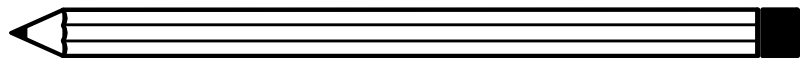


TEACHER EDUCATION HANDBOOK

**DEPARTMENT OF EDUCATION
BELHAVEN COLLEGE
JACKSON, MS 39202**



BELHAVEN COLLEGE

Teacher Education Handbook

This handbook is provided for students majoring in Elementary Education or minoring in Secondary Education. It is intended as a guide to aid students in completing requirements for a degree and/or certification in their chosen area of study. Students should also use the current college catalogue and seek the advise of a member of the faculty in the Department of Education to assist them in the completion of their program of study.

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UCHECKLIST

TMajor/Minor cards completed and turned in to registrar's office during sophomore year or upon transferring.

TPassage 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).

TCompletion of 44 Core Hours

TAttained a GPA of 2.5 or higher

TApplication for admissions into Teachers Education completed and filed with the Chairman of the Department of Education after completion of all requirements.

TApplication for student teaching- completed and filed with the Chairman of the Department of Education one semester before student teaching.

TPrinciples of Learning and Teaching Tests taken during senior year before student teaching.

TSubject Area Assessment Test Taken during last semester of Senior year in the area of major.

TCompletion of student teaching experience, application for graduation, exit interview.

TLicensure application complete with Dean's signature.

GOALS

The goal of teacher education at Belhaven College is to prepare competent teachers who demonstrate both academic excellence and professional knowledge and who provide distinctive Christian leadership and service to those they teach.

The educational unit believes that the four areas in our conceptual framework support this goal and provide the basis of the objectives for our unit.

ACADEMIC EXCELLENCE:

The educational unit seeks to provide experiences that will enable the teacher candidate to:

1. Demonstrate a knowledge of subject-matter content, critical thinking skills and creative inquiry.
2. Communicate ideas clearly and effectively in reading, writing, and speaking.

CHARACTER DEVELOPMENT:

The educational unit seeks to promote the personal and spiritual development of the teacher candidate to result in:

1. The integration of the Christian World Life view into their interaction with coworkers/colleagues, students, parents and members of the community.
2. The development of personal values which recognize that in our diverse society each individual has value and worth as a child of God.

LEADERSHIP OPPORTUNITIES:

The educational unit seeks to provide students with experiences for the development of leadership skills by providing opportunities to:

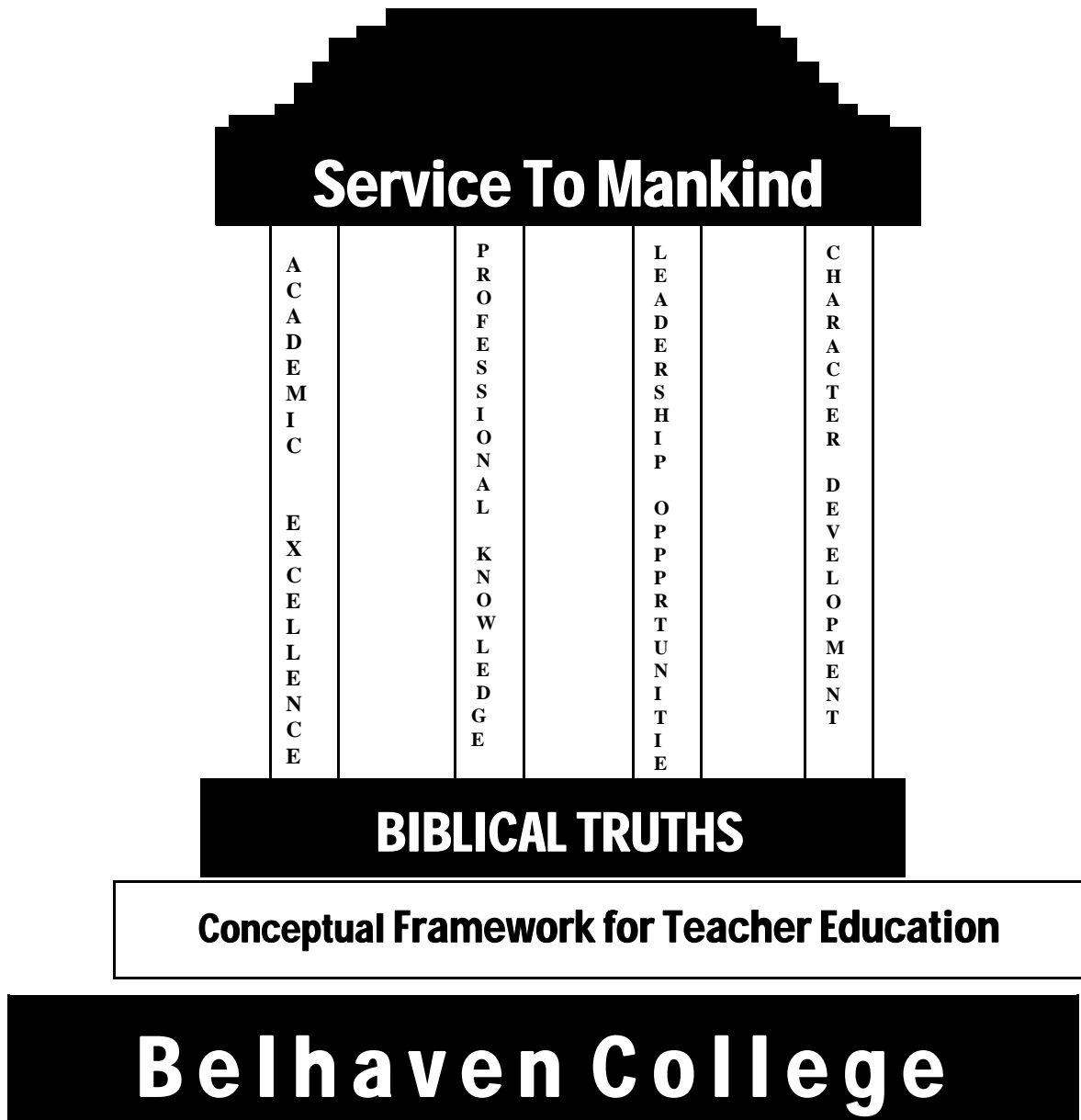
1. Participate actively in the campus educational organization and its various activities.
2. Become familiar with and use professional journals, to read and interpret research data, and to have a knowledge of the goals and functions of professional organizations related to their field.
3. Participate in activities that enhance church, home, school and community relationships.
4. Demonstrate a servant attitude in their role as an instructional leader.

PROFESSIONAL KNOWLEDGE:

The educational unit seeks to provide instruction directed toward students' acquisition of skills and knowledge so that they may:

1. Demonstrate an understanding and use of a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
2. Select and use strategies and materials that are appropriate for various learning styles and ability levels.
3. Effectively use supplementary materials, innovative teaching strategies and computer technology to enhance learning and professional productivity.
4. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Teacher As Servant Leader



**This conceptual framework reflects the goal of the Education Department:
to prepare competent teachers who demonstrate both
academic excellence and professional knowledge
while providing distinctive Christian leadership
and service to those they teach.**

Elementary Education

The candidates wanting to major in Elementary Education must complete the teacher education core as listed in the catalogue. A student must also select two (2) areas of content study with a minimum of eighteen (18) hours in each area. Students may elect to major in K-4 and Early Childhood, which does not require areas of concentration. Core courses may be counted toward the areas of:

- | | |
|---------------------------------|---------------------------------|
| 1. English | 7. Fine Arts |
| 2. Reading | 8. Computer Science |
| 3. Mathematics | 9. Math/Computer (24 hrs.) |
| 4. Science | 10. Science/Computer (24 hrs.) |
| 5. Social Studies | 11. Foreign Language (one area) |
| 6. Safety/ Health/ Physical Ed. | 12. Special Education |

Additional areas of endorsement can be added in:

- | | |
|-----------------------|----------------------------------|
| Computer Education | Remedial Reading |
| Early Childhood (P-1) | Mild\ Moderate Special Education |

The current catalogue outlines course requirements in the basic professional and specialized area in the major. Admission to Teacher Education is required before speciality classes can be taken.

Secondary Education

Secondary education minors must complete all requirements for a major in their field. The teacher education core, basic professional and specialty area course work is outlined in the current catalogue. Alternate route certification is a process defined by the State Department of Education. Information may be obtained from the chair of the Department of Education.

Internships

Belhaven requires many clinical based experiences in the classroom setting. These experiences provide the student with opportunities to observe, participate and plan for instruction. These internships are usually in the Metro area in cooperation with and support from local schools and school districts. They include the following:

Education 201- Pre-teaching Field Experience

Requires a minimum of 15 hours of observation in a variety of classroom settings.

Education 395- Junior\Senior Internship

Requires 48 hours in an assigned classroom.

Must have been admitted to Teacher Education.

Must give service hours by teaching Junior Achievement lessons in selected schools.

SOS- Start of School Experience

Requires a 5-8 day placement in a school during the first days of school.

Required of Seniors who will be completing their student teaching either Fall or Spring Term. Is a part of the student teaching requirement.

Education 400-405 - Student Teaching

Requires 15 weeks of assigned classroom experience.

Requires placement by the Education Department

**Requirements for Admission to
Teacher Education**

1. Attain an overall grade point average of at least 2.5 on all hours earned and accepted by Belhaven College.
2. Complete 44 hours of the required core courses as outlined in the catalogue.
3. Obtain a passing score on any one of the following:

<u>Praxis I</u>	or	<u>Computer PPST</u>	ACT	SAT
Reading 170		Reading 170	composite	overall
Writing 172		Writing 172	of 21 with	860
Math 169		Math 169	no subtest below 18	

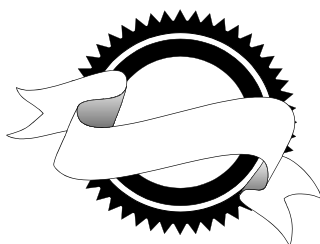
Students should request all scores be sent to Belhaven College Code 1055. Verification of ACT/SAT may be on transcripts or some other form.

Requirements for Graduation

Students are required to take the following tests to graduate and receive licensure from the State Department of Education:

1. Principles of Teaching and Learning in one of the following:
 - Elementary: K-6 or 5-9 (30522) Score - 152
 - Secondary: 7-12 (30524) Score - 152
2. Appropriate subject assessment or specialty area tests in:

	<u>CODE</u>	<u>Score</u>
Art K-12	(10133)	139
Biology	(20235)	550
Elementary K-8	(10016)	135
English	(10041)	530
Mathematics	(10061)	123
Music	(10113)	139
Social Studies	(10081)	143



STUDENT TEACHING

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. A student must have been admitted to the Teacher Education Program before he/she is eligible to do student teaching.

Prerequisites for Student Teaching

1. An application must be submitted the semester prior to student teaching.
2. Have an overall grade point average of 2.5.
3. Admission into teacher education must have been granted no later than one semester prior to student teaching.
4. All failures and incomplete grades must be removed prior to student teaching.
5. Attain senior status.
6. Course work: The following must be taken before student teaching:

Elementary Education: EDU 332; REA 323 Basic Reading; & EDU 395

Secondary Education: EDU 351 & EDU 395

If a student has transferred these courses they must either audit these classes, or show they have met the requirements of the class before they can be granted credit for course work.

7. SOS - Start of School Experience

Requires a 5-8 day placement in the Fall semester during the first week of the K-12 school Required of all seniors completing their student teaching in either the Fall or Spring term.

8. PLT - Principals of Learning and Teaching Test requirement.

The student must have successfully completed this test requirement at least 1 semester prior to student teaching.

Student teaching usually begins the second Monday of each semester and lasts *fifteen (15)* weeks. Students will begin and end each day at the same time as the cooperating teacher.

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 college supervisor during the time of the student teaching. You will be notified in advance of the meetings.

It is the policy of Belhaven College that each student teacher will be visited a minimum of three (3) times.

Selection of Student Teaching Sites

It is the policy of Belhaven College to place student teachers in the Metro Jackson Area or within a 50 mile radius (check) for exceptions must be filed with the chair and approved by the Teacher Education Council. Students are not to contact schools about student teaching. This is the responsibility of the Director of Student Teaching.

Student Teaching Calendar

The student teachers are to follow the schedule of the school in which they have been assigned. Any exceptions must be approved by the Chair of the Department and the Teacher Education Council.

Absences

When a student is not able to report to school, he/she must report the impending absence to the school principal and to the college supervising teacher. Any absences must be made up at the end of the student teaching experience. If the student teacher is absent more than 15 days during student teaching, he/she must retake student teaching.

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.

GENERAL GUIDELINES

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.
5. Be professional. Dress like a teacher and act like a teacher.
6. Report to the teaching assignments and leave from school at the required time of regular staff members.
7. Attend seminars at the college and fulfill all other requirements as directed by the college supervising teacher.



SEMESTERS IN WHICH COURSES ARE TAUGHT

<u>Fall</u>	<u>Spring</u>	<u>Course</u>
X	X	EDU 200 Intro to Ed.
X	X	EDU 201 Pre-Teaching Fd. Exp.
X	X	EDU 221 Child Development
X		EDU 231 Adolescent Development
X	X	EDU 301 Educational Psychology
X	X	EDU 331 Measurement and Eval.
X		REA 311 Literature Based Reading Skills
	X	REA 312 Critical Reading Skills in Lit.
X		REA 323 Basic Reading Skills
	X	REA 324 Developmental Reading Skills
X		REA 325 Content Reading Skills
X	X	REA 326 Diagnostic Reading Skills
X		EDU 303 Language Arts & Skills
	X	EDU 304 Social Sciences for Children
	X	EDU 307 Science and HPE for Children
X		EDU 308 Mathematics for Children
X	X	EDU 332 Methods in Elem. Ed./Secondary Ed.
X	X	EDU 351 Methods in Secondary School Teaching
X	X	EDU 395 Internship
X	X	EDU 400-401-402 Directed Observation & Teaching in Elem. School
X	X	EDU 403-404-405 Directed Observation & Teaching in Secondary School
X	X	EDU 406 Classroom Management

*Classes are regularly scheduled at these times, but are subject to change or cancellation.

Kappa Delta Epsilon

Belhaven College 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.

FINAL GRADES AND DUE PROCESS

Students entering Belhaven must follow the admission requirements as formulated by the college and stated in the college catalogue. In addition, the teacher education student must follow all policies as stated in this handbook.

Belhaven does not discriminate on the basis of race, sex, creed, national origin or handicap.

Students are guaranteed "Due Process" in their efforts to enter teacher education. No exceptions are made to entrance requirements and the prerequisites for student teaching since these are governed by the State Department of Education. Once admission is granted, if there are grievances, the 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 and the Academic Dean of the college.

The student is guaranteed "Due Process" in all instances related to admissions, retention and grades. "Due Process" is also granted in cases relating to certification if all courses specified by the college are met. The student is responsible for knowing and fulfilling all requirements.

"Due Process" is granted for grades assigned in student teaching. The final grades for student teaching will be based on several evaluations. Three grades will be given based on: the cooperating teacher's final evaluation; the college supervisor's final evaluation; the student's lesson plans; classroom teaching; seminars; and the senior portfolio.



