. Materials for field experiences and student teaching may be created in this Music Technology Laboratory.

FIELD EXPERIENCES

Field experiences and clinical practice are integrated program components for teacher candidates in all programs. These experiences provide opportunities for candidates to apply their knowledge, skills, and dispositions as they work with diverse learners in a variety of settings appropriate to the content and level of their program of study. As candidates progress from one field experience to another, they begin to understand the varied and complex aspects of teaching. Designed to be both incremental and well sequenced, field experiences help candidates develop the competence necessary to begin their careers as teachers. Directed Student Teaching is the culminating experience for teacher candidates.

The unit's program components of field experience and clinical practice are characterized by collaboration, educational environments with practice associated with sound professional expertise, and candidate's accountability through distinct and numerous assessments. Field experiences may be integrated within or connected to specific courses and represent a variety of early and ongoing school-

based opportunities in which candidates observe, reflect, assist, tutor, plan, manage, instruct, and assess in PK-12 classrooms.

All programs are based on an integrated approach to field experience. The first field experience is exploratory in nature and occurs during the freshmen year for all education majors. It is embedded in EDUC 1210, Introduction to Education. Students are assigned to a classroom where they observe the teachers, serve as assistants, and work in the classrooms with individuals.

After candidates are admitted to the Teacher Education Program, each major has its own organization and requirements for field experiences. The over-arching focus, however, is the same throughout the Teacher Education Program, to give candidates authentic experiences within an environment of growth.

Candidates are mentored collaboratively by University mentors and classroom teachers to become effective practitioners, caring leaders, and lifelong learners. The field experiences are numerous, diverse, and tied specifically to teaching practices learned within course work.

The field experiences are embedded within course work and many occur at Partner Schools and Professional Development Schools (PDS). The field experiences are divided into three levels. The following chart describes the levels:

Level I – Prior to being admitted to the Teacher Education Program

- All majors have the following requirements:
 - Observe in classrooms
 - Reflect on their observations
 - Reflect on their future role in a classroom
 - Work with individual students under direct supervision of the classroom teacher
 - Plan and conduct a service project with a school or community agency
- Courses Required
 - EDUC 1210, Introduction to Education
 - EDUC 3350, The Exceptional Learner

Level II – Post admission to the Teacher Education Program

- Each major has specific requirements within the field of practice. These generally include:
 - Conduct a case study of an individual within an assigned classroom
 - Work with individuals and small groups under direct supervision of the classroom teacher
 - Gather demographic data for assigned classrooms
 - Plan and conduct whole class lessons within a variety of content areas
 - Construct assessment that aligns with instruction to determine student learning
 - Develop strategies for parent and community involvement.
 - Observe a variety of special education settings
- Each major has content and pedagogic-specific coursework which aligns with field experiences.

Level III – Post admission to Directed Student Teaching

- All majors complete all requirements for the Directed Student Teaching as outlined in the Student Teaching Handbook

Detailed descriptions for the Field Experiences for each major may be found in the program respective handbooks. Documentation and assessments for field experience are the responsibility of the instructor of the course. Appropriate forms may be found in the respective handbooks. Evaluations of each field experience are shared with the teacher candidate by the mentor and the instructor for the course and then given to the Field Experience Placement Coordinator who files them in the candidate's cumulative record.

STUDENT TEACHING

Student teachers are placed in partner schools with cooperating teachers that are experienced professionals. Supervising faculty from North Greenville University are in the assigned public schools two mornings each week to supervise student teachers and field experience students.

To ensure a high level of professional growth and to meet South Carolina Department of Education guidelines, the student teaching experience has the following policies:

1. The relationship between North Greenville University and the cooperating school districts is described in the "Field Experience Agreement." A signed copy from each cooperating school district is on file in the Education office.
2. The student teaching experience consists of at least 60 full days (not including school district holidays) during a single academic semester.
3. Student Teachers adhere to the school district calendar and to the schedule of the cooperating teacher (e.g. bus duty, faculty meetings, parent conferences, in-service, PTA, etc.).
4. Student Teachers may not be assigned activities or duties for which the cooperating teacher receives additional stipends.
5. Student Teachers' absences are permitted only for extenuating circumstances. Emergency absences must be made up to insure at least 60 full school days.
6. Student Teachers may not be paid employees in an instructional role during student teaching.
7. Student Teachers must have contact weekly with the North Greenville University supervisor.
8. A North Greenville University supervisor observes each candidate at least 6 times. Each visit is documented, and a follow-up conference is held.
9. Student Teachers participate actively in assessment with the cooperating teacher and the University supervisor, who have both been trained in the North Greenville University Assessment Model based on South Carolina's Model of ADEPT (Assisting, Developing, and Evaluating Professional Teaching). This on-going assessment is documented by both the cooperating teacher and the University supervisor throughout the semester.
10. The strengths and weaknesses of the student teacher are noted, documented in writing, and discussed in conferences held with the student and the cooperating teacher, or the student and the University supervisor, or all three parties.
11. Student Teachers who have specific deficiencies are given a written plan for remediation of the deficiencies.
12. Student Teachers are required to maintain a portfolio of artifacts and reflective statements related to professional growth and development.

13. Student Teachers must document work samples that show an impact on student learning during student teaching. A reflection must be included with the work samples.

North Greenville University works with the public schools to refine these guidelines. This is done through evaluation of all public school experiences. The North Greenville University supervisors of student teachers are evaluated by the public school teachers and by the students they supervise. Public school teachers who serve as cooperating teachers share in the evaluation of the teacher candidates whom they supervise. Copies of the forms used for evaluation can be found in the appendix of the *Student Teacher Handbook*. Throughout the program, students are evaluated and given written suggestions for improvement. Students are also asked to evaluate themselves and the program. Professional education faculty, cooperating teachers, University supervisors, and school district personnel are involved throughout the program evaluation process.

The Director of Teacher Education and faculty from the College of Education continually review the curriculum for student teaching to assess student performance as a basis for identifying strengths and weaknesses of the Teacher Education Program. A written evaluative report, which includes details on all teacher candidates, is prepared and submitted annually to the South Carolina Department of Education by the Assessment Coordinator. This report is made available each fall to University administrators, faculty, and advisory groups.

GRADING SCALE

In an effort to ensure the high standards for teacher education majors, the College of Education and the Teacher Education Committee took the bold step of changing the grading scale for Education courses to reflect the uniform scale of the public schools and the state of South Carolina. The Division and the Teacher Education Committed voted on October 5, 2000 to approve the following grading scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F Below 60

PK-12 CURRICULUM STANDARDS

The state and national curriculum standards (PK-12) are an integral part of the Teacher Education Program. Each methods course emphasizes the appropriate national and state standards. Candidates are required to reference the South Carolina PK-12 Curriculum Standards on all lesson plans for methods courses, field experiences, and during student teaching. Candidates must know, understand, and apply appropriate curriculum standards in both long and short range planning. The goal of requiring candidates to reference curriculum standards is to help them see the direct relationship between curriculum, instruction, and assessment in impacting student learning.

The South Carolina Education and Economic Development Act

The South Carolina Education and Economic Development Act (EEDA) is addressed in multiple ways in the Teacher Education Curriculum. All education majors read and review the EEDA and the SC Safe Schools Climate Act in EDUC 2230 Foundations of Education. Students complete an online assignment that includes a power point, a quiz, an essay, and a short bullying course. The essay explains how they plan to implement the acts into their classrooms.

The Integration of career guidance, planning, and advocacy for the well-being of students around the world are addressed in EDUC 3300 Children's Literature, ECED 3360 Social Studies for the Young Child; and ELED 3440 Methods and materials for Teaching Social Studies in Elementary Education. The concept and planning for service learning and community involvement is covered in ELED 4312 Professional Development, Service Learning, and Parent Involvement and in ECED 3370 Building Family and Community for early Childhood majors. Secondary candidates re-visit the EEDA and SC Safe Schools Climate Act and career planning in EDSE 3290 Curriculum Development.

Music education majors incorporate Service Learning throughout the music education curriculum. A complete description of this curriculum can be found in the *Music Education Handbook*.

APPENDICES

Appendix A	Intent to Declare Application for Admission Triplicate Letter of Application
Appendix B	Assessment of Dispositions
Appendix C	Field Experience Forms: Evaluation of Orientation Field Experience Evaluation Cooperating Teacher Evaluation Student Evaluation Attendance Log
Appendix D	Course Sequence of Study: Early Childhood, Elementary, Music, Secondary Science Biology, Secondary English, Secondary Social Studies
Appendix E	Standards: Diversity Standards South Carolina Standards of Conduct South Carolina ADEPT Standards INTASC Standards ISTE Standards

INTENT TO DECLARE EDUCATION MAJOR

I understand that submission of this completed form does not constitute a declaration of major or admission to the Teacher Education Program.

Name _____ ID# _____
Last First Middle

Home address _____

NGU P.O. Box # _____ CELL Phone _____

Date of enrollment at North Greenville University TERM / YEAR: _____ / _____

Will you have use of an automobile for all clinical experiences and student teaching? _____

PLEASE CHECK THE APPROPRIATE MAJOR:

_____ I intend to declare Early Childhood (PK-3) as my major.

_____ I intend to declare Elementary Education (grades 2-6) as my major.

_____ I intend to declare English Language Arts – Secondary Education as my major.

_____ I intend to declare Mathematics – Secondary Education as my major.

_____ I intend to declare Social Studies – Secondary Education as my major.

_____ I intend to declare Spanish Education as my major.

_____ I intend to declare Physical Education as my major.

_____ I intend to declare Music Education (K-12) as my major.

Select desired course of study within Music Education:

_____ Instrumental Track _____ Choral Track

I hereby give the University permission to release this information for the purpose of certification and accreditation.

Student's signature _____ Date _____

APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM

Name: _____ ID#: _____
Home Address: _____ University P.O. Box: _____
Home Phone: _____ Campus Phone: _____
Date of Birth: _____ Anticipated Graduation Date: _____
Major: _____ Academic Advisor: _____

To be completed by student: In applying for admission to the Teacher Education Program, I realize that I must meet the following requirements:

- _____ A. Complete application form for Teacher Education Program and returned to the College of Education Records Coordinator
- _____ B. Sign this triplicate letter stating that you and your parents or guardians understand the requirements necessary to become an education major.
- _____ C. Pass all areas of PRAXIS Core or have a copy of SAT or ACT scores that meet a passing standard. **Students must pass all parts of PRAXIS Core by March 1 of their sophomore year to be admitted to the Teacher Education Program for fall course enrollment in teacher education courses. Failure to pass all parts of PRAXIS Core will result in delay of admission into the Teacher Education Program.**
- _____ D. **Complete at least 45 hours toward a degree**
- _____ E. Have a "C" or better in English 1310, English 1320, and Communication 2300 or appropriate substitute, as voted by the Teacher Education Committee.
- _____ F. Have a "C" or better in Education 1210, Education 2230, EDUC 2300, and Education 1215 for all Education Majors or MUSC 2350 for Music Education Majors
- _____ G. Have a "C" or better in chapel and satisfactory completion of all cultural events
- _____ H. Have a cumulative GPA of 2.75
- _____ I. **Provide completed Assessment of Dispositions form from the following:**
 - Early Childhood Education majors:**
EDUC 2230 – Foundations of Education instructor
Language Arts/English Education Instructor of choice
 - Elementary Education majors:**
EDUC 2230 – Foundations of Education instructor
Language Arts/English Education Instructor of choice
 - Secondary Education majors:**
EDUC 2230 – Foundations of Education instructor
Content Instructor of choice
 - Music Education majors:**
EDUC 2230 – Foundations of Education instructor
Content Instructor of choice

The completed Assessment of Dispositions forms are turned into the department chairs who will make a recommendation concerning admission to the Teacher Education Program.

Students who have not taken the above referenced classes due to transferring to North Greenville or changing majors will provide recommendations from other instructors as designated by the College of Education.

- [] Yes Have you **ever** been convicted, pled guilty, entered a plea of no contest, or paid a fine for any criminal offense, other than a minor traffic violation such as speeding or driving too fast for conditions; or have you ever been arrested or ticketed for a criminal offense where the criminal charge is still pending? You must answer yes to this question for every conviction, plea or fine paid, no matter how long ago it occurred, unless the record of the criminal charge has been sealed or expunged by written court order. You also must answer yes to this question if you were ever arrested or ticketed and the charge was never formally dismissed, no matter how long ago the incident occurred. If you check yes, you must give the information requested for each criminal charge. Failure to answer this question accurately and/or failure to provide all of the requested information could result in denial of certification. . **(If your answer is yes, please make an appointment with the Director of Teacher Education.)**
- [] No

Student's Signature: _____ Date: _____

Note: My signature gives permission to the College of Education to secure the necessary admission information, specified below, from the appropriate offices.

To be completed by the Education Department: **Education Entrance Exam (Pre-Professional Skills Test)**

Writing: _____ **Reading:** _____ **Mathematics:** _____

Faculty recommendations: To acknowledge that admission criteria have been met and that the student is recommended for admission to the Teacher Education Program.

Assessment of Dispositions _____ Date: _____ Who: _____

Assessment of Dispositions _____ Date: _____ Who: _____

Date of University Acceptance: _____ Semester hours Earned: _____ GPA: _____

Grades received in the following:

ENGL 1310 _____ ENGL 1320: _____ EDUC 2300: _____ COMM 2300: _____ EDUC 1210: _____

EDUC 1215/MUSC 2350 _____ EDUC 2230 _____

Action of the Teacher Education Committee for Admission:

Date: _____ **Admitted to the program:** **Yes:** _____ **No:** _____

Director of Teacher Education's Signature: _____

Must be Turned In: **Fall – May 1st** **Spring – September 1st**



Print Name: _____

*College of Education
P.O. Box 1892
Tigerville, South Carolina 29688-1892
(864) 977-2088*

Dear Prospective Education Major:

Congratulations on your decision to pursue education as a major at North Greenville University. The education profession is a true calling and requires commitment and perseverance. The College of Education has high expectations for our students.

In an effort to help you, we have outlined the steps you need to take to become a teacher education major, continue in the program, successfully complete the program, and obtain certification in the state of South Carolina.

To begin this process, you must: _____

Step 1 Declare Elementary, Early Childhood, Secondary Education, or Music Education as a major by completing the Intent to Declare Major Form, which you may obtain from the College of Education office.

Step 2 **Security Clearance Policy**

The NGU College of Education seeks to provide for the safety and security of not only its teacher candidates, but also all students in K-12 school settings with whom NGU students work. Any student enrolled in a COE course requiring field experience must obtain a Background Check. Students must pay the stated fee and apply for the clearance through the office of the Records Coordinator. The Director of Teacher Education is responsible for the oversight of the security policy.

Background Check

Yes Have you **ever** been convicted, pled guilty, entered a plea of no contest, or paid a fine for any criminal offense, other than a minor traffic violation such as speeding or driving too fast for conditions; or have you ever been arrested or ticketed for a criminal offense where the criminal charge is still pending? You must answer yes to this question for every conviction, plea or fine paid, no matter how long ago it occurred, unless the record of the criminal charge has been sealed or expunged by written court order. You also must answer yes to this question if you were ever arrested or ticketed and the charge was never formally dismissed, no matter how long ago the incident occurred. If you check yes, you must give the information requested for each criminal charge. Failure to answer this question accurately and/or failure to provide all of the requested information could result in denial of certification. **(If your answer is yes, please make an appointment with the Director of Teacher Education.)**

No

- Step 3 Sign this triplicate letter stating that you and your parents or guardians understand the requirements necessary to become an education major.

To be admitted to the program:

- Step 4 Complete the necessary requirements.
- a. Complete application form for Teacher Education Program and return it to the College of Education Records Coordinator
 - b. Pass all areas of PRAXIS Core or have an original copy of SAT or ACT scores that meet a passing standard. **Students must pass all parts of PRAXIS Core by March 1 of their sophomore year to be admitted to the Teacher Education Program for fall course enrollment in teacher education courses. Failure to pass all parts of PRAXIS Core will result in delay of admission into the Teacher Education Program.**
 - c. **Complete at least 45 hours toward a degree**
 - d. Have a “C” or better in English 1310, English 1320, and Communication 2300 or appropriate substitute, as voted by the Teacher Education Committee
 - e. Have a “C” or better in Education 1210, Education 2230, EDUC 2300, and Education 1215 for All Education Majors or MUSC 2350 for Music Education Majors
 - f. Have a “C” or better in chapel and satisfactory completion of all cultural events
 - g. Have a cumulative GPA of 2.75
 - h. **Provide completed Assessment of Dispositions form from the following:**
 - Early Childhood Education majors:**
 - EDUC 2230 – Foundations of Education instructor
 - Language Arts/English Education Instructor of choice
 - Elementary Education majors:**
 - EDUC 2230 – Foundations of Education instructor
 - Language Arts/English Education Instructor of choice
 - Secondary Education majors:**
 - EDUC 2230 – Foundations of Education instructor
 - Content Instructor of choice
 - Music Education majors:**
 - EDUC 2230 – Foundations of Education instructor
 - Content Instructor of choice

The completed Assessment of Dispositions forms are turned into the department chairs who will make a recommendation concerning admission to the Teacher Education Program.

Students who have not taken the above referenced classes due to transferring to North Greenville or changing majors will provide recommendations from other instructors as designated by the College of Education

After the Teacher Education Committee reviews your records, you will receive a notice of acceptance or rejection from the Director of Teacher Education. Failure to meet any of the above requirements will result in non-admission to the Teacher Education Program. You will then be counseled as to the remediation needed for admittance to the program or to a more suitable major. After you are accepted into the Teacher Education Program you must do the following:

To Student Teach:

- Step 5 Successfully complete all course work required for the major, chapel, and cultural events, maintaining all GPA requirements as well as grades of “C” or better in all education courses. You must also continue to demonstrate a professional demeanor in order to remain in the Teacher Education Program.
- Step 6 Apply for admission to Directed Student Teaching, May 1st for spring semester and December 1st for fall semester.
- Step 7 Apply for initial certification with the South Carolina State Department of Education, which is the certifying body. The Education Office will be happy to assist you with this process. You must pass the SC State Department of Education’s SLED and FBI fingerprinting screening to student teach.
- Step 8 Complete, with a passing score, the South Carolina State required examinations (Praxis II series and Principles of Teaching and Learning (PLT), in your chosen teaching field **prior to being admitted to Student Teaching;**)

For Elementary, #5015 Elementary Ed: Instructional Practices and Applications Computer Only Elementary Ed K-6 (0622 or 5622)	For Early Childhood, # Paper 0021 – Computer 5021 Education of the Young Child Principles of Teaching and Learning PLT Grades K-6 (0621 or 5621)	For Music, #0114 Content & Instruction Select one exam by grade level Elementary Ed K-6 (0622 or 5622) Middle School 5-9 (0623 or 5623) High School 7-12 (0624 or 5624)
For English, #5039 English Language Arts: Content and Analysis High School 7-12 (0624 or 5624)	For Mathematics, #5161 Mathematics: Content Knowledge & #0063 Mathematics: Proofs, Models, and Problems, Part 1 (Graphing Calculators required) High School 7-12 (0624 or 5624)	For Social Studies, #0086 or 5086 Content and Interpretation High School 7-12 (0624 or 5624)

Test names and numbers may change. Check the Praxis booklet for correct test.

To Complete the Program: _____

Step 9 Successfully complete your assigned Directed Student Teaching Experience.

The journey through Teacher Education is both challenging and rewarding. It is our desire that you reach your goal. Your advisor and your professors will help you along the way, but the final responsibility is yours.

If you have any questions, please contact the Education Office at 977-2088.

I have read and understand the above requirements:

_____ Student's Printed Name

_____ Student's Signature

_____ Date

_____ Parent's Signature

_____ Date

For Elementary, #5015 Elementary Ed: Instructional Practices and Applications Computer Only Elementary Ed K-6 (0622 or 5622)	For Early Childhood, # Paper 0021 – Computer 5021 Education of the Young Child Principles of Teaching and Learning PLT Grades K-6 (0621 or 5621)	For Music, #0114 Content & Instruction Select one exam by grade level Elementary Ed K-6 (0622 or 5622) Middle School 5-9 (0623 or 5623) High School 7-12 (0624 or 5624)
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Test names and numbers may change. Check the Praxis booklet for correct test.

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If you have any questions, please contact the Education Office at 977-2088.

I have read and understand the above requirements:

_____ Student's Printed Name

_____ Student's Signature

_____ Date

_____ Parent's Signature

_____ Date

For Elementary, #5015 Elementary Ed: Instructional Practices and Applications Computer Only Elementary Ed K-6 (0622 or 5622)	For Early Childhood, # Paper 0021 – Computer 5021 Education of the Young Child Principles of Teaching and Learning PLT Grades K-6 (0621 or 5621)	For Music, #0114 Content & Instruction Select one exam by grade level Elementary Ed K-6 (0622 or 5622) Middle School 5-9 (0623 or 5623) High School 7-12 (0624 or 5624)
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Test names and numbers may change. Check the Praxis booklet for correct test.

To Complete the Program: _____

Step 9 Successfully complete your assigned Directed Student Teaching Experience.

The journey through Teacher Education is both challenging and rewarding. It is our desire that you reach your goal. Your advisor and your professors will help you along the way, but the final responsibility is yours.

If you have any questions, please contact the Education Office at 977-2088.

I have read and understand the above requirements:

_____ Student's Printed Name

_____ Student's Signature

_____ Date

_____ Parent's Signature

_____ Date

I. The Effective Practitioner				
Disposition	Distinguished-4	Accomplished-3	Developing-2	Beginning-1
IA. Exhibits Professional Attitude	<i>Is dependable, dresses appropriately, is punctual, attends classes, meetings, etc., meets deadlines, and possesses teacher self-efficacy.</i>	<i>Is dependable, dresses appropriately, is punctual, attends classes, mtgs, etc., meets deadlines.</i>	<i>Is dependable, dresses appropriately sometimes, is punctual most of the time, attends classes, mtgs, etc.</i>	<i>Is dependable, dresses appropriately sometimes, is punctual some of the time.</i>
IB. Communicates Effectively	<i>Has good communication skills, uses correct grammar, is enthusiastic, positively engages classmates and professors.</i>	<i>Has good communication skills, uses correct grammar, is enthusiastic.</i>	<i>Has good communication skills sometimes, uses correct grammar most of the time.</i>	<i>Needs to develop skills of engagement and enthusiasm.</i>
IC. Demonstrates a Positive Attitude toward the Teaching Profession	<i>Demonstrates respect towards faculty/administrators, practices collaboration in group work, has a positive attitude towards supervision, shows enthusiasm in class, speaks positively about the COE program.</i>	<i>Demonstrates respect towards faculty/administrators, practices collaboration in group work, has a positive attitude towards supervision, shows enthusiasm in class.</i>	<i>Demonstrates respect towards faculty/administrators, practices collaboration in group work if guidance is provided, has a positive attitude towards supervision.</i>	<i>Demonstrates respect towards faculty/administrators, needs to show more initiative in group work.</i>
ID. Displays a Positive Attitude toward the Profession, Colleagues, and Authority	<i>Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork, and supports peers and professors.</i>	<i>Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork.</i>	<i>Demonstrates integrity, is sometimes flexible, usually practices collaboration.</i>	<i>Demonstrates integrity, needs to develop flexibility.</i>
II. Caring Leader				
IIA. Promotes Nurturing and Kindness	<i>Uses appropriate tone of voice, sensitive to needs of classmates and others, is patient, practices active listening, goes above and beyond to help others.</i>	<i>Uses appropriate tone of voice, sensitive to needs of classmates and others, is patient, practices active listening.</i>	<i>Usually uses appropriate tone of voice, sensitive to needs of classmates and others most of the time, is patient.</i>	<i>Sometimes uses appropriate tone of voice, needs to develop sensitivity to needs of classmates and others.</i>
II B. Values Relationships	<i>Is loyal, is trustworthy, is encouraging, is not critical, shows concern for the wellbeing of others.</i>	<i>Is loyal, is trustworthy, is encouraging, is not critical.</i>	<i>Is loyal, is trustworthy, sometimes is encouraging.</i>	<i>Is loyal, is usually trustworthy.</i>
II C. Values a Nurturing Learning Environment	<i>Is prepared to engage in learning, includes others in the class, is professional in the use of electronics, respects the ideas of colleagues and students, celebrates learning with classmates.</i>	<i>Is prepared to engage in learning, includes others in the class, is professional in the use of electronics, respects the ideas of others.</i>	<i>Is prepared to engage in learning, sometimes includes others in the class, is professional in the use of electronics.</i>	<i>Is prepared to engage in learning, needs to develop the ability to include others in the class.</i>
III. Lifelong Learner				
IIIA. Values Professional Development	<i>Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook.</i>	<i>Has the potential for professional growth, develops in-depth pedagogical knowledge, builds knowledge beyond the textbook.</i>	<i>Has the potential for professional growth, needs to develop in-depth pedagogical knowledge.</i>	<i>Has the potential for professional growth, but needs guidance.</i>
III B. Personal Initiative and Leadership	<i>Exhibits leadership potential, demonstrates maturity, uses sound judgment and common sense, produces high quality work, demonstrates leadership in class.</i>	<i>Exhibits leadership potential, demonstrates maturity, uses sound judgment and common sense, produces high quality work.</i>	<i>Exhibits leadership potential sometimes, demonstrates maturity sometimes, needs to develop the use of sound judgment and common sense.</i>	<i>Has the potential for leadership when guided, needs to develop personal initiative.</i>
IIIC. Practices Reflective Inquiry	<i>Practices self-reflection/assessment, writes with clarity and purpose, reads with critical understanding, identifies consequences of one's actions, understands the effects of decisions on others.</i>	<i>Practices self-reflection/assessment, writes with clarity and purpose, reads with critical understanding, identifies consequences of one's actions.</i>	<i>Practices self-reflection/assessment sometimes, writes with clarity and purpose sometimes, needs to improve reading skills for understanding.</i>	<i>Needs to practices self-reflection/assessment, needs to develop skills to write with clarity and purpose.</i>

North Greenville University: Classroom Assessment of Dispositions -- Pre-Admission to Teacher Ed Program

Candidate _____
ID# _____ Semester _____ Major _____

Please rate 1-4: beginning = 1; developing = 2; accomplished = 3; distinguished = 4 by writing the appropriate number in the box. Circle indicators that are weak for student and/or make specific comments below. Use rubric to assess.

1. EFFECTIVE PRACTITIONER

A. Exhibits Professional Attitude

Indicators: Is dependable, follows the NGU student dress code, is punctual, attends classes, meetings, etc., meets deadlines, and possesses the self-efficacy of a potential teacher.

B. Communicates Effectively

Indicators: Has good communication skills, uses correct grammar, is enthusiastic, positively engages classmates and professors.

C. Demonstrates a Positive Attitude toward the Teaching Profession

Indicators: Demonstrates respect towards faculty/administrators, practices collaboration in group work, has a positive attitude towards supervision, shows enthusiasm in class, speaks positively about the COE program.

D. Displays a Positive Attitude toward the Profession, Colleagues, and Authority

Indicators: Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork, and supports peers and professors.

2. CARING LEADER

A. Promotes Nurturing and Kindness

Indicators: Uses appropriate tone of voice, sensitive to the needs of classmates and others, is patient, practices active listening, goes above and beyond to help others.

B. Values Relationships

Indicators: Is loyal, is trustworthy, is encouraging, is not critical, and shows concern for the wellbeing of others.

C. Values a Nurturing Learning Environment

Indicators: Is prepared to engage in learning, includes others in the class, is professional in the use of electronics, respects the ideas of colleagues and students, celebrates learning with classmates.

3. LIFELONG LEARNER

A. Values Professional Development

Indicators: Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook.

B. Personal Initiative and Leadership

Indicators: Exhibits leadership potential, demonstrates maturity, uses sound judgment and common sense, produces high quality work, demonstrates leadership in class.

C. Practices Reflective Inquiry

Indicators: Practices self-reflection/assessment, writes with clarity and purpose, reads with critical understanding, identifies consequences of one's actions, understands the effects of decisions on others.

COMMENTS: (Use the back if necessary.)

Signature: _____ Print Name: _____ Date: _____

Instructor of: _____
Subject Area _____ Course Title and Number _____

(Revised Spring 16)

North Greenville University Field Experience: Assessment of Dispositions

Appendix B

Candidate _____ Semester _____ Average _____

Please rate 1-4: never = 1; seldom = 2; acceptable = 3; exceptional = 4 by writing the appropriate number in the box. Circle indicators that are weak for student and/or make specific comments below.

1. EFFECTIVE PRACTITIONER

A. Exhibits Professional Attitude

Indicators: Confident, responsible, appropriate dress, punctual, meets deadlines, prepared, possesses self-efficacy, takes responsibility for own actions.

B. Values Communication

Indicators: Communicates content enthusiastically, values correct grammar, has good communication skills, able to relate and communicate with all stake holders.

C. Demonstrates a Positive Attitude towards Teaching/Students

Indicators: Enthusiastic, goes the extra mile, meets the needs of all learners, values students, demonstrates patience with students, uses a variety of teaching strategies.

D. Displays a Positive Attitude toward the Profession, Colleagues, and Authority

Indicators: Loyal, flexible, cooperative, values teamwork, promotes the school, ethical, Demonstrates self-control, respectful of mentor, cooperating teacher, and school officials.

2. CARING LEADER

A. Promotes Nurturing and Kindness

Indicators: Tone of voice, word choices, interacts well with students, sensitive to students, is respectful, patient in class, praises students for positive work, keeps students on task.

B. Values Relationships

Indicators: Keeps a confidence, concerned for others' well-being, loyal, respectful, trustworthy, team player, able to work with others, cheerful positive and encouraging, helpful, giving.

C. Creates a Nurturing Environment

Indicators: Includes all learners, creates a warm learning space, students are free from harassment, respects diverse learners, utilizes a variety of resources beyond the text.

3. LIFELONG LEARNER

A. Values Professional Development

Indicators: Engages positively in learning opportunities, joins professional organizations, keeps abreast of current issues, seeks learning opportunities, utilizes research to improve practice, open to correction, makes every effort to improve lessons.

B. Takes Initiative

Indicators: Is organized, prepared, contributes, plans, turns in work, produces quality work, ethical.

C. Practices Reflective Inquiry

Indicators: Understands effects of decisions on students, reads with a critical understanding, knows how to write reflections, understands consequences of actions, corrects misunderstandings quickly.

COMMENTS: (Use the back if necessary.)

Signature: _____ Date: _____

North Greenville University College of Education
Dress Code Policy for Teachers at Field Placements/Student Teaching

Teacher candidates in Field Experience and Student Teaching are expected to wear professional attire in the cooperating schools. Specifically, NGU students should dress as if they were teachers, avoiding such attire as flip flops, jeans, shorts, t-shirts, athletic warm-ups, tops or dresses with very thin straps or very low necklines, and any other clothing that fails to present NGU and the teaching profession in a positive light. No tattoos or body piercings should be visible. When in doubt, the student should be slightly more formally dressed than the cooperating teacher.

- Gentlemen are expected to wear dress trousers, dress shoes (no athletic shoes or sandals), and button down shirt or polo shirt. Neck ties are encouraged, but are only required if the placement school requires ties. Neck ties present a very professional look that separates gentlemen from the students they serve.
- Ladies are expected to wear dresses, skirts, dress pants and blouses, or dress pants suits. Length of skirt should conform to rules of the placement school and should represent modesty and good taste. Sheer blouses and dresses are not permitted. Tight fitting pants, yoga style pants, and leggings are NOT acceptable.

Rationale:

Teachers are professionals. Patrons expect a special level of appearance of professionals employed by the community. Teachers are leaders and a little more is expected of leaders. Dress brings a certain level of respect to the person.

A casual appearance brings a casual relationship. A formal appearance brings a formal relationship. The attitude of students and the dress of students is enhanced when teachers are dressed properly. This adds to the self-concept of the teacher. Classroom climate is improved by the appearance of classroom leaders. Students' attitudes toward classroom work is improved when teachers are attractive, neat, and clean. Dress sets teachers apart from students, helping to provide a proper student-teacher relationship. A poor appearance brings a poor relationship.

School boards of trustees want a friendly and cordial relationship between students and teachers with teachers always in control of the classroom through a leadership role. School boards of trustees believe this dress code policy will help bring this relationship to the classrooms.

Outside Activities

Teachers are expected to spend their time outside the school day in such a way as to protect the general welfare of the school. Outside activities should not conflict or interfere with the teacher's best school work.

I have read and understand the field experience/student teaching dress code policy requirements, and I pledge to abide by them.

Printed Student Name

Student Signature

Field Placement Course

Date

North Greenville University

College of Education

Field Placements/Student Teaching

Communication with school students:

There is to be **NO contact** between North Greenville University students and the public school students with whom they are placed for College of Education field placements/student teaching through any form of social media (including, but not limited to: Facebook, texting – through any media, telephoning, personal emailing).

Violation of this policy may lead to: termination of field placement/student teaching, grade of “F” for that course, probation or suspension from the College of Education Teacher Education Program, and/or additional consequences from North Greenville University.

I have read and understand the field experience/student teaching policy requirements related to communications with students, and I pledge to abide by them.

Printed Student Name

Student Signature

Date

Field Placement/Student Teaching Course number and name

INTRODUCTORY FIELD EXPERIENCE

**Evaluation of Field Experience Orientation
by Cooperating Teachers**

Student's Name _____

Field Experience/Course _____

University Supervisor _____

School _____

District _____

Date _____

Please evaluate the items below and check the appropriate space:

YES/NO

Clear description of the structure of the field experience _____

Clear definition of students' responsibilities _____

Clear definition of cooperating teachers' responsibilities _____

Clear description of the record-keeping procedures _____

Clear description of the procedures for the evaluation of student _____

Please give any suggestions or feedback that you feel would improve our Field Experience Program.

Cooperating Teacher's Signature

Introduction to Education: Assessment of Student in the Field Experience Placement.

Name of NGU Student: _____ Date: _____

Please assess the student’s performance on a scale of 1 to 4 using 1 to represent a low score or poor performance and 4 to represent a high score or excellent performance. A score of 2 is average or acceptable. (See matrix on the back for more details in rating the student.)

Indicator						Comments (Optional)
I. EFFECTIVE PRACTITIONER	4	3	2	1	0	
Uses effective communication						
Practices punctuality						
Engages k-12 students						
Displays professional dress						
Exhibits enthusiasm in the classroom						
II. CARING LEADER						
Is responsive to K-12 student needs						
Shows respect to K-12 students and colleagues						
III. LIFE LONG LEARNER						
Assists in the classroom						
Demonstrates initiative						
Responds positively to teacher’s suggestions						

Cooperating Teacher:.....School.....Total (40).....
Course Instructor:.....

(Form Revised March 15)

Rubric for scoring the Field Experience Assessment of Introduction to Education Students

Indicator	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)
I. EFFECTIVE PRACTITIONER				
Uses effective communication	Uses correct grammar, good tone, no sarcasm, appropriate remarks	Uses correct grammar most of the time and good tone	Uses poor grammar often enough to be noticeable or has several instances of using sarcasm	Poor grammar, unacceptable tone or use of sarcasm or remarks
Practices punctuality	Is on time and present for every class	Gives notice to absences or tardies with a good reason	Misses a class or is tardy without notification or inappropriate reasons	Is often absent or tardy without notification
Engages k-12 students	Walks around the room, takes interest in students, works well with students	Engages students when asked, but does not take initiative.	Engages students when asked, but appears reluctant or uncomfortable	Does not engage students
Displays professional dress	Wears appropriate clothing suited to teaching	Wears acceptable clothing, but may look too casual	Wears inappropriate clothing but corrects problem when it is addressed	Wears inappropriate clothing to the school
Exhibits enthusiasm in the classroom	Shows a positive and enthusiastic attitude to what students are doing in the class. Readily assists the students or teacher	Shows a positive attitude and assists teacher when asked	Assists teacher when asked	Shows a reluctant attitude and is hesitant when asked to engage students.
II. CARING LEADER				
Is responsive to student needs	Notices when students need assistance.	Responds when asked to help	Seems reluctant to help students	Does not respond to students
Shows respect to students and colleagues	Speaks to students and teachers in a respectful manner and tone.	Speaks to students in a respectful manner.	Lacks respect for	Does not speak or demonstrate respect towards others
III. LIFE LONG LEARNER				
Assists in the classroom	Readily works with students	Works with students when asked	Is reluctant to assist in the classroom	Does not assist in the classroom
Demonstrates initiative	Takes initiative in assisting the teacher	Helps when asked and is cooperative	Helps when asked	Waits for the teacher to suggest every activity or engagement
Responds positively to teacher's suggestions	Listens intently and asks questions to learn more about teaching. Makes changes in behavior and responds to suggestions	Carries out the teacher's directions and tries to adjust to the classroom expectations.	Appears uncomfortable or reluctant to make changes.	Does not respond to suggestions and does not adjust behavior to fit the classroom expectations.

Evaluation of Field Experience Cooperating Teacher

Student Name _____ Semester _____ 20_____

Cooperating Teacher _____

School _____

NO.	ITEM	Always	Usually	Sometimes	Never	N/A
1	The teacher was a good model to follow.					
2	The teacher maintained effective discipline.					
3	The teacher used varied activities.					
4	The teacher helped me with planning.					
5	The teacher offered constructive criticism.					
6	The teacher was available for conference.					
7	The teacher gave support and encouragement.					
8	The teacher was interested in my improvement.					
9	The teacher gave appropriate background information.					
10	The teacher was positive and professional, yet developed a personal rapport with me.					

Comments:

Student Signature

Date

**INTRODUCTORY FIELD EXPERIENCE
ATTENDANCE LOG**

Name _____ Semester _____ 20 _____

School _____ Grade _____

Cooperating Teacher _____

Date	Day	Time		Teacher's Signature
		In	Out	

_____ Semester, 20 _____

Total Number of Hours _____

Cooperating Teacher's Signature _____

Student's Signature _____

**BACHELOR OF ARTS DEGREE IN EARLY CHILDHOOD EDUCATION (ECED)
SUGGESTED COURSE SEQUENCE**

1 st Semester				Freshman				2 nd Semester			
<input type="checkbox"/>	ENGL	1310	Comp. & Rhetoric	3	<input type="checkbox"/>	ENGL	1320	Comp. & Literature	3		
<input type="checkbox"/>	EDUC	1210	Introduction to Education	2	<input type="checkbox"/>	MATH	1315	Contemporary Math	3		
<input type="checkbox"/>	MUSC	1150	Intro to History of Music	1.5	<input type="checkbox"/>	CHST	1310	Old or New Test (1320)	3		
<input type="checkbox"/>	ARTS	1150	Intro to History of Art	1.5	<input type="checkbox"/>	PSYC	2310	General Psychology	3		
<input type="checkbox"/>	MATH	1310	College Algebra	3	<input type="checkbox"/>	EDUC	1215	Integration of Technology in The Curriculum	2		
<input type="checkbox"/>	Foreign Language I (Same Language)			3	<input type="checkbox"/>	Foreign Language II (Same Language)			3		
<input type="checkbox"/>	COLL	1100 or HNRS 1210		1(2)	<input type="checkbox"/>	CHPL	1000	Chapel	.5		
<input type="checkbox"/>	CHPL	1000	Chapel	.5	<input type="checkbox"/>	CEVT	1000	Cultural Events	0		
<input type="checkbox"/>	CEVT	1000	Cultural Events	0					0		
				<hr/> 15.5					<hr/> 17.5		

1 st Semester				Sophomore				2 nd Semester			
<input type="checkbox"/>	HIST	2310	US Hist to 1865	3	<input type="checkbox"/>	EDUC	2120	PE & Health Methods	1		
<input type="checkbox"/>	BIOL	1440/1441	Integrated Biological Sci.	4	<input type="checkbox"/>	EDUC	2220	PE for the Teacher	2		
<input type="checkbox"/>	COMM	2300	Oral Communications	3	<input type="checkbox"/>	HIST	2320	US Hist after 1865	3		
<input type="checkbox"/>	EDUC	2230	Foundations of Education	2	<input type="checkbox"/>	PHSC	1440	Integrated Physical Science	4		
<input type="checkbox"/>	ECED	2360	Child Development	3	<input type="checkbox"/>	EDUC	2300	Foundations of Reading	3		
<input type="checkbox"/>	Foreign Language IV (Same Language)			3	<input type="checkbox"/>	ECED	3330	Intro. To Early Childhood	3		
<input type="checkbox"/>	CHPL	1000	Chapel	.5	<input type="checkbox"/>	CHPL	1000	Chapel	.5		
<input type="checkbox"/>	CEVT	1000	Cultural Events	0	<input type="checkbox"/>	CEVT	1000	Cultural Events	0		
				<hr/> 18.5					<hr/> 17.5		

1 st Semester				Junior				2 nd Semester			
<input type="checkbox"/>	CHST	2335	World Religions	3	<input type="checkbox"/>	ECED	3335	Instructional Practices/M&M	3		
<input type="checkbox"/>	EDUC	3350	The Exceptional Learner	3	<input type="checkbox"/>	ECED	3350	Reading Assessment/Mthds	6		
<input type="checkbox"/>	ECED	3340	Assess. Young Child*	3	<input type="checkbox"/>	ECED	3360	SS for Young Child*	3		
<input type="checkbox"/>	EDUC	3300	Literature for Children*	3	<input type="checkbox"/>	ECED	3370	Build Family & Comm.*	4		
<input type="checkbox"/>	ECED	3210	Utilizing Tech in EC	2	<input type="checkbox"/>	EDUC	3350	The Exceptional Learner	3		
<input type="checkbox"/>	ECED	3380	Guide Behavior of YC*	3	<input type="checkbox"/>	CHPL	1000	Chapel	.5		
<input type="checkbox"/>	CHPL	1000	Chapel	.5					0		
				<hr/> 18.5					<hr/> 16.5		

1 st Semester				Senior				2 nd Semester			
<input type="checkbox"/>	ECED	4610	Content Area Rdg/Wrtg with Integrated Curriculum 1*	6	<input type="checkbox"/>	ECED	4650	Directed Student Teaching*	12		
<input type="checkbox"/>	ECED	4620	Integrated Curriculum II*	6	<input type="checkbox"/>	CHPL	1000	Chapel	.5		
<input type="checkbox"/>	ECED	4110	Autumn Experience*	1					0		
<input type="checkbox"/>	CHPL	1000	Chapel	.5					0		
<input type="checkbox"/>	Elective			3					0		
				<hr/> 16.5					<hr/> 12.5		

****Spanish-Students taking Spanish may take Spanish 2325,
Spanish for the Educators**

*****VERY IMPORTANT***** If for any reason you are delayed in being admitted to the Teacher Education Program later than the end of your sophomore year, it may require more than four years to complete your degree.

***Pre-requisite: Admission to Teacher Education Program**

Courses required for SC Read to Succeed

Total Degree Hours W/Chapel & CE

136 (137)

**BACHELOR OF ARTS DEGREE IN ELEMENTARY EDUCATION (ELED)
SUGGESTED COURSE SEQUENCE**

1 st Semester			Freshman	2 nd Semester			
<input type="checkbox"/>	CHST	1310 Old or New Test (1320)	3	<input type="checkbox"/>	BIOL	1440 Integrated Biological Sci.	4
<input type="checkbox"/>	ELED	1210 Introduction to Education	2	<input type="checkbox"/>	EDUC	2230 Foundations of Ed	2
<input type="checkbox"/>	ENGL	1310 Comp. & Rhetoric	3	<input type="checkbox"/>	ENGL	1320 Comp. & Literature	3
<input type="checkbox"/>	MATH	1310 College Algebra	3	<input type="checkbox"/>	MATH	1315 Contemporary Math	3
<input type="checkbox"/>	Foreign Language I (Same Language)		3	<input type="checkbox"/>	Foreign Language II (Same Language)		3
<input type="checkbox"/>	COLL	1100 or HNRS 1210	1(2)	<input type="checkbox"/>	CHPL	1000 Chapel	.5
<input type="checkbox"/>	CHPL	1000 Chapel	.5	<input type="checkbox"/>	CEVT	1000 Cultural Events	0
<input type="checkbox"/>	CEVT	1000 Cultural Events	0				15.5
			<hr/> 15.5				

1 st Semester			Sophomore	2 nd Semester			
<input type="checkbox"/>	CHST	2335 World Religions	3	<input type="checkbox"/>	EDUC	2120 PE & Health Methods	1
<input type="checkbox"/>	COMM	2300 Oral Communications	3	<input type="checkbox"/>	EDUC	2220 PE for the Teacher	2
<input type="checkbox"/>	EDUC	1215 Integration Technology	2	<input type="checkbox"/>	EDUC	2300 Foundations of Reading	3
<input type="checkbox"/>	HIST	2310 US Hist to 1865	3	<input type="checkbox"/>	HIST	2320 US Hist after 1865	3
<input type="checkbox"/>	MUSC	1150 Intro to History of Music	1.5	<input type="checkbox"/>	PHSC	1440 Integrated Physical Sci.	4
<input type="checkbox"/>	ARTS	1150 Intro to History of Art	1.5	<input type="checkbox"/>	PSYC	2310 General Psychology	3
<input type="checkbox"/>	Foreign Language IV (Same Language)		3	<input type="checkbox"/>	CHPL	1000 Chapel	.5
<input type="checkbox"/>	CHPL	1000 Chapel	.5	<input type="checkbox"/>	CEVT	1000 Cultural Events	0
<input type="checkbox"/>	CEVT	1000 Cultural Events	0				16.5
			<hr/> 17.5				

1 st Semester			Junior	2 nd Semester			
<input type="checkbox"/>	EDUC	3300 Reading and Writing in the Content Area through Literature*	3	<input type="checkbox"/>	ELED	3310 Math Methods I*	3
<input type="checkbox"/>	ELED	4311 Classroom Management & Assessment*	3	<input type="checkbox"/>	ELED	3430 Content through Lit/Arts*	4
<input type="checkbox"/>	EDUC	3350 The Exceptional Learner	3	<input type="checkbox"/>	ELED	3440 M. & M in SS*	4
<input type="checkbox"/>	EDUC	3410 Educational Psychology	4	<input type="checkbox"/>	ELED	4330 Teaching of Science*	3
<input type="checkbox"/>	ELED	3420 Instructional Practices in Reading*	4	<input type="checkbox"/>		Elective	3
<input type="checkbox"/>	CHPL	1000 Chapel	.5	<input type="checkbox"/>	CHPL	1000 Chapel	.5
			<hr/> 17.5				<hr/> 17.5

1 st Semester			Senior	2 nd Semester			
<input type="checkbox"/>	ELED	4210 Assessment in Reading*	3	<input type="checkbox"/>	ELED	4600 Directed Student Teaching*	12
<input type="checkbox"/>	ELED	4310 Planning Apprentice*	3	<input type="checkbox"/>	CHPL	1000 Chapel	.5
<input type="checkbox"/>	ELED	3315 Math Methods II*	3				
<input type="checkbox"/>	ELED	4312 Professional Develop* (Service Learning and Parent Involvement)	3				12.5

<input type="checkbox"/>	ELED	4313 Curriculum Development Utilizing Technology*	3
<input type="checkbox"/>	ELED	4100 Seminar w/Cooperating Teaching Faculty*	1
<input type="checkbox"/>	CHPL	1000 Chapel	.5
			<hr/> 16.5

***Pre-requisite: Admission to Teacher Education Program
Highlighted courses require Field Placement, which also
requires current criminal background checks & TB Tests.**

****Spanish-Students taking Spanish may take Spanish 2325,
Spanish for Educators
VERY IMPORTANT If for any reason you are delayed in being
admitted to the Teacher Education Program later than the end of
your sophomore year, it may require more than four years to
complete your degree.**

Total Degree Hours W/Chapel & CE 132 (133)

**BACHELOR OF ARTS IN MUSIC EDUCATION - CHORAL
RECOMMENDED COURSE SEQUENCE**

FRESHMAN YEAR

Fall Semester

Spring Semester

ENGL 1310	3	PHED 1200/EDUC 2220 <i>Health & PE</i>	2
CHST 1310/1320	3	MUSC 1440 <i>Theory 1B</i>	4
MUSC 1430 <i>Theory 1A</i>	4	MUSC 1150/ARTS 1150	3
MUXX 1100 <i>Ensemble</i>	1	MUXX 1100 <i>Ensemble</i>	1
MUAPL 12	2	MUAPL 12	2
MUAPL 11	1	MUAPL 11	1
Foreign Language	3	Foreign Language	3
COLL 1100/HNRS 1210 <i>FYE</i>	1 (2)	CHPL 1000	.5
CHPL 1000	.5	CEVT 1000	0
CEVT 1000	0	EDUC 1210 <i>Intro to Education</i>	2
MUSC 1000 <i>Recital/Seminar</i>	0	MUSC 1000 <i>Recital/Seminar</i>	0
TOTAL	18.5	TOTAL	18.5

SOPHOMORE YEAR

Fall Semester

Spring Semester

ENGL 1320	3	MUED 2120 <i>Woodwind Tech</i>	1
MATH 1315 or higher	3	MUSC 2240 <i>Basic Conducting</i>	2
MUAPL 12	2	MUAPL 12	2
MUSC 2430 <i>Theory 2A</i>	4	MUSC 2440 <i>Theory 2B</i>	4
MUXX 1100 <i>Ensemble</i>	1	MUAPL 11	1
MUAPL 11	1	PSYC 2310 <i>General Psychology</i>	3
MUSC 2350 <i>Computer Tech for Musicians</i>	3	MUXX 1100 <i>Ensemble</i>	1
CHPL 1000	.5	MUED 2140 <i>Percussion Tech</i>	1
CEVT 1000	0	EDUC 2230 <i>Foundations of Education</i>	2
MUSC 1000 <i>Recital/Seminar</i>	0	CHPL 1000	.5
TOTAL	17.5	CEVT 1000	0
		MUSC 1000 <i>Recital/Seminar</i>	0
		TOTAL	17.5

JUNIOR YEAR

Fall Semester

Spring Semester

CHST 2335 <i>World Religions</i>	3	EDUC 2300 <i>Foundations of Reading</i>	3
EDUC 3410 <i>Educational Psychology</i>	4	HIST 1350 or 2331	3
MUSC 3250 <i>Music Styles before 1750</i>	2	MUSC 3260 <i>Music Styles 1750-19th Cent.</i>	2
MUXX 1100 <i>Ensemble</i>	1	MUXX 1100 <i>Ensemble</i>	1
MUAPL 32	2	MUED 2100 <i>String Tech</i>	1
MUSC 3340 <i>Advanced Conducting</i>	3	MUAPL 32	2
MUED 2110 <i>Brass Tech</i>	1	MUED 3320 <i>Elementary Methods</i>	3
CHPL 1000	.5	MUED 3105 <i>Field Experience II</i>	1
MUSC1000 <i>Recital/Seminar</i>		CHPL 1000	.5
Elective (<i>MUED 2130 Vocal Tech recommended</i>)	1	MUSC1000 <i>Recital/Seminar</i>	0
TOTAL	17.5	TOTAL	16.5

SENIOR YEAR

Fall Semester

Spring Semester

MUAPL 32XX	2		
MUXX 1100 <i>Ensemble</i>	1	*MUED 4655 <i>Directed Student Teaching</i>	12
EDSE 3395 <i>Reading & Writing in the Content Area</i>	3	CHPL 1000	.5
*MUED 4401 <i>Secondary Methods & Manage</i>	4		
MUSC 3270 <i>Music Styles Post -19th Cent.</i>	2		
EDUC 3350 <i>The Exceptional Learner</i>	3		
CHPL 1000	.5		
MUSC 1000 <i>Recital/Seminar</i>	0		
MUAPL 4000 <i>Senior Recital</i>	0		
Electives	2		
TOTAL	17.5	TOTAL	12.5

Summer School

PHSC 1440 and Lab	4 hours
BIOL 1410 and Lab	4 hours
TOTAL	8 hours

Total Degree Hours {w/ CEVT & CHPL} 148 (149)

- *If student does not take full semester credit hour load, in order to graduate in four years, one must attend one or more summer school sessions.*

** Music Education majors must be admitted to the North Greenville University Teacher Education Program before enrolling in MUED 4401, and MUED 4655.*

BACHELOR OF ARTS IN MUSIC EDUCATION: INSTRUMENTAL - WINDS & PERCUSSION

RECOMMENDED COURSE SEQUENCE

FRESHMAN YEAR

Fall Semester

Spring Semester

ENGL 1310	3	PHED 1200/EDUC 2220 <i>Health & PE</i>	2
CHST 1310/1320	3	MUSC 1440 <i>Theory 1B</i>	4
MUSC 1430 <i>Theory 1A</i>	4	MUSC 1150/ARTS 1150	3
MUXX 1100 <i>Ensemble</i>	1	MUXX 1100 <i>Ensemble</i>	1
MUMB 1100 <i>Marching Band (required)</i>	1	MUAPL 12 _____	2
MUAPL 12 _____	2	MUAPL 11 _____	1
MUAPL 11 _____	1	Foreign Language	3
Foreign Language	3	CHPL 1000	.5
COLL 1100/HNRS 1210 <i>FYE</i>	1 (2)	CEVT 1000	0
CHPL 1000	.5	EDUC 1210 <i>Intro to Education</i>	2
CEVT 1000	0	MUSC 1000 <i>Recital/Seminar</i>	0
MUSC 1000 <i>Recital/Seminar</i>	0	TOTAL	18.5
TOTAL	19.5 (20)		

SOPHOMORE YEAR

Fall Semester

Spring Semester

ENGL 1320	3	MUED 2120 <i>Woodwind Tech</i>	1
MATH 1315 or higher	3	MUSC 2240 <i>Basic Conducting</i>	2
MUAPL 12	2	MUAPL 12	2
MUSC 2430 <i>Theory 2A</i>	4	MUSC 2440 <i>Theory 2B</i>	4
MUXX 1100 <i>Ensemble</i>	1	MUAPL 11	1
MUMB 1100 <i>Marching Band (required)</i>	1	PSYC 2310 <i>General Psychology</i>	3
MUAPL 11	1	MUED 2140 <i>Percussion Tech</i>	1
MUSC 2350 <i>Computer Tech for Musicians</i>	3	MUXX 1100 <i>Ensemble</i>	1
CHPL 1000	.5	EDUC 2230 <i>Foundations of Education</i>	2
CEVT 1000	0	CHPL 1000	.5
MUSC 1000 <i>Recital/Seminar</i>	0	CEVT 1000	0
TOTAL	18.5	MUSC 1000 <i>Recital/Seminar</i>	0
		TOTAL	17.5

JUNIOR YEAR

Fall Semester

Spring Semester

CHST 2335 <i>World Religions</i>	3	EDUC 2300 <i>Foundations of Reading</i>	3
EDUC 3410 <i>Educational Psychology</i>	4	HIST 1350 or 2331	3
MUSC 3250 <i>Music Styles before 1750</i>	2	MUSC 3260 <i>Music Styles 1750-19th Cent.</i>	2
MUXX 1100 <i>Ensemble</i>	1	MUXX 1100 <i>Ensemble</i>	1
MUED 2110 <i>Brass Tech</i>	1	MUED 2100 <i>String Tech</i>	1
MUED 2130 <i>Vocal Tech</i>	1	MUAPL 32 _____	2
MUMB 1100 <i>Marching Band (required)</i>	1	MUED 3320 <i>Elementary Methods</i>	3
MUAPL 32 _____	2	MUED 3105 <i>Field Experience II</i>	1
MUSC 3340 <i>Advanced Conducting</i>	3	CHPL 1000	.5
CHPL 1000	.5	MUSC1000 <i>Recital/Seminar</i>	0
MUSC1000 <i>Recital/Seminar</i>	0	TOTAL	16.5
TOTAL	18.5		

SENIOR YEAR

Fall Semester

Spring Semester

MUAPL 32XX	2		
MUXX 1100 <i>Ensemble</i>	1	*MUED 4655 <i>Directed Student Teaching</i>	12
EDSE 3395 <i>Reading & Writing in the Content Area</i>	3	CHPL 1000	.5
*MUED 4402 <i>Secondary Methods & Manage</i>	4		
MUSC 3270 <i>Music Styles Post -19th Cent.</i>	2		
EDUC 3350 <i>The Exceptional Learner</i>	3		
CHPL 1000	.5		
MUSC 1000 <i>Recital/Seminar</i>	0		
MUAPL 4000 <i>Senior Recital</i>	0		
Elective	3		
TOTAL	18.5	TOTAL	12.5

Summer School

PHSC 1440 and Lab	4 hours
BIOL 1410 and Lab	4 hours
TOTAL	8 hours

Total Degree Hours {w/ CHPL} 148 (149)

If student does not take full semester credit hour load, in order to graduate in four years, one must attend one or more summer school sessions.

**Music Education majors must be admitted to the North Greenville University Teacher Education Program before enrolling in MUED 4402, and MUED 4655.*

**BACHELOR OF ARTS IN MUSIC EDUCATION: INSTRUMENTAL – STRINGS & PIANO
RECOMMENDED COURSE SEQUENCE**

FRESHMAN YEAR

Fall Semester

Spring Semester

ENGL 1310	3	PHED 1200/EDUC 2220 <i>Health & PE</i>	2
CHST 1310/1320	3	MUSC 1440 <i>Theory 1B</i>	4
MUSC 1430 <i>Theory 1A</i>	4	MUSC 1150/ARTS 1150	3
MUXX 1100 <i>Ensemble</i>	1	MUXX 1100 <i>Ensemble</i>	1
MUAPL 12	2	MUAPL 12 _____	2
MUAPL 11	1	MUAPL 11 _____	1
Foreign Language	3	Foreign Language	3
COLL 1100/HNRS 1210 FYE	1 (2)	CHPL 1000	.5
CHPL 1000	.5	CEVT 1000	0
CEVT 1000	0	EDUC 1210 <i>Intro to Education</i>	2
MUSC 1000 <i>Recital/Seminar</i>	0	MUSC 1000 <i>Recital/Seminar</i>	0
TOTAL	18.5 (19.5)	TOTAL	18.5

SOPHOMORE YEAR

Fall Semester

Spring Semester

ENGL 1320	3	MUED 2120 <i>Woodwind Tech</i>	1
MATH 1315 or higher	3	MUSC 2240 <i>Basic Conducting</i>	2
MUAPL 12	2	MUAPL 12	2
MUSC 2430 <i>Theory 2A</i>	4	MUSC 2440 <i>Theory 2B</i>	4
MUXX 1100 <i>Ensemble</i>	1	MUAPL 11	1
MUAPL 1160 <i>Secondary Applied Strings*</i>	1	PSYC 2310 <i>General Psychology</i>	3
MUAPL 11	1	MUAPL 1160 <i>Secondary Applied Strings*</i>	1
MUSC 2350 <i>Computer Tech for Musicians</i>	3	MUED 2140 <i>Percussion Tech</i>	1
CHPL 1000	.5	MUXX 1100 <i>Ensemble</i>	1
CEVT 1000	0	EDUC 2230 <i>Foundations of Education</i>	2
MUSC 1000 <i>Recital/Seminar</i>	0	CHPL 1000	.5
TOTAL	17.5 (18.5)	CEVT 1000	0
		MUSC 1000 <i>Recital/Seminar</i>	0
		TOTAL	17.5 (18.5)

JUNIOR YEAR

Fall Semester

Spring Semester

CHST 2335 <i>World Religions</i>	3	EDUC 2300 <i>Foundations of Reading</i>	3
EDUC 3410 <i>Educational Psychology</i>	4	HIST 1350 or 2331	3
MUSC 3250 <i>Music Styles before 1750</i>	2	MUSC 3260 <i>Music Styles 1750-19th Cent.</i>	2
MUXX 1100 <i>Ensemble</i>	1	MUXX 1100 <i>Ensemble</i>	1
MUED 2110 <i>Brass Tech</i>	1	MUED 2100 <i>String Tech</i>	1
MUED 2130 <i>Vocal Tech</i>	1	MUAPL 32 _____	2
MUAPL 1160 <i>Secondary Applied Strings*</i>	1	MUED 3320 <i>Elementary Methods</i>	3
MUAPL 32 _____	2	MUED 3105 <i>Field Experience II</i>	1
MUSC 3340 <i>Advanced Conducting</i>	3	CHPL 1000	.5
CHPL 1000	.5	MUSC1000 <i>Recital/Seminar</i>	0

MUSC1000 <i>Recital/Seminar</i>	0		
TOTAL	17.5 (18.5)	TOTAL	16.5

SENIOR YEAR

Fall Semester

Spring Semester

MUAPL 32XX	2		
MUXX 1100 <i>Ensemble</i>	1	**MUED 4655 <i>Directed Student Teaching</i>	12
EDSE 3395 <i>Reading & Writing in the Content Area</i>	3	CHPL 1000	.5
**MUED 4401 <i>Secondary Methods & Manage</i>	4		
MUSC 3270 <i>Music Styles Post -19th Cent.</i>	2		
EDUC 3350 <i>The Exceptional Learner</i>	3		
CHPL 1000	.5		
MUSC 1000 <i>Recital/Seminar</i>	0		
MUAPL 4000 <i>Senior Recital</i>	0		
Elective	3		
TOTAL	18.5	TOTAL	12.5

Summer School

PHSC 1440 and Lab	4 hours
BIOL 1410 and Lab	4 hours
TOTAL	8 hours

Total Degree Hours {w/ CEVT & CHPL} 145-149

- *If student does not take full semester credit hour load, in order to graduate in four years, one must attend one or more summer school sessions.*

** Secondary Applied String lessons are required for all string students*

*** Music Education majors must be admitted to the North Greenville University Teacher Education Program before enrolling in MUED 4401, and MUED 4655.*

Bachelor of Arts Degree in English Language Arts – Secondary Education

Suggested Course Sequence

First Year

Fall Semester		Spring Semester	
___ COLL 1100	1	___ ENGL 1320	3
___ ENGL 1310 Comp & Rhetoric	3	___ Modern Language 1320	3
___ CHST 1320 New Testament	3	___ Math 1315 or higher	3
___ BIOL 1XXX Biology	4	___ PHSC 1XXX. Phys. Sci.	4
___ PHED Health & Wellness	2	___ HIST 1350 West Civ to 1715	3
___ EDUC 1210 Intro to Education (20 hours field experience)	2	___ EDUC 2230 Foundations of Education	2
___ Fine Arts Appreciation (ARTS 1300, MUSC 1300, THTR 1300)	3	___ CHPL	.5
___ CHPL	.5	___ CEVT	.5
___ CEVT	.5		.5
	18.5		18.5

Second Year

___ ENGL 2300 Multicultural Lit.	3	___ PSYC 2385 Adolescent Psychology	3
___ EDUC 2300 Foundations of Reading	3	___ Modern Foreign Language 2320	3
___ Modern Foreign Language 2310	3	___ ENGL 2340 American Lit II	3
___ ENGL 2310 British Lit I	3	___ EDUC 1215 Integration of Technology	2
___ ENGL 2330 American Lit I	3	___ ENGL 2320 British Lit II	3
___ ENGL 3315 Advanced Grammar	3	___ EDUC 3410 Educational Psych (10 hours field experience)	4
___ CHPL	.5	___ CHPL	.5
___ CEVT	.5	___ CEVT	.5
	18.5		18.5

Third Year

___ ENGL 3305 Literary Theory	3	___ ENGL 3380 Young Adult Lit	3
___ ENGL 4300 Literary Research	3	___ ENGL 4305 Intro to Comp Theory	3
___ ENGL 4315 Shakespeare's Tragedies	3	___ ENGL Cultural Identity Lit Elective	3
___ EDSE 4340 Classroom Management*	3	___ EDSE 3395 Reading & Writing in the Content Area* (20 hours field experience)	3
___ EDSE 3290 Curriculum Development* (20 hours field experience)	2	___ ENGL 3000-4000 Upper Level Literature Elective	3
___ EDUC 3350 Exceptional Learner	3	___ COMM 2300 Oral Communication	3
___ CHPL	.5	___ CHPL	.5
	17.5		18.5

Fourth Year

___ HIST 1360 West. Civ Since 1715	3	___ EDSE 4600 Directed Student Teach*	12
___ ENGL 4390 Senior Seminar	3	___ CHPL	.5
___ ENGL Eng. Language Elective	3		12.5
___ ENED 4310 ELA Methods* (30 hours field experience)	3		
___ CHST 2335 World Religion	3		
___ CHPL	.5		
	15.5		

*Requires admission to Teacher Education Program for Secondary Education

**Any deviation from this Suggested Course Sequence may necessitate additional semesters.

Revised Fall 2017

**BACHELOR OF SCIENCE IN MATHEMATICS: SECONDARY EDUCATION TRACK
SUGGESTED COURSE SEQUENCE**

FRESHMEN

1 ST Semester		2 ND Semester	
CHPL 1000 Chapel	0.5	CHPL 1000 Chapel	0.5
CEVT 1000 Cultural Events	0	CEVT 1000 Cultural Events	0
ENGL 1310 Comp and Rhetoric	3.0	ENGL 1320 Comp and Literature	3.0
MATH 1410 Calculus I	4.0	MATH 2410 Calculus II	4.0
EDUC 1210 Introduction to Education	2.0	BIOL 1410 Principles of Biology I	4.0
HIST 1350 or higher	3.0	EDUC 2230 Found. of Education	2.0
CHST 1310/1320 Old/New Testament	3.0	MATH 2430 Stats for Majors	4.0
COLL 1100/HNRS 1210 1 st Yr Exper	<u>1(2)</u>		
	16.5 (17.5)		<u>17.5</u>

SOPHOMORE

1 ST Semester		2 ND Semester	
CHPL 1000 Chapel	0.5	CHPL 1000 Chapel	0.5
CEVT 1000 Cultural Events	0	CEVT 1000 Cultural Events	0
EDUC 3410 Educational Psyc	4.0	PSYC 2385 Adolescent Psychology	3.0
COMM 2300 Oral communications	3.0	MATH 4470 Discrete Modeling	4.0
MATH 2420 Calculus III	4.0	MATH 2310 Found. of Higher Math	3.0
EDUC 1215 Integration Technology	2.0	CHST 2335 World Religions	3.0
MATH 3345 Prob & Stat II	<u>3.0</u>	EDUC 2300 Foundations of Reading	<u>3.0</u>
	16.5		16.5

JUNIOR

1 ST Semester		2 ND Semester	
CHPL 1000 Chapel	0.5	CHPL 1000 Chapel	0.5
MATH 3310 Linear Algebra	3.0	ARTS 1300, MUSC 1300, or THTR 1300	3.0
EDUC 3350 The Exceptional Learner	3.0	MATH 31XX Math Ed. Tech Seminar	1.0
*EDSE 4340 Classroom Mgmt.	3.0	MATH 3200 Math Teacher Asst.	2.0
*EDSE 3290 Curriculum Develop ^{##}	2.0	MATH 3390 History of Faith and Math	3.0
PHYS 1410 Physics I	4.0	PHYS 1420 Physics II	4.0
HLSC 1300/ PHED 1200 Intro Health/Physical Fitness	<u>3(2)</u>	*EDSE 3395 Read/Writing in the content ^{##}	<u>3.0</u>
	18.5(17.5)		16.5

SENIOR

1 ST Semester		2 ND Semester	
CHPL 1000 Chapel	0.5	CHPL 1000 Chapel	0.5
MATH 3350 Found. of Geometry	3.0	EDSE 4600 Directed Student Teaching	<u>12.0</u>
MATH 3320 Abstract Algebra	3.0		12.5
MATH XXXX Math Elective	3.0		
* MAED 4310 Math Methods ^{###}	3.0	General Education Requirements: 39 hours	
Elective	3.0	Mathematics Major: 52 hours (includes 3 math elective hrs)	
*MAED 4210 Seminar Curriculum	<u>2.0</u>	Education track: 41 hours;	
	17.5	General elective: 3 hours (135 hours)	

*Requires admission to the Teacher Education Program for Secondary Education.

^Students must take two credit hours of the Mathematics TA course. These two hours can be spread out over two semesters.

Field Experience in EDUC 1210, EDUC 3410, EDUC 3395, MAED 4310, EDUC 3290

#=each symbol represents 10 hours of field placement (observation, teaching, etc.)

Bachelor of Science Degree in Social Studies Education with History Concentration

Suggested Course Sequence

First Year

Fall Semester		Spring Semester	
___ COLL 1100	1	___ ENGL 1320 Comp & Literature	3
___ ENGL 1310 Comp & Rhetoric	3	___ HIST 1360 West Civ. since 1715	3
___ HIST 1350 West Civ. to 1715	3	___ PLSC 2310 American National Gov't	3
___ MATH 1315 or higher	3	___ PSYC 2310 General Psychology	3
___ GEOG 2300 Intro to Geography (FO)	3	___ EDUC 2230 Foundations of Education	2
___ EDUC 1210 Introduction to Education (20 hrs. field experience)	2	___ PHED 1200 Fitness & Wellness	2
___ CHPL	.5	___ CHPL	.5
___ CEVT		___ CEVT	.5
	15.5		16.5

Second Year**

___ COMM 2300 Oral Communication	3	___ SOCY 2340 Anthropology (SO)	3
___ PLSC 2350 Intro. to Int. Relations(FO)	3	___ EDUC 1215 Integration of Technology	2
___ HIST 2360 Historical Research/Writing	3	___ EDUC 2300 Foundations of Reading	3
___ ECON 2310 Prin. of Macroeconomics	3	___ ECON 2320 Prin. of Microeconomics	3
___ HIST 2310 US History to 1865	3	___ HIST 2320 US History since 1865	3
___ SOCY 2310 Intro to Sociology	3	___ EDUC 3410 Educational Psychology (10 hrs. field experience)	4
___ CHPL	.5	___ CHPL	.5
___ CEVT		___ CEVT	.5
	18.5		18.5

Third Year

___ BIOL XXXX BIOLOGY ELECTIVE	4	___ EDUC 3350 Exceptional Learner	3
___ HIST XXXX NON-WEST ELECTIVE	3	___ HIST XXXX WEST CIV ELECTIVE	3
___ HIST XXXX WEST CIV ELECTIVE	3	___ CHST 2335 World Religions	3
___ EDSE 3290 Curriculum Development* (20 hours field experience)	2	___ EDSE 3395 Reading in Content Area* (20 hours field experience)	3
___ EDSE 4340 Classroom Management*	3	___ PSYC 2385 Adolescent Psychology	3
___ HIST XXXX WEST CIV ELECTIVE	3	___ HIST 3360 Science, Tech, & Society(SO)	3
___ CHPL	.5	___ CHPL	.5
	18.5		18.5

Fourth Year***

___ SSED 4390 Senior Seminar for SSE (FO)	3	___ EDSE 4600 Directed Student Teach*	12
___ PHYSICAL SCIENCE ELECTIVE	4	___ CHPL	.5
___ SSED 4310 Methods Sec Soc St* (FO) (30 hours field experiences)	3		12.5
___ CHST 1310/20 Old or New Testament	3		
___ CHPL	.5		
	16.5		

If students desire to lighten their semester credit loads it is recommended that they take summer school courses.

BIOLOGY ELECTIVE OPTIONS: BIOL 1435, 1450, 1460

PHYSICAL SCIENCE ELECTIVE OPTIONS: PHSC 1420, 1425, PHYS 1450, & CHEM 1440

*Requires admission to the Secondary Teacher Education Program

**Students MUST pass the PRAXIS I (Reading, Writing, & Math) or have met SAT/ACT equivalent and in the Spring apply for admission to the Secondary Teacher Education Program.

***In the Fall students MUST pass the PRAXIS II (10081 & 20083) and PLT (30524) exams.

FO = only offered in Fall SO = only offered in Spring

Bachelor of Arts Degree in Spanish Education

Suggested Course Sequence

First Year

Fall Semester		Spring Semester	
___ COLL 1100 FYE	1	___ ENGL 1320 English Comp & Lit	3
___ ENGL 1310 English Comp & Rhetoric	3	___ SPAN 2310 Spanish 3	3
___ HIST 1350 or 1360	3	___ LING 2320 Intro to Linguistics	3
___ MATH 1315 or higher	3	___ CHST 1310 or 1320	3
___ SPAN 1320 Spanish 2	3	___ EDUC 2230 Foundations of Education	2
___ EDUC 1210 Introduction to Education (20 hrs. field experience)	2	___ PHED 1200 Concepts of Phys. Fitness	2
___ CHPL		___ CHPL	.5
___ CEVT	.5	___ CEVT	.5
	<u>15.5</u>		<u>16.5</u>

Second Year**

___ SPAN 2320 Spanish 4	3	___ SPAN 2360 Int. Span. Gram and Comp	3
___ EDUC 2300 Foundations of Reading	3	___ SPAN 2330 Int. Span. Conversation	3
___ EDUC 3410 Educational Psychology (10 hours field experience)	4	___ PHYSICAL SCIENCE ELECTIVE	4
___ COMM 2300 Oral Communication	3	___ EDUC 1215 Integration of Technology	2
___ PSYC 2385 or PSYC 2310	3	___ MUSC1300, ARTS1300 or THTR1300	3
___ CHPL	.5	___ CHPL	.5
___ CEVT	.5	___ CEVT	.5
	<u>16.5</u>		<u>15.5</u>

Third Year

___ SPAN 3360 AdvSpan Conversation(FO)	3	___ SPAN 3365 AdvSpan Gram&Comp(SO)	3
___ SPAN 4320 Spanish Linguistics (FO)	3	___ SPAN 3335 Intro to Span Literature (SO)	3
___ EDUC 3350 Exceptional Learner	3	___ SPAN 4310 Spanish Phonetics (SO)	3
___ EDSE 3290 Curriculum Development* (20 hours field experience)	2	___ EDSE 3395* Reading & Writing in Content Area (20 hours field experience)	3
___ EDSE 4340 Classroom Management*	3	___ BIOL XXXX BIOLOGY	4
___ CHPL	.5	ELECTIVE	.5
	<u>15.5</u>	___ CHPL	.5

	14.5		16.5
		Fourth Year***	
___ SPED 4310* World Lang Method. (30 hours field experience)(FO)	3	___ EDSE 4600 Directed Student Teach* ___ CHPL	12 .5
___ SPAN 3375 Span Culture & Civ(FO)	3		
___ SPAN 4390 Span Senior Seminar(FO)	3		
___ SPAN Lit Elective (3340–43)	3		
___ CHST 2335 World Religions	3		
___ CHPL	.5		
	15.5		12.5

If students desire to lighten their semester credit loads it is recommended that they take summer school courses.

FO = Fall Only SO = Spring Only

BIOLOGY ELECTIVE OPTIONS: BIOL 1435, 1450, 1460

PHYSICAL SCIENCE ELECTIVE OPTIONS: PHSC 1420, 1425, PHYS 1450, & CHEM 1440

*Requires admission to the Secondary Teacher Education Program

**Students MUST pass the PRAXIS Core (Reading, Writing, & Math) or have met SAT/ACT equivalent and in the Spring apply for admission to the Secondary Teacher Education Program.

***Prior to student teaching the student MUST pass the PRAXIS II and PLT exams.

Student must achieve an “Advanced Low,” or higher, OPI rating prior to student teaching. **Fall 2017**

North Greenville University – College of Education Diversity Standards

- The candidate understands how diversity affects teaching and learning.
 - Conceptual Framework Outcome 1: Proficiency D: The candidate plans and implements lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn.
 - Conceptual Framework Outcome 1: Proficiency F: The candidate uses a variety of effective instructional techniques, models, methods, and materials in a logical sequence for teaching and learning.
- The candidate treats all students fairly and respectfully.
 - Conceptual Framework Outcome 2: Proficiency A: The candidate exhibits personal responsibility, trustworthiness, fairness, and teamwork in the school community.
 - Conceptual Framework Outcome 2: Proficiency B: The candidate respects, values, and holds high expectations for all students creating an inclusive learning environment.
 - Conceptual Framework Outcome 2: Proficiency C: The candidate designs and maintains an effective, safe learning environment that meets the child’s physical, social, emotional, and cognitive needs.
 - Assessment of Dispositions Outcome 1: Proficiency C: The candidate demonstrates a positive attitude toward teaching/students.
 - Assessment of Dispositions Outcome 2: Proficiency A: the candidate promotes nurturing and kindness
 - Assessment of Dispositions Outcome 2: Proficiency C: The candidate creates a nurturing environment
- The candidate values collaboration and displays tolerance and respect when working with others.
 - Conceptual Framework Outcome 2: Proficiency E: The candidate values cooperation, practices collaboration and displays tolerance and empathy when working with colleagues and families.
 - Assessment of Dispositions Outcome 1: Proficiency D: The candidate displays a positive attitude toward the profession, colleagues, and authority.
 - Assessment of Dispositions Outcome 2: Proficiency B: The candidate values relationships.
- The candidate demonstrates reflective thinking and understands how his/her choices impact students and their families.
 - Conceptual Framework Outcome 3: Proficiency C. The candidate reflects on his choices and biases in order to build strong relationships with learners, families, colleagues, and the community.
 - Assessment of Dispositions Outcome 3: Proficiency C: The candidate practices reflective inquiry.

<p>Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes:</p>	<p>43-58.1, other states, the media, and individual complaints.</p>
<ul style="list-style-type: none"> • incompetence, • willful neglect of duty, • willful violation of the rules and regulation of the State Board of Education, • unprofessional conduct, • drunkenness, • cruelty, • crime against the law of this state or the United States, • immorality, • any conduct involving moral turpitude, • dishonesty, • evident unfitness for the position for which one is employed, • sale or possession of narcotics, • obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts, • failure to comply with the provisions of a contract without the written consent of the local school board, • test security violation, • failure to comply with a court order for child support, and • failure for a second time to complete successfully the formal evaluation process as an annual contract teacher. 	<p>2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator’s right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.</p> <p>3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.</p> <p>4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.</p>
<p>The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:</p> <ul style="list-style-type: none"> • permanent revocation; • revocation with the right to reapply after three years, • suspension for a specified period of time; • suspension for a specified period of time, upon satisfaction <p>of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case, or public reprimand.</p>	<p>South Carolina educators have had disciplinary action taken on their certificates for</p> <ul style="list-style-type: none"> ▪ pursuing a personal, inappropriate relationship with a student; ▪ touching a student inappropriately; ▪ engaging in a physical altercation with a student; ▪ supplying drugs or alcohol to a student ▪ using a school computer to view of download pornography ▪ embezzling public funds ▪ sending or receiving prurient e-mails; ▪ violating test security; ▪ violating state or federal laws involving drugs or alcohol or other illegal behavior; ▪ committing breach of trust; and breaching a teaching contract.
<p>The process for taking disciplinary action on an educator certificate:</p>	<p>Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.</p>
<p>1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation</p>	<p>Notice of the denial, suspension or revocation of an educator’s certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.</p>

S.C. Code Ann 59-25-530 Unprofessional conduct; breach of contract

Any teacher who fails to comply with the provisions of his contract without the written consent of the school board shall be deemed guilty of unprofessional conduct. A breach of contract resulting from the execution of an employment contract with another board within the State without the consent of the board first employing the teacher makes void any subsequent contract with any other school district in South Carolina for the same employment period. Upon the formal complaint of the school board, substantiated by conclusive evidence, the State board shall suspend or revoke the teacher's certificate, for a period not to exceed one calendar year. State education agencies in other states with reciprocal certification agreements shall be notified of the revocation of the certificate.

**South Carolina Schools
Division of Teacher Quality**

ADEPT 4.0

SC's Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

Domain 1: Instruction

Domain 2: Planning

Domain 3: Classroom Environment

Domain 4: Professionalism

InTASC STANDARDS:

The Interstate New Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers, has created model standards for licensing new teachers. Drafted by representatives of the teaching profession along with personnel from 17 state education agencies, these standards represent a common core of teaching knowledge and skills which will help all students acquire 21st Century knowledge and skills. The standards were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards. This effort takes another step toward a coherent approach to educating and licensing teachers based upon shared views among the states and within the profession of what constitutes professional teaching. These standards address the knowledge, dispositions, and performances deemed essential for all teachers regardless of their specialty area.

An important attribute of these proposed standards is that they are *performance-based*; that is, they describe what teachers should know and be able to do rather than listing courses that teachers should take in order to be awarded a license. This shift toward performance-based standard setting is in line with the National Board's approach to developing standards and with the changes already occurring in a number of states. This approach should clarify what the criteria are for assessment and licensing, placing more emphasis on the abilities teachers develop than the hours they spend taking classes. Ultimately, performance-based licensing standards should enable states to permit greater innovation and diversity in how teacher education programs operate by assessing their outcomes rather than their inputs or procedures.

Competencies sought:

- A. Demonstrate knowledge of human development theory and research that relates to the educational, social, psychological, physical, and emotional growth of students.
- B. Demonstrate knowledge related to the needs and problems of exceptional children.
- C. Demonstrate knowledge concerning social and cultural issues related to human growth and development
- D. Demonstrate knowledge of reasons for child abuse and methods for its prevention, laws related to child abuse and caregivers, teachers, and other individuals who work with students.
- E. Recognize personal and social issues involved with drug abuse.
- F. Develop appreciation of people with diverse cultural, ethnic, and racial backgrounds.
- G. Demonstrate an understanding of career development from the perspective of development theory, self-concept theory, and personality type theory.
- H. Discover one's own learning style and the effects of personality differences on interpersonal relationships, acquisition of knowledge and leadership behavior.
- I. Develop time management skills for school and other activities
- J. Evaluate research about human development.

The INTASC standards were developed in response to the five major propositions that guide the National Board's standard –setting and assessment work:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to diverse learners.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

The InTASC Core Model Teaching Standards:

The Learner and Learning

Principle #1: Learner Development. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.

Principle #2: Learner 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.

Principle #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

Principle #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 the discipline accessible and meaningful for learners to assure mastery of the content.

Principle #5: Applications 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

Principle #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.

Principle #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.

Principle #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

Principle #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.

Principle #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.

All classroom teachers should be prepared to meet the following standards and performance indicators.

- I. **Facilitate and inspire student learning and creativity**-- Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
 - a. Promote, support, and model creative and innovative thinking and inventiveness
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- II. **Design and develop digital age learning experiences and assessments**—Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Student Standards.
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
 - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
 - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
- III. **Model digital age work and learning**—Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
 - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
 - b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation