BELHAVEN UNIVERSITY
School of Education Faculty

Dr. Sandra Rasberry
Dean, School of Education
Preston 126
(601) 968-8703
srasberry@belhaven.edu

Carol Simmons
Administrative Assistant
(601) 965-7046
cjsimmons@belhaven.edu

Undergraduate Program

Dr. Marilyn Evans
Chair, Undergraduate Teacher Education
Assistant Professor of Education
Preston 124
(601) 968-8762
mevans@belhaven.edu

Miss Bettye Quinn
Director of Elementary Education
Associate Professor of Education
Irby 204 A
(601) 968-5975
bquinn@belhaven.edu

Dr. Lydia McCardle
Professor of Education
Preston 120
(601) 968-5981
lmccardle@belhaven.edu

Dr. Claudia Nisbett
Professor of Education
Preston 121
(601) 965-7090
cnisbett@belhaven.edu

Graduate Program

Dr. David Hand
Director, Graduate Teacher Education
Professor of Education
Preston 114
(601) 965-7020
dhand@belhaven.edu

Dr. Catherine Wasson
Professor of Education
Irby 221
(601) 968-5955
cwasson@belhaven.edu

Dr. Rebekah Chiasson
Assistant Professor of Education
Preston 122
(601) 968-5957
rchiasson@belhaven.edu
# Table of Contents

## School of Education General Information

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Belhaven University Vision and Mission</td>
<td>3</td>
</tr>
<tr>
<td>School of Education Philosophy and Goals</td>
<td>3</td>
</tr>
<tr>
<td>Belhaven University School of Education Standards</td>
<td>4 - 5</td>
</tr>
<tr>
<td>Belhaven University School of Education Conceptual Framework</td>
<td>6</td>
</tr>
</tbody>
</table>

## Undergraduate Teacher Education Program and Requirements

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions of Teacher Education Candidates</td>
<td>7</td>
</tr>
<tr>
<td>Elementary Education: Core, Concentrations, and Endorsements</td>
<td>8</td>
</tr>
<tr>
<td>Secondary Education Minors: Core and Education Minor Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Education Assessment Stages (Elementary Majors and Secondary Minors)</td>
<td>9 -11</td>
</tr>
<tr>
<td>Due Process</td>
<td>11</td>
</tr>
<tr>
<td>Clinical and Field Experience- Elementary Education Majors</td>
<td>12-13</td>
</tr>
<tr>
<td>Clinical and Field Experience- Secondary Education Minors</td>
<td>14-15</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>16 -18</td>
</tr>
<tr>
<td>Kappa Delta Epsilon</td>
<td>19</td>
</tr>
<tr>
<td>Checklist of Requirements</td>
<td>20</td>
</tr>
<tr>
<td>Taskstream Assessment Requirements</td>
<td>21-22</td>
</tr>
</tbody>
</table>

## Undergraduate Teacher Education Student Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Appendix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Form- Freshman Student</td>
<td>A</td>
</tr>
<tr>
<td>Advising Form- Transfer Student/PACE</td>
<td>B</td>
</tr>
<tr>
<td>Secondary Education Advising Form</td>
<td>C</td>
</tr>
<tr>
<td>Taskstream Enrollment Information</td>
<td>D</td>
</tr>
<tr>
<td>Character Trait and Attribute Scale</td>
<td>E</td>
</tr>
<tr>
<td>Certified Background Enrollment Information</td>
<td>F</td>
</tr>
<tr>
<td>Field Experience Form</td>
<td>G</td>
</tr>
<tr>
<td>TIAI Assessment Instrument</td>
<td>H</td>
</tr>
</tbody>
</table>
BELHAVEN UNIVERSITY

UNDERGRADUATE TEACHER EDUCATION HANDBOOK

This handbook serves as a guide for students seeking a major in Elementary Education or a minor in Secondary Education. This resource intends to aid students in completing requirements for a degree and/or certification in their chosen area of study. Students should also seek the advice of a member of the faculty in the School of Education and download the University catalogue from the Belhaven Website to assist them in planning the completion of their course of study.

VISION AND MISSION

The mission of Belhaven University is to prepare men and women academically and spiritually to serve Christ Jesus in their careers, in human relationships and in the world of ideas. Belhaven University’s School of Education prepares students to enter the teaching profession who are committed to transforming teaching and learning using a variety of teaching strategies and techniques. It intends to equip teacher candidates with integrity, compassion, and justice, incorporating those qualities in all aspects of their lives. The mission of the School of Education has a long tradition of academic excellence in preparing teachers who are committed to change and innovation and the development of their leadership skills.

Student teaching is the culminating experience in the teacher education program. It requires one to display the knowledge, skills, and dispositions about teaching and learning that have accumulated throughout the undergraduate experience. Belhaven University aims to contribute to society people who are seeking to serve, not to be served.

SCHOOL OF EDUCATION

PHILOSOPHY AND GOALS

The goal of Teacher Education at Belhaven University is to prepare competent, reflective teachers who demonstrate both academic excellence and professional knowledge while providing distinctive Christian leadership and service to those they teach. The School of Education affirms the call of teachers into the profession of teaching by providing opportunities in the program that emphasize academic excellence, professional knowledge, character development, and leadership experiences. The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and other national standards studied and are reflected in our goals and objectives and are supported by the curriculum and course work in the program.
Academic Excellence

1. The candidate utilizes knowledge of content in creating learning opportunities that make subject matter meaningful and useful and promote the growth and development of all students.

   Knowledge:
   - Theories of learning and motivation
   - Acceptable, written, oral and non-verbal communication
   - Current and correct content subject matter
   - Sources for writing standard-based behavioral objectives
   - Cooperative grouping techniques as an active participation strategy

   Skills:
   - Use a variety of appropriate teaching strategies that accommodate differences in learners
   - Incorporate a variety of technology and resources into motivational lessons
   - Effectively assess, plan, and deliver instruction
   - Use prior understanding of students’ experiences to make instruction purposeful
   - Select content material and media for lessons
   - Provide learning experiences that accommodate differences in development and individual needs

Professional Knowledge

2. The candidate designs and manages learning environments that accommodate a diverse population, provide for individual differences, and enhance student achievement.

   Knowledge:
   - Methods of effective content integration of different disciplines
   - Characteristics of and strategies for a diverse classroom population
   - A variety of classroom organizational and management strategies
   - Time-on-task procedures for effective classroom environment
   - Strategies to promote effective classroom management
   - Information from current research about teaching in diverse classrooms

   Skills:
   - Analyze classroom environment and make adjustments
   - Establish effective routines and uses instructional time efficiently
   - Share timely feedback with students and adjust strategies to improve learning
   - Use wait-time to encourage higher-level thinking during questioning
   - Use information about students to plan and organize instruction to accommodate differences and individual needs
   - Build and sustain a classroom climate of acceptance, encouraging creativity, inquisitiveness, and risk-taking.
   - Use appropriate language for giving directions.
   - Monitor student participation
   - Promote high expectations and high standards for all students
3. The candidate selects and implements a variety of instructional methods and teaching strategies that develop students’ critical thinking, problem solving, and performance skills.

**Knowledge:**
- A variety of teaching strategies and techniques
- Questioning techniques to identify misconceptions or confusion and to monitor student work
- Current information and materials related to curriculum
- Sources of current research supporting differentiated lesson planning and teaching techniques for diverse learners

**Skills:**
- Apply multiple instructional techniques to meet the needs of students’ different learning styles
- Build a classroom environment conducive to learning
- Provide and build opportunities for students to interact and apply concepts in problem-solving
- Integrate multiculturalism and diversity in lessons

4. The candidate determines appropriate assessment instruments and analyzes assessment data to monitor and document student learning and to improve instruction.

**Knowledge:**
- Formal and informal assessment techniques
- Monitoring techniques during instruction
- Recordkeeping techniques

**Skills:**
- Analyze data from several sources to inform instruction
- Detect nonverbal cues from students to modify and re-teach unclear concepts
- Make academic decisions based on assessment outcomes
- Select and use appropriate assessment tools
- Utilizes assessment criteria and perform standards for students
- Communicate students’ progress to students and parents

Leadership Opportunities

5. The candidate employs the tools of self-evaluation and reflection and utilizes available resources to support professional growth and to promote school improvement.

**Knowledge:**
- Self-evaluation and reflection tools
- Sources of current research and materials for professional development

**Skills:**
- Write reflective statements evaluating teaching performance
- Plan and re-teach material based on analyzed data of student performance
- Plan for individual professional growth

Character Development

6. The candidate integrates and exhibits the Christian worldview in building inclusive learning environments that address the needs, perspectives, and diversity among students, families, colleagues, and communities.

**Knowledge:**
- Individual beliefs about the nature of God and man and how students learn and grow.

**Skills:**
- Listen and show interest in what students say and then responds appropriately
- Establish relationships with students, parents, guardians, other education professionals, and the community
- Manifests the ethical principles of a Christian professional educator.
Teacher As Servant Leader

Learning to Teach, Teaching to Serve
Dispositions of Teacher Education Candidates

The following dispositions are evaluated by faculty throughout coursework, personal interactions, and field experiences:

1. **Candidate believes that all students can learn, sees the potential in every student, and has high expectations for each student by:**
   - Actively engaging all students in cognitive and participatory learning.
   - Displaying fairness and supportiveness in order to achieve a positive learning environment.
   - Communicating high expectations for all learners.

2. **Candidate celebrates, respects, and values diversity by:**
   - Developing an awareness of multiculturalism in the classroom.
   - Celebrating diversity in the school and community.
   - Utilizing teaching techniques designed for diverse learning styles.

3. **Candidate demonstrates ethical and professional principles by:**
   - Modeling the role of a professional educator.
   - Conforming to professional and ethical standards of conduct.
   - Accepting and responding positively to constructive criticism.
   - Showing a love and enthusiasm for learning.
   - Modeling moral behavior

4. **Candidate is continually engaged in self-reflection, professional growth, and is committed to being a life-long learner by:**
   - Viewing teaching and learning as an interactive ever-evolving process
   - Participating in professional learning opportunities
   - Utilizing resources from professional organizations

5. **Candidate appreciates the importance of collaboration with other professionals, community, and family to support learning by:**
   - Committing to ongoing professional development and independent learning.
   - Demonstrating a servant attitude in the role of an instructional leader.
   - Interacting with colleagues in the schools, students, families, and the community to promote professional growth.
**Elementary Education**

Any student who wishes to major in Elementary Education must complete the teacher education core as listed in the catalogue:

K-6 requires two (2) areas of concentration, with eighteen (18) hours in each. Reading is required in the program and will be one of the two concentration areas. A minimum of eighteen (18) hours is needed in the second selected area.

**Areas of concentration** (18) include:

1. English
2. Reading
3. Mathematics
4. Science
5. Social Studies
6. Safety/ Health/ Physical Ed
7. Fine Arts
8. Special Education

**Additional areas of endorsement** may be added in:

- Remedial Reading (K-12)
- Early Childhood (P-1)
- Special Education (K-8)

---

*Core courses may be counted to meet concentration/ endorsement requirements*

Students must declare Elementary Education K-6. To teach subject areas in grades 7-12 requires **twenty-one** (21) hours in each area of endorsement sought, or passage of subject area tests.

The current online catalogue outlines course requirements in the basic professional and specialized areas in the major. Courses listed under **Core and Basic Professional** requirements should be taken prior to being admitted to teacher education.

See Appendix A and B for Advising Forms

---

*All course requirements for licensure are superseded by any change in requirements made by the Mississippi Department of Education.*

**Secondary Education**

**Secondary education minors** must complete all requirements for a **major in their chosen field**.

The teacher education core, basic professional, and specialty area coursework are also outlined in the current catalogue. Courses listed under **Core and Basic Professional** requirements should be taken prior to being admitted to teacher education.

Belhaven currently offers Education Minors in the following areas:

- English
- Math
- Music
- Social Studies

**GENERAL EDUCATION COURSES**: Students should refer to catalogue for Major specific requirements.

Alternate route certification is a process defined by the Mississippi Department of Education, and is obtained after a bachelor’s degree has been awarded. Information may be obtained from the Dean, School of Education.

---

*All course requirements for licensure are superseded by any change in requirements made by the Mississippi Department of Education.*
TEACHER EDUCATION ASSESSMENT STAGES

Elementary Education and Music Education Majors and Secondary Minors

The following assessment stages support the framework and mission of Belhaven’s School of Education by providing various performance-based measures. As you matriculate through the undergraduate program you are assessed on knowledge, skills, and dispositions required for successful teaching and learning experiences in diverse K-12 schools. The procedures provide data to make decisions about the effectiveness of the program at each level. Belhaven has developed a program in TaskStream, an online assessment program for which you will subscribe each year to complete admission application, assignments, assessments, student teaching application, and receive feedback concerning your performance.

Stage 1 - Initial Stage

At the initial stage, teacher candidates are beginning their college studies, developing career choices, progressing through general coursework, and obtaining practical experiences in the classroom. Assessment includes competency in academic content areas, development of a personal philosophy of education, and reflections of observations and experiences in educational settings.

A teacher candidate may apply to be admitted to Teacher Education when he/she has:

a) completed **44 coursework** hours;  b) obtained an **overall GPA of 2.75** or higher and c) obtained **Passing scores** on required tests – see below:

**PRAXIS I:** Prior to 9/1/2013 (Current scores valid if passing scores obtained prior to 9-1-2013*)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0710 or 5710</td>
<td>172</td>
</tr>
<tr>
<td>Writing</td>
<td>0720 or 5720</td>
<td>173</td>
</tr>
<tr>
<td>Math</td>
<td>0730 or 5730</td>
<td>172</td>
</tr>
</tbody>
</table>

**ACT/ SAT Alternates to Praxis**

ACT Acquired Score of 21 with no subtest less than 18.
SAT Acquired Score of 860

**Core Academic Skills for Educators (CASE) (New Praxis Test): Effective 9/1/2013**

If a candidate has not passed the Praxis I test before 9/1/2013, the candidate must take the new tests.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>Writing</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5732</td>
<td>150</td>
</tr>
</tbody>
</table>

*Note: The MDE will accept PPST scores taken before 9/1/2012 until 9/1/2012, if teacher candidates took and passed the tests before 9/1/2012 and applies for a license by 9/30/2014. Teacher Candidates must have completed the program and have been recommended by the university.
Stage 2 - Specialty Stage

In order to take education courses in the specialty stage, students must be admitted to the Teacher Education Program. Educational Requirements are subject to change. It is the teacher candidate’s responsibility to check requirements through the Education Department. In the specialty stage, teacher candidates have been formally admitted to the teacher education program by providing verification of coursework:

- Academic Core and Grade Point Average (GPA)
- Test Scores
- Character Attribute Recommendations (2 required)
- Application to Teacher Education
- Candidate Background Check

Candidates are presented with a gold card, which identifies them as a teacher education candidate. The specialty coursework in this stage provides teacher candidates with rich experiences that are based on state and national teaching standards as well as the Common Core State Standards and the Mississippi Curriculum Framework.

Teacher candidates majoring in elementary education spend 66 hours working with students, designing lessons, and implementing instruction based on needs of the learner. Secondary teacher candidates spend 48 hours. Faculty members serve as cognitive coaches providing feedback, suggestions, and assistance as candidates plan and deliver instruction.

The teacher candidate must: (1) successfully pass the PLT and Content Area Specialty Test (PRAXIS II) prior to applying to student teaching and before being approved to student teach. A passing score for Mississippi on the Principles Learning & Teaching K-6 is 160 for Elementary Education Curriculum Instruction Assessment is 158; other subject areas are noted in this document. All tests must be passed prior to the beginning of student teaching.

PROFESSIONAL LEARNING TESTS (PLT)

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0622</td>
<td>160</td>
</tr>
<tr>
<td>0524</td>
<td>157</td>
</tr>
<tr>
<td>0624</td>
<td>157</td>
</tr>
</tbody>
</table>

SUBJECT AREA TESTS

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary K-6</td>
<td>0011; 5011</td>
<td>158</td>
</tr>
</tbody>
</table>

English Language and Literature 7-12 Test Code: 0041 Passing Score: 157
Mathematics 7-12 Test Code: 0061 Passing Score: 128
Music 7-12 Test Code: 0113 Passing Score: 161
Social Studies 7-12 Test Code: 0081 Passing Score: 150

An application for student teaching must be filed with the Director of Field Experiences during the Spring Semester prior to the Fall semester of the senior year student teaching is to occur. The candidate must be approved for student teaching and complete SOS during the Fall term of the senior year. The candidate must also complete an End of the School Year Experience in the Fall or Spring term of the senior year. See the director of Field Experiences for concerns and questions.
The application stage places a greater responsibility on the teacher candidates as they prepare for a career in teaching. This stage assesses a candidate’s ability to design, implement, assess, and reflect on all aspects of the teaching act. Candidates are placed with a cooperating K-12 teacher who has at least three years teaching experience. This is the stage where teacher candidates spend fifteen weeks applying their knowledge and skills in the classroom.

The Director of Field Experiences and area administrators of K-12 schools jointly decide on candidates’ placement for the 15-weeks of student teaching. The schools may be public, private, or parochial. Student Teaching is comprised of 15 weeks of supervised classroom experience. Teacher candidates are expected to design, implement, and assess lessons that reflect the various needs of the learners. See student teaching for more specific information. The teacher candidate must take the PRAXIS II specialty area tests prior to or during stage 3.

The professional stage is the capstone of a candidate's experiences and efforts to become a teacher. Candidates must:

- Create a Mississippi Teacher licensure account online with MDE ELMS system
- Secure the recommendation of Dean or Chair online with MDE
- Submit to the Mississippi State Department of Education an official transcript (may be e-scripted) and an original copy of test scores.

**DUE PROCESS**

Students entering Belhaven must follow the admission requirements as formulated by the University and stated in the University catalogue. In addition, the teacher education student must follow all policies as stated in this handbook. Belhaven does not discriminate based on race, sex, creed, national origin, or handicap.

Students are guaranteed Due Process in their efforts to enter teacher education. However, no exceptions are made to entrance requirements and the prerequisites for student teaching since these are governed by the Mississippi Department of Education.

Student may appeal in writing to the Chairman of the Education Department. The disposition of the appeal will be made by the members of the Education Department. All other academic grievances would follow the policy of the University as outlined in *The Kilt*. 
Field and Clinical Experiences – Elementary Education Majors

Belhaven requires various field and clinical based experiences in the classroom setting. These experiences provide the student with opportunities to observe, participate, and plan for instruction. Candidates are usually placed in the Jackson Metro area in cooperation with and support from local schools and school districts. Students will be required to undergo fingerprinting and background check prior to placement. Field experiences include the following:

Pre-Admittance Courses Field Experiences (Stage One)
Declared education majors may take these courses before being admitted to Teacher Education.

EDU 200 - Introduction to Education
- Minimum of fifteen (15) hours of observation in a variety of classroom settings.
- Requires a written reflection of experiences

PSY 221 – Child Development – Observe in pre-school and early childhood setting.

PSY 342 – Psychology of the Exceptional Child - Requires visits to schools with exceptional populations

Clinical and Field Experiences after Admission to Teacher Education (Stage Two)
In order to register for specialized coursework, students must have been admitted to Teacher Education.

EDU 307 – Science for Children
- Judge two science fairs
- Elementary and middle school.

EDU 308 - Mathematics for Children
- Ten (10) hours of math classroom observation and tutoring
- Elementary (K-5) and/or middle school (6th grade)

REA 311 – Two presentations in K-4 classroom

REA 323 - Early Literacy I
- Five (5) hours of classroom tutoring.
- Candidates plan lessons.
- Tutor in K-3 setting with special needs.

REA 324 - Early Literacy II
- Five (5) hours of classroom tutoring.
- Assignment as a book buddy to one or more students.

REA 326 - Diagnostic and Correction of Reading
- Five (5) hours of assessment and Interventions in a Classroom.

REA 327 - Middle Level Literacy & Content
- Two (2) hours of class work
- One (1) hour clinical in grades 6th-8th

EDU 395 - Junior Senior Internship – Linked to EDU 332 Methods for Elementary Teachers (Register for both)
- Forty (40) hours in an assigned classroom.
- Eight (8) hours at the Children Museum
- Candidates observe and teach five (5) day unit (TIAI-based prepared and taught in classroom setting)
- Work with whole class, small groups and assist the classroom teacher.
Elementary Student Teaching Clinical Field Experience (Stage Three)
In order to register for specialized coursework, students must have been admitted to Teacher Education and passed the Praxis II Content Area Assessments

SOS- Start of School Experience – Linked to Student Teaching for Fall or Spring Term
- Requires completion of 5-8 days assisting a classroom teacher in preparation for the beginning of the school year.
- Requires a Reflection Log: A detailed narrative of daily classroom activities,
- A record of hours
- Final evaluation by the classroom teacher.

EYE - End of School Year Experience- Linked to Student Teaching for Fall or Spring Term
- Requires completion of 5-8 days assisting a classroom teacher in preparation for the ending of the school year.
- Requires a Reflection Log: A detailed narrative of daily classroom activities and/or tasks
- A record of hours
- Final evaluation by the classroom teacher.

Education - 400, 401, 402 (3 credit hours)
- Linked to EDU 406 Classroom Management (1) credit hour
- Fifteen (15) weeks of assigned classroom experience.
- Placement acquired by the Director of Field Experiences, Dr. McCardle
- Written daily lesson plans
- TIAI teaching unit
- Final Professional Portfolio
- Seminar participation
- completion of Praxis II specialty subject area test
- Case study.

Service Projects: Candidates are expected to participate in various service activities sponsored by the School of Education.
Field and Clinical Experiences Secondary Education Minors

Belhaven requires various field and clinical based experiences in the classroom setting. These experiences provide the student with opportunities to observe, participate, and plan for instruction. Candidates are usually placed in the Jackson Metro area in cooperation with and support from local schools and school districts. Students will be required to undergo fingerprinting and background check prior to placement. Field experiences include the following:

Pre-Admittance Field Experiences (Stage One)

Declared education minors may take these courses before being admitted to Teacher Education.

EDU 200- Introduction to Education
- Minimum of fifteen (15) hours of observation in a variety of classroom settings.
- Requires a written reflection of experiences

EDU 231- Adolescent Psychology/Developmental Psychology -- Observe in middle or high school setting visits to schools with exceptional populations

PSY 342 – Psychology of the Exceptional Child - Requires visits to schools for exceptional populations

Clinical and Field Experiences after Admission to Teacher Education (Stage Two)

In order to register for specialized coursework, students must have been admitted to Teacher Education.

EDU 395- Junior/Senior Internship – Linked to EDU 351 Methods for Elementary Teachers (Register for both)
- Forty (40) hours in an assigned classroom.
- Eight (8) hours at the Children Museum
- Candidates observe and teach five (5) day unit (TIAI-based prepared and taught in classroom setting)
- Work with whole class, small groups and assist the classroom teacher.

REA 325- Content Reading Skills (If REA 325 is not available secondary students make take REA 327)

REA 327-Middle Level Literacy & Content Reading
- Two (2) hours of class work
- One (1) hour clinical in grades 6th-8th

Secondary Student Teaching Clinical Field Experience (Stage Three)

In order to register for specialized coursework, students must have been admitted to Teacher Education and passed the Praxis II Content Area Assessments

SOS- Start of School Experience – Linked to Student Teaching for Fall or Spring Term
- Requires completion of 5-8 days assisting a classroom teacher in preparation for the beginning of the school year.
- Requires a Reflection Log: A detailed narrative of daily classroom activities, a record of hours, and a final evaluation by the classroom teacher.

End of School Year Experience- Linked to Student Teaching for Fall or Spring Term
- Requires completion of 5-8 days assisting a classroom teacher in preparation for the ending of the school year.
- Requires a Reflection Log: A detailed narrative of daily classroom activities and/or tasks, a record of hours, and a final evaluation by the classroom teacher.
Education 403, 404, 405, (3 credit hours)
- Linked to EDU 406 Classroom Management (1) credit hour
- Fifteen (15) weeks of assigned classroom experience.
- Placement required by the Director of Field Experiences
- Fifteen (15) weeks of assigned classroom experience.
- Placement acquired by the Director of Field Experiences, Dr. McCardle
- Written daily lesson plans
- TIAI teaching unit
- Final Professional Portfolio
- Seminar participation
- completion of Praxis II specialty subject area test
- Case study.

*Service Projects: Candidates are expected to participate in various service activities sponsored by the School of Education.*


STUDENT TEACHING (Elementary Majors and Secondary Minor)

Every student seeking certification for teaching in any area is expected to arrange his/her schedule so that one semester of the senior year can be devoted to fifteen weeks of student teaching. A student must have been admitted to the Teacher Education Program before he/she is eligible to practice teach.

Prerequisites for Student Teaching:

- **Application:** You must complete an application for student teaching (both fall and spring semesters) during the academic year prior to student teaching by **March 15th** to the director of Field Experiences -Dr. McCardle, via TaskStream.

- **Chapel Exemption Form:** Student teachers are required to complete the Chapel Exemption Form found in the Student Leadership Office.

- **Schedule:** Every student seeking certification for teaching in any area is expected to arrange his/her schedule so that one semester of the senior year can be devoted to student teaching.

- **Prerequisites:** A student must have been admitted to the Teacher Education Program and have completed the following prerequisite courses before he/she is eligible to complete student teaching:

  Elementary: EDU 303, EDU 304, EDU 306, EDU 307, EDU 308, EDU 332, EDU 395, REA 323, REA 324, EDU 327

  Secondary: EDU 395, EDU 351

95% of core requirements and basic professional courses must also be completed.

- **End of Year experience (EYE):** EYE is a field experience conducted in the **Spring semester.** It consists of 2–3 days (12-15 hours) of assisting classroom teachers with the process of testing and closing of the school year. Assignments are made by the Director of Field Experiences and the cooperating school administrators. Both fall and spring teacher candidates are required to participate. EYE is designed to provide observation time and valid experiences in the assigned classroom prior to the student teaching internship.

- **Start of School (SOS):** SOS is a field experience conducted in the **Fall semester.** It consists of 5 – 8 days of assisting classroom teachers with the process of opening of school. Assignments are made by the Director of Field Experiences and the cooperating school administrators. Both fall and spring teacher candidates are required to participate. SOS is designed to provide observation time and valid experiences in the assigned classroom prior to the student teaching internship.

- **15 weeks:** Student teaching internship at Belhaven University requires **15 full weeks (75 days)** of supervised classroom experience. Student teachers are expected to observe, assist, and teach during this time. If the university’s Academic Calendar requires, student teaching days may be amended to 14 weeks in the spring semester.

- **Absences:** When a student is not able to report to school, he/she must report the
impending absence to the school principal, the cooperating teacher, and to the University supervising teacher. Any absences must be made up at the end of the student teaching experience. SOS days are not used as make up days. They are part of the student teaching experience. All absences must be made up. If the student teacher is absent more than 15 days during student teaching, he/she must retake student teaching.

Supervision:

A student teacher is under the supervision of a designated teacher in the school in which the student teacher is placed. The responsibilities of the student teacher and the cooperating teacher are found in the appropriate manuals given at the time of student teaching.

Seminars and conferences are scheduled by the Director of Student Teaching and the University supervisor during the time of the student teaching. Students will be notified in advance of special meetings.

It is the policy of Belhaven University that each student teacher is visited a minimum of three (3) times but as many as necessary.

Selection of Student Teaching Sites:

It is the policy of Belhaven University to place student teachers in the Metro Jackson Area or within a 50-mile radius. All exceptions must be filed with the Chair and approved by the Dean of the School of Education or a special Education Advisement Committee appointed by the Chair. Students are not to contact schools about student teaching. This is the responsibility of the Director of Student Teaching.

Student Teaching Calendar:

Student teachers are to follow the schedule of the school in which you have been assigned. Any exceptions must be approved by the Chair of the Department, or Dean of the School of Education.

Discipline:

Disciplinary measures used by the student teacher must conform to the instructions of their cooperating teacher. Under NO circumstances should student teachers administer corporal punishment.

Specific responsibilities of the Student Teacher are outlined in the student teacher manual. General guidelines are listed below:

1. Be thoroughly prepared each day. **KNOW WHAT TO TEACH AND HOW TO TEACH IT.**
2. Become actively involved in the instructional program of the school through observation, teaching, and conferences.
3. Participate in planning conferences with the cooperating teacher.
4. Observe other teachers if possible.
6. Report to the teaching assignments and leave from school at the required time of regular staff members.
7. Attend seminars at the University and fulfill all other requirements as directed by the University supervising teacher.
Requirements for successful completion of student teaching:

- Successful rating on each section of the Teacher Intern Assessment Instrument (TIAI)
- Satisfactory rating on the Disposition Checklist conducted by both cooperating classroom teacher and University supervisor
- Satisfactory rating on the Final Evaluation conducted by both cooperating classroom teacher and University supervisor
- Completed student teacher notebook with reflections
- Successful completion of Professional Portfolio
- Completion of specialty area test (PRAXIS II)
- Candidates who fail to achieve an average of C or higher on the final student teacher assessments will be required to complete the student teaching experience the next semester. At any time during the student teaching experience a candidate may be asked to complete a professional development plan if the supervisor and/or cooperating teacher recommends remediation in any area.
**Kappa Delta Epsilon**

Kappa Delta Epsilon (KDE) is an honorary educational fraternity, which supports the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment and professional ideals among its members. We are an active group engaged in preparing our members for the teaching profession. Kappa Delta Epsilon was organized March 25, 1933 in Washington, DC.

**Creed**

To love, respect, understand, and guide the student for a life of unfolding possibilities is the task of the teacher; to give aid, counsel, and support to fellow teachers and to all agencies promoting the love of truth, beauty, and goodness is the privilege of the teacher.

**Membership Categories**

- Collegiate – undergraduate or graduate students enrolled in teacher education and faculty members at the same facility
- Alumni – graduates of teacher education in a four year institution, and current or former teachers
- Honorary – either national or local chapter (number is limited)
- Members at large – former collegiate or alumni members not currently affiliated with a chapter

Belhaven University sponsors the Rho Chapter of this national honorary educational fraternity. We invite all education major/minors to seek membership. The chapter works to orient students to the program, involve students in service projects, and promote scholarship and leadership. See Dr. Lydia McCardle, Co-Advisor.
Checklist of Requirements

Stage One

✓ Major/Minor cards completed and turned in to registrar’s office during sophomore year or upon transferring.
✓ Passage of required tests to be admitted to Teacher Education (taken during the second semester of the sophomore year - Praxis I, ACT, SAT, see requirements for admittance to Teacher Education).
✓ Completion of 44 Core Hours
✓ Attained a GPA of 2.75 or higher
✓ Application for admissions into Teacher Education completed and filed with the Chairman of the Department of Education after completion of all requirements.
✓ Background check completed
✓ All Taskstream requirements for Stage One

Stage Two

✓ Completion of specialty courses
✓ Principles of Learning and Teaching (PTL) and Content Area Specialty Tests passed prior to applying for student teaching
✓ Application for student teaching - completed and filed with the Chairman of the Department of Education two semesters before student teaching, must include Personal Biography in trifold format
✓ All Taskstream requirements for Stage Two

Stage Three

✓ Successfully passed both Praxis II tests prior to be placed for student teaching.
✓ Completion of all student teaching requirements (to include initial submission of portfolio)
✓ Application for graduation
✓ All Taskstream requirements for Stage Three

Stage Four

✓ Christian Worldview Reflection
✓ Exit interview
✓ Licensure application complete with Dean’s signature.
✓ All Taskstream requirements for Stage Four
## Elementary Education TaskStream Assessment Requirements

### STAGE ONE:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Admission to Teacher Education</strong></td>
<td><strong>STAGE ONE</strong></td>
</tr>
<tr>
<td><strong>Academic Core</strong></td>
<td>Write in academic core classes or upload transcript from Blazenet</td>
</tr>
<tr>
<td><strong>Test Scores</strong></td>
<td>Upload ACT, SAT, or Praxis I/CASE Official Reports</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td>2.75 or higher</td>
</tr>
<tr>
<td><strong>Philosophy of Education Paper</strong></td>
<td>Mandatory assignment in EDU 200 class, but not required to be admitted to Teacher Education</td>
</tr>
<tr>
<td><strong>Character Attribute Scale 1</strong></td>
<td>Scales completed by professors and former professors, or if PACE, administrators, teachers from your district</td>
</tr>
<tr>
<td><strong>Character Attribute Scale 2</strong></td>
<td>Scales completed by professors and former professors, administrators, teachers from your district</td>
</tr>
<tr>
<td><strong>Professional Development Plan</strong></td>
<td>Continuous input through program and completed during student teaching</td>
</tr>
<tr>
<td><strong>Application for Admittance</strong></td>
<td>Complete this application in full and submit it to the Chair of the Department of Undergraduate Education.</td>
</tr>
<tr>
<td><strong>Candidate Background</strong></td>
<td>Each student is required to complete a background check.</td>
</tr>
</tbody>
</table>

### STAGE TWO:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIALTY</strong></td>
<td><strong>STAGE TWO</strong></td>
</tr>
<tr>
<td><strong>Unit Plan</strong></td>
<td>EDU308</td>
</tr>
<tr>
<td><strong>Reading DRA Lesson</strong></td>
<td>REA324</td>
</tr>
<tr>
<td><strong>Science Lesson</strong></td>
<td>EDU307</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>EDU304</td>
</tr>
<tr>
<td><strong>Discipline Plan</strong></td>
<td>EDU306</td>
</tr>
<tr>
<td><strong>Methods Unit</strong></td>
<td>EDU332/351</td>
</tr>
<tr>
<td><strong>CWV Reflection</strong></td>
<td>EDU332/351 &amp; 395</td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>EDU395- Evaluation by Cooperating Teacher. Must be opened for University Supervisor to input scores.</td>
</tr>
<tr>
<td><strong>Internship Disposition Evaluation</strong></td>
<td>EDU395- Must be opened for University Supervisor to input evaluation.</td>
</tr>
<tr>
<td><strong>Character Attributes 1</strong></td>
<td>Request evaluations from two faculty members</td>
</tr>
<tr>
<td><strong>Character Attributes 2</strong></td>
<td>Request evaluations from two faculty members</td>
</tr>
<tr>
<td><strong>Application Student Teaching</strong></td>
<td>Candidates must complete the information on the custom form and submit it to the Director of Field Experiences.</td>
</tr>
<tr>
<td><strong>PLT/PRAXIS II Score</strong></td>
<td>Elementary Code: 0522 Secondary Code: 0524</td>
</tr>
<tr>
<td><strong>PRAXIS II</strong></td>
<td>Content Specialty Exam Score</td>
</tr>
<tr>
<td><strong>EYE (End OF Year Experience)</strong></td>
<td>You are to visit one or more classrooms during the final weeks of the spring term of school.</td>
</tr>
<tr>
<td><strong>Professional Development Plan</strong></td>
<td>Only for designated students</td>
</tr>
<tr>
<td>✓</td>
<td><strong>Application</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Start of School Reflection (SOS)</strong></td>
<td>Describe activities you participated in prior to students arrival, and after students began</td>
</tr>
<tr>
<td><strong>Student Teacher Information and School Profile</strong></td>
<td>Student submits school placement information to the director of field experiences</td>
</tr>
<tr>
<td><strong>TIAI Evaluation by University Supervisor</strong></td>
<td>TIAI Evaluation 2012&lt;br&gt;Scoring: Auto-calculated average</td>
</tr>
<tr>
<td><strong>TIAI Evaluation by Cooperating Teacher</strong></td>
<td>TIAI Evaluation 2012&lt;br&gt;Scoring: Auto-calculated average</td>
</tr>
<tr>
<td><strong>Assessing Student Achievement</strong></td>
<td>Verifying student achievement based on TIAI instructional activities</td>
</tr>
<tr>
<td><strong>Case Study</strong></td>
<td>Case study of a special needs student as identified in classroom assignment</td>
</tr>
<tr>
<td><strong>Reflective Analysis</strong></td>
<td>A reflective analysis of the student teaching experience and experiences with diverse populations</td>
</tr>
<tr>
<td><strong>Dispositions rating by Cooperating Teacher</strong></td>
<td>Candidates request cooperating teacher to submit a Disposition Scale</td>
</tr>
<tr>
<td><strong>Dispositions rating by University Supervisor</strong></td>
<td>Candidates request supervising teacher to submit a Disposition Scale</td>
</tr>
<tr>
<td><strong>Final Evaluation by Cooperating Teacher</strong></td>
<td>Final Evaluation of the total student teaching experience by the cooperating Teacher</td>
</tr>
<tr>
<td><strong>Final Evaluation by University Supervisor</strong></td>
<td>Final Evaluation of the total student teaching experience by the supervising Teacher</td>
</tr>
<tr>
<td><strong>Self-rating Scale</strong></td>
<td>Reflect on each disposition and rate yourself using the given criteria</td>
</tr>
<tr>
<td><strong>Professional Resume</strong></td>
<td>Write a professional resume</td>
</tr>
<tr>
<td><strong>Teaching Philosophy</strong></td>
<td>Candidates complete a teaching philosophy based on reflections of the student teaching experience</td>
</tr>
<tr>
<td><strong>Reflections on Growth</strong></td>
<td>Final requirements of your student teaching experiences throughout the program</td>
</tr>
<tr>
<td><strong>Professional Development Improvement Plan</strong></td>
<td>Any area of deficiency is identified during the student teaching experience by either the cooperating teacher or college supervisor</td>
</tr>
<tr>
<td>✓</td>
<td><strong>Professional</strong></td>
</tr>
<tr>
<td><strong>Candidate Evaluation</strong></td>
<td>Open the Program Evaluation by Teacher Candidate form, and follow the directions for completing the rating scale.</td>
</tr>
</tbody>
</table>