

Teacher Education Handbook



*The Department of Education is a learning
community preparing teachers and
administrators to be caring, effective
practitioners in today's schools.*

**Department of Education
Southwest Baptist University**

Fall 2010



FOREWORD

The *Teacher Education Handbook*, the University Catalog, the University Student Handbook, and special publications of the Department of Education at Southwest Baptist University comprise the regulations and procedures students must follow to complete the Teacher Education Program.

The Teacher Education Program at Southwest Baptist University prepares teachers at the undergraduate and graduate levels for both public and Christian schools. These programs combine strong academic study with a variety of practical clinical experiences.

This handbook was created for students entering under the 2010-2011 catalog. For students entering before 2010, please refer to the catalog under which you entered for coursework requirements.



DEPARTMENT OF EDUCATION

Mission Statement

The Department of Education is a learning community preparing teachers and administrators to be caring, effective practitioners in today's schools.

Vision Statement

The Department of Education endeavors to prepare students for careers in teaching by:

- building a strong knowledge base in educational theory and developmentally appropriate practice;
- linking knowledge, academic theory, and practice through diverse clinically-based experiences;
- promoting the use of technology in schools;
- integrating Christ-like values in daily school interactions by helping students become moral, ethical teachers and administrators;
- promoting reflective thinking about school experiences; and
- promoting professional development and life-long learning.

KNOWLEDGE BASE OF THE TEACHER EDUCATION PROGRAM

ACADEMIC PREPARATION

ELEMENTARY EDUCATION CERTIFICATION

Bachelor of Science Degree

Grades 1-6

General Education and University Graduation Requirements

Communication Studies (9 hours)

ENG 1113 AND
 ENG 2213 English Composition I and II 6 hours
or
 ENG 1123 Honors Composition

COM 1103 *or* Fundamentals of Speech
 COM 2393 Interpersonal Communication 3 hours

Fine Arts/Cultural Studies (6 hours)

Choose one course from the Fine Arts area 3 hours
 FAR 1003 Introduction to Fine Arts
 FAR 1013 Introduction to Art
 FAR 1023 Introduction to Music
 GEO 1103 Geography (meets cultural studies component)..... 3 hours



Social Studies (12 hours)

ECO 2003	L.I.F.E. Economics	3 hours
POL 1113	American Government.....	3 hours
HIS 2213 <i>or</i>		
HIS 2223	United States History I <i>or</i> II	3 hours
EDU 2113	Educational Psychology (also counts as professional education)	3 hours

Technical Studies (15 hours)

BIO 1004	Principles of Biology	4 hours
CIS 1103	Introduction to Computing	3 hours
MAT 2293	Math for Elementary/Middle School Teachers II	3 hours
PHS 2005	Physical Science for Elementary and Middle School Teachers	5 hours

University Studies (2 hours)

UNI 1111	University Seminar	1 hour
UNI 1121	Critical Thinking.....	1 hour

Graduation Requirements (10 hours)

BIB 1013	Old Testament History.....	3 hours
BIB 1023	New Testament History	3 hours
SPF 2012	Introduction to Spiritual Formation	2 hours
HPE1162	Foundations of Physical Fitness/Wellness	2 hours

Pedagogy/Professional Education

EDU 2113	Educational Psychology.....	3 hours
EDU 2121	Field Experience Level 1 (observing/assisting)	1 hour
EDU 2313	Foundations of Education	3 hours
EDU 2343	Emergent Literacy.....	3 hours
EDU 2353	Children's Literature.....	3 hours
EDU 2823	Technology for Educators.....	3 hours
EDU3002	Teaching Social Sciences in Early Childhood/Elem Education	2 hours
EDU3022	Teaching Social Sciences in Early Childhood/Elem Education II.....	2 hours
EDU 3114	Teaching Reading/Lang Arts in Early Childhood/Elem Educ I	4 hours
EDU 3124	Teaching Reading/Lang Arts in Early Childhood/Elem Educ II	4 hours
EDU 3143	Integ Art, Music & Mvt into the Early Childhood/Elem Classroom	3 hours
EDU 3162	Teaching Integrated Math in Early Childhood/Elem Education.....	2 hours
EDU 3182	Teaching Integrated Science in Early Childhood/Elem Education.....	2 hours
EDU 3311	Field Experience 2 in Early Childhood (F/S).....	1 hour
EDU 3321	Field Experience 2 in the Elementary School (F/S).....	1 hour
EDU 3823	Behavior & Classroom Mgmt in Early Childhood/Elem Education.....	3 hours
EDU 4691	Student Teaching Seminar (Block)	1 hour
EDU 4832	Assessment and Evaluation of Learners (Block).....	2 hours
EDU 4842	Teaching Diverse Learners (Block).....	2 hours
EDU 4929	Student Teaching in the Elementary School (Block)	10 hours
HPE 3092	Standard First Aid.....	2 hours
MAT 2283	Math for Elementary and Middle School Teachers I.....	3 hours
PSY 3053	Child Development	3 hours

Content Area

Elementary Education majors (Bolivar campus only) must choose a second area of certification. Content courses are listed on program sheets in the Department of Education and on the website.



MIDDLE SCHOOL EDUCATION CERTIFICATION
Bachelor of Science Degree
Grades 5-9

General Education and University Graduation Requirements

Communication Studies (9 hours)

ENG 1113	AND		
ENG 2213		English Composition I and II	6 hours
	<i>or</i>		
ENG 1123		Honors Composition	
COM 1103	<i>or</i>	Fundamentals of Speech	
COM 2393		Interpersonal Communication	3 hours

Fine Arts/Cultural Studies (5-6 hours)

Choose one course from the Fine Arts area			3 hours
FAR 1003		Introduction to Fine Arts	
FAR 1013		Introduction to Art	
FAR 1023		Introduction to Music	
Choose one course from Cultural Studies			2-3 hours
ENG 2312		Survey of World Lit	
GEO 1103		Geography	
HIS 1113		Intro to History of the World Civilization: Earliest Times to Renaissance	
HIS 1123		Intro to History of the World Civilization: Renaissance to Present	
SOC 2012		Human Diversity	
ICS 2901/2911		Same-culture/Cross-cultural Service Project	

Social Studies (12 hours)

ECO 2003		L.I.F.E. Economics <i>or</i> *ECO 2023 Microeconomics.....	3 hours
POL 1113		American Government	3 hours
HIS 2213	<i>or</i>		
HIS 2223		United States History I <i>or</i> II.....	3 hours
EDU 2113		Educational Psychology (also counts as professional education).....	3 hours

Technical Studies (15 hours)

BIO 1004		Principles of Biology	4 hours
CIS 1103		Introduction to Computing	3 hours
MAT 1143*		College Algebra	3 hours
PHS 1004	<i>or</i>	Intro to Physical Science	
PHS 1114*		Intro to Earth Science.....	4 hours

University Studies (2 hours)

UNI 1111		University Seminar.....	1 hour
UNI 1121		Critical Thinking	1 hour

Graduation Requirements (10 hours)

BIB 1013		Old Testament History	3 hours
BIB 1023		New Testament History.....	3 hours
SPF 2012		Introduction to Spiritual Formation	2 hours
HPE 1162		Foundations of Physical Fitness/Wellness	2 hours

*Specific content areas have requirements that may differ from the University general education requirements.



Pedagogy/Professional Education

EDU 2113	Educational Psychology.....	3 hours
EDU 2131	Field Experience Level 1 (observing/assisting) in Middle/Jr High	1 hour
EDU 2313	Foundations of Education	3 hours
EDU 2463	Foundations of Middle School.....	3 hours
EDU 2512	Teaching Reading in Middle School.....	2 hours
EDU 3613	Teaching Reading in Content Areas.....	3 hours
EDU 3833	Behavior & Classroom Management – secondary section	3 hours
EDU 4473	Psychology of Middle School Student	3 hours
EDU 3331	Field Experience Level 2 in Middle School.....	1 hour
EDU 4493	Middle School Curriculum.....	3 hours
EDU 4___	Methods of Teaching in each concentration area	4-6 hours
EDU 2823	Technology for Educators	3 hours
MAT 2283	Math for Elem/Middle School Teachers I (MS Math)	3 hours
HPE 3092	Standard First Aid.....	2 hours
EDU 4112	Teaching Writing (Block)	2 hours
EDU 4691	Student Teaching Seminar (Block)	1 hour
EDU 4832	Assessment and Evaluation of Learners (Block).....	2 hours
EDU 4842	Teaching Diverse Learners (Block).....	2 hours
EDU 4939	Student Teaching in Middle School/Jr High (Block).....	10 hours

Content Area

Middle School Education majors must choose two areas of certification. Content courses are listed on program sheets in the Department of Education and on the website.

CERTIFICATION IN CONTENT AREAS

Bachelor of Science Degree

Grades 9-12, K-12

General Education and University Graduation Requirements

Communication Studies (9 hours)

ENG 1113	AND		
ENG 2213		English Composition I and II	6 hours
	<i>or</i>		
ENG 1123		Honors Composition	
COM 1103	<i>or</i>	Fundamentals of Speech	
COM 2393		Interpersonal Communication	3 hours

Fine Arts/Cultural Studies (5-6 hours)

Choose one course from the Fine Arts area	3 hours	
FAR 1003	Introduction to Fine Arts	
FAR 1013	Introduction to Art	
FAR 1023	Introduction to Music	
Choose one course from Cultural Studies	2-3 hours	
ENG 2312	Survey of World Lit	
GEO 1103	Geography	
HIS 1113	Intro to History of World Civilization I: Earliest Times to Renaissance	
HIS 1123	Intro to History of World Civilization II: Renaissance to Present	
SOC 2012	Human Diversity	
ICS 2901/2911	Same-culture/Cross-cultural Service Project	



Social Studies (12 hours)

ECO 2003	L.I.F.E. Economics <i>or</i> *ECO 2023 Microeconomics.....	3 hours
POL 1113	American Government.....	3 hours
HIS 2213 <i>or</i>		
HIS 2223	United States History I <i>or</i> II.....	3 hours
EDU 2113	Educational Psychology (also counts as professional education).....	3 hours

Technical Studies (15 hours)

BIO 1004	Principles of Biology	4 hours
CIS 1103	Introduction to Computing.....	3 hours
MAT 1143*	College Algebra	3 hours
PHS 1004 <i>or</i>	Intro to Physical Science	
PHS 1114	Intro to Earth Science.....	4 hours

University Studies (2 hours)

UNI 1111	University Seminar.....	1 hour
UNI 1121	Critical Thinking.....	1 hour

Graduation Requirements (10 hours)

BIB 1013	Old Testament History	3 hours
BIB 1023	New Testament History.....	3 hours
SPF 2012	Introduction to Spiritual Formation	2 hours
HPE 1162	Foundations of Physical Fitness/Wellness	2 hours

*Specific content areas have requirements that may differ from the University general education requirements.

Pedagogy/Professional Education

EDU 2113	Educational Psychology	3 hours
EDU 2141	Field Experience Level 1 (observing/assisting) in Secondary Schools.....	1 hour
EDU 2313	Foundations of Education (secondary section).....	3 hours
EDU 2823	Technology for Educators	3 hours
EDU 3333	Principles/Methods of Secondary School.....	3 hours
EDU 3341	Field Experience Level 2 Secondary Schools	1 hour
EDU 3613	Teaching Reading in the Content Areas.....	3 hours
EDU 3833	Behavior & Classroom Management	3 hours
EDU 45__	Methods Teaching 1 st and 2 nd Teaching Fields	2-3 hours
EDU 4832	Assessment and Evaluation of Learners (Block).....	2 hours
EDU 4842	Teaching Diverse Learners (Block).....	2 hours
EDU 4691	Student Teaching Seminar (Block)	1 hour
EDU 4949	Student Teaching Secondary 9-12 (Block).....	10 hours
or		
EDU 4959	Student Teaching K-12 School (Block)	10 hours
PSY 3063	Human Growth & Development (K-12).....	3 hours
or		
PSY 4033	Adolescent Development (9-12)	3 hours

Content Area

Students seeking certification in a content area should complete a major in the content area. Content courses are listed on program sheets in the Department of Education and on the website.



MoSTEP Quality and Performance Indicators (Student Goals and Objectives)

Quality Indicator / Goal 1: The SBU student will understand the central concepts, tools of inquiry, and structures of the chosen discipline(s) within the context of a global society and create meaningful learning experiences for students.

Performance Indicators / Objectives: The SBU student will

- 1.1 know the discipline applicable to the certification area(s) as defined by Subject Competencies for Beginning Teachers in Missouri.
- 1.2 present the subject matter in multiple ways.
- 1.3 use learners' prior knowledge when identifying learning objectives and choosing instructional strategies.
- 1.4 engage learners in the methods of inquiry used in the chosen discipline.
- 1.5 create interdisciplinary learning experiences.

Quality Indicator / Goal 2: The SBU student will understand how learners learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of all students.

Performance Indicators / Objectives: The SBU student will

- 2.1 know and identifies child/adolescent development.
- 2.2 strengthen prior knowledge with new ideas.
- 2.3 encourage responsibility in learners.
- 2.4 know theories of learning.

Quality Indicator / Goal 3: The SBU student will understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Performance Indicators / Objectives: The SBU student will

- 3.1 identify prior experience, learning styles, strengths and needs of learners.
- 3.2 design and implement individualized strategies of instruction for learners based on their prior experience, learning styles, strengths and needs.
- 3.3 know when and how to access specialized services to meet individual students' needs.
- 3.4 connect instruction to students' prior experiences and family, culture, and community.

Quality Indicator / Goal 4: The SBU student will recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon student, district, and state performance standards.

Performance Indicators / Objectives: The SBU student will

- 4.1 select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- 4.2 create lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.
- 4.3 evaluate plans relative to long- and short-term goals and adjusts them to meet students' needs and to enhance learning.



Quality Indicator / Goal 5: The SBU student will know how to use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performance Indicators / Objectives: The SBU student will

- 5.1 select alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet learner needs.
- 5.2 actively engage the learner to promote the development of critical thinking, problem solving, and performance capabilities.

Quality Indicator / Goal 6: The SBU student will understand individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators / Objectives: The SBU student will

- 6.1 know motivation theories and behavior management strategies and techniques in a classroom setting.
- 6.2 manage time, space, transitions and activities in a classroom effectively.
- 6.3 engage students in decision making.

Quality Indicator / Goal 7: The SBU student will understand effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators / Objectives: The SBU student will

- 7.1 model effective verbal/nonverbal communication skills.
- 7.2 demonstrate sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communication.
- 7.3 support and expand learner expression in speaking, writing, listening, and other media.
- 7.4 use a variety of media communication tools.

Quality Indicator / Goal 8: The SBU student will understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Performance Indicators / Objectives: The SBU student will

- 8.1 employ a variety of formal and informal assessment techniques to enhance and monitor his/her knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies.
- 8.2 use assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal learning goals.
- 8.3 evaluate the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- 8.4 maintain useful records of student work and performance and communicate student progress based on appropriate indicators, to the learner, parents, and other colleagues.



Quality Indicator / Goal 9: The SBU student will understand that a reflective practitioner is one who [applies the ethical practices of the profession and] continually assesses the effects of [his/her] choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more student learning.

Performance Indicators / Objectives: The SBU student will

- 9.1 apply a variety of self-assessment and problem-solving strategies for reflecting on practice, its influence on growth and learning, and the complex interaction between them.
- 9.2 use resources available for professional development.
- 9.3 practice professional ethics.

Quality Indicator / Goal 10: The SBU student will understand how to foster relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.

Performance Indicators / Objectives: The SBU student will

- 10.1 participate in collegial activities designed to make the entire school a productive learning environment.
- 10.2 talk and listen to students, be sensitive and responsive to signs of distress, and seek appropriate help as needed to solve the problems.
- 10.3 seek opportunities to develop relationships with the parents and guardians of students, and seek to develop cooperative partnerships in support of student learning and well-being.
- 10.4 identify and use the appropriate school personnel and community resources to help learners reach their full potential.

Quality Indicator / Goal 11: The SBU student will understand theories and applications of technology in educational settings and will have adequate technological skills to create meaningful learning opportunities for all students.

Performance Indicators / Objectives: The SBU student will

- 11.1 demonstrate an understanding of instructional technology concepts and operations;
- 11.2 plan and design effective learning environments and experiences supported by informational and instructional technology;
- 11.3 implement curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
- 11.4 use technological applications to facilitate a variety of effective assessment and evaluation strategies;
- 11.5 use technology to enhance personal productivity and professional practice;
- 11.6 demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology in pre-kindergarten through grade twelve (PK-12) schools and apply that understanding in practice.

Quality Indicator / Goal 12: The SBU student will understand the role a Christian teacher plays in promoting the success of all students by acting with integrity, fairness, and compassion to those they teach.

Performance Indicators / Objectives: The SBU student will

- 12.1 model ethical behavior and decision making in the classroom
- 12.2 treat each student as an individual based on educational, social, and cultural needs.
- 12.3 develop a caring, classroom community.



CERTIFICATION PROGRAMS

Elementary Education Major (1-6)

On the Bolivar campus elementary education majors must complete 21 or more semester hours that will qualify the student to obtain an added certificate in one of the following areas:

- Early Childhood (Birth-Grade 3)¹
- K – 9 Art¹
- K – 9 Health¹
- K – 9 Physical Education¹
- K – 9 Spanish¹
- Middle School Education 5-9 (Choose one content area)

Elementary - Mountain View Extension Center (1-6)

At the Mountain View campus students complete a twenty-one (21) hour concentration in social science.

Middle School Education Major (5-9)

Middle School Education majors must complete a minimum of 21 semester hours in two of the following areas of concentration:

- Language Arts (5-9)
- Mathematics (5-9)
- Science (5-9)
- Social Science (5-9)
- Spanish (K-9)¹
- Speech (5-9)¹

*The four concentration areas require 24 hours when paired with Spanish or Speech.

Certification in Content Areas (9-12, K-12)

SBU is approved by the State Board of Education to offer coursework leading to initial certification in the following content areas:

- Art (K-12)
- Biology Education (9-12)
- Chemistry Education (9-12)
- General Science (9-12)¹
- English (9-12)
- Health (K-12¹, 9-12¹)
- Mathematics (9-12)
- Music (Instrumental, Vocal) (K-12)
- Physical Education (K-12, 9-12)
- Social Studies (9-12)
- Speech and Theatre (9-12)
- Unified Science
 - Chemistry 9-12 (Certificate)
 - Biology 9-12 (Certificate)

¹ Program for add-on certification only



ADMITTANCE TO THE TEACHER EDUCATION PROGRAM

BENCHMARK 1

- **Complete education file**
The student's file must be complete in the Department of Education. (File materials may be obtained in the Department of Education).
- **GPA 2.0**
All college level work ever attempted is calculated in the grade point average (GPA). Students must furnish transcripts to the Department of Education for all college work taken at other colleges or universities. Only professional education courses taken from approved Missouri junior colleges or regionally-accredited out-of-state four year colleges with approved teacher education programs can be used to meet certification requirements.
- **C-BASE scores**
Students must pass all five sections (*English, Writing, Math, Science, and Social Studies*) of the College-Basic Academic Subjects Examination (C-BASE), within a two year period. The State of Missouri has set the score of 235 as passing for each section. Students should plan to take the C-BASE in the spring of their freshman year or in the fall of their sophomore year. Transfer students should take the C-BASE during their first semester at SBU. (See the Director of Career Services to register for the test). The examination is given on campus several times during the fall and spring semesters. An informational brochure and study materials for the C-BASE exam are available in the Department of Education.
- **Background check**
All students must submit to and receive State of Missouri background clearance. (A **\$10.00** fee (for Field Experience I; \$18.00 fee for Practica) is attached to all clinical experiences to cover this expense.)
- **General education requirements and lower level education course work**
Students must have completed all lower-level general education requirements and all 1000 and 2000 level courses required in each of the areas in which they are seeking certification unless permission has been granted to do otherwise. A grade of "C" or better must be earned in all education coursework.
- **Field Experience 1 (or Practicum for Early Childhood)**

Level of Clinical Experience	When and Prerequisites	Nature	Duration	Credit Hours
Benchmark 1	After the completion of education file, 2.0 GPA and enrollment form.	Observe/Assist a classroom teacher in a school setting during the sophomore or second year of teacher preparation.	A minimum of thirty clock hours for Field Experience 1. A minimum of 60 clock hours for Practicum 1 and 2.	One hour of pass/fail credit for Field Experience 1. Letter grade for Practicum 1 and 2.



BENCHMARK 2

- **GPA 2.5**
Students must have a minimum cumulative GPA of 2.5 on a 4.0 scale. Students must attain a minimum cumulative 2.5 GPA in **each area** in which they are seeking a teaching certificate. Professional education courses must be completed with a GPA of 2.5 and with no grade lower than a “C.” PSY 3063, Human Growth and Development; PSY 3053, Child Development; or PSY 4033, Adolescent Development is included as a professional education course for education students. HPE 3053, Measurement and Evaluation in PE, and HPE 4043, Adapted Physical Education, are included in the professional education requirements for PE majors.
- **Department recommendation and Teacher Education Council**
Students must receive a favorable recommendation by each department in which certification is sought. Students receiving departmental recommendation are presented to the Teacher Education Council for a vote of acceptance into the program. Candidates will be notified in writing as to acceptance or rejection after this official vote. *Prior to formal admittance, students may not enroll in any upper-level education courses.*
- **Background check**
All students must submit to and receive State of Missouri background clearance. (A **\$10.00** fee is attached to all clinical experiences to cover this expense.)
- **Complete upper level content and/or education course work**
Students must complete all professional education courses (EDU) and required content courses unless permission has been granted for exceptions.
- **Degree audit**
A degree audit is an evaluation of the academic record to determine if the catalog requirements for graduation and for the teaching certificate have been met. The evaluation is made by the registrar, the advisor, the heads of major departments, and by the Certification Officer/Coordinator of Clinical Experiences. Students should request a degree audit when they have completed 70-80 hours of college work.
- **Field Experience 2**

Level of Clinical Experience	When and Prerequisites	Nature	Duration	Credit Hours
Benchmark 2	Concurrently with Methods; admitted into Teacher Education Program, 2.5 GPA, documented ACT/SAT score, passing C-BASE on all sections (junior/senior)	Built on first experience, teach a minimum of four lessons under the guidance of the cooperating teacher and university professor.	Continuous block of time consisting of 30 clock hours for Field Experience 2 in Middle School or Secondary and 150 clock hours for Field Experience 2 in Elementary.	One hour of pass/fail credit.



BENCHMARK 3

- **Pass Praxis II**
Students are required to complete the state-prescribed exit assessment which includes the passing of the appropriate Praxis II Subject Assessment/Specialty Area Test before they will be granted a teaching certificate by the State of Missouri. Beginning spring 2002, **all teacher certification-seeking students must pass the appropriate Praxis exam BEFORE being allowed to student teach.** The Praxis is the final assessment examination for certification required by the Department of Elementary and Secondary Education as a demonstration of pedagogy and/or content competence. If the Praxis is not passed, an elementary or middle school education student who has met course and hour requirements could graduate with a degree in education without certification. If a secondary education student does not pass the Praxis and specified course and hour requirements have been met, the student could choose to graduate with a degree in the content area. (An informational brochure and Praxis II study guides are available in the Department of Education).
- **Complete block coursework and seminar**
Students must enroll in block courses only during the professional/student teaching semester. Students are also required to attend any announced seminars or meetings held during the academic year in which they will be completing their professional block/student teaching semester.
- **FBI background check**
Students must submit to and pass FBI background check. The fee is paid by the preservice candidate. This background check is required for certification.
- **Student teaching (12 weeks)**

Level of Clinical Experience	When and Prerequisites	Nature	Duration	Credit Hours
Benchmark 3	Senior Year/Preservice teachers placed within 50-mile radius	Student teach under the supervision of a cooperating teacher, prepares block and lesson plans based on the cooperating teacher's curriculum following student teaching schedule.	Twelve weeks	Ten credit hours; Point System Evaluation

See additional information on page 13.

- **Electronic portfolio**
Students are required to establish and maintain a professional portfolio throughout their educational program of study. Those entering SBU from fall 2004 forward will submit an electronic portfolio. Two copies of the electronic portfolio should be submitted near the end of the student teaching.

BENCHMARK 4

- **Recommendation for certification**
Final recommendation for certification in the state of Missouri is determined by satisfactory completion of college course work required for graduation and certification.



Student Teaching Semester

The block/student teaching semester is normally taken during the senior year and is open only to students who have been unconditionally admitted to the Teacher Education Program. The first four and one-half (4 ½) weeks of the semester is spent in concentrated study in the professional block program for which the student receives four to seven (4-7) hours of credit. The remainder of the semester is spent in student teaching at a cooperating school(s) for which the student receives ten hours (10) of credit.

In order to enroll and participate in the student teaching semester, a student must have been unconditionally admitted to the program, must have attained (and must maintain during the block) the required grade point average (GPA) and must meet other requirements as stated in the *Teacher Education Handbook* and the University catalog. Students will be required to furnish a physical examination report on the form provided by the Department of Education during the first portion of the block.

Students who have been placed on disciplinary probation will not be permitted to enter the block semester until they have completed one full semester in residence after having been removed from probation.

The student teaching experience is the culmination of the Teacher Education Program. When students are in this phase of professional preparation, they are expected to devote full time to those activities that will give them a good start toward becoming excellent teachers. Professional attitudes developed and displayed by students at this time will determine to a large degree their employment potential at a later date. The observations and opinions of the cooperating teacher(s) and University supervisors are highly regarded by superintendents and principals seeking teachers.

Student teachers are expected to be fully committed to the teaching profession during this period. The student teacher should pay particular attention to the regulations listed below. Violation of these regulations will be considered just cause for removing a student from the student teaching program. Such removal carries with it an automatic grade of "F".

1. Student teachers will not enroll nor be enrolled in any other course either on campus or by correspondence, while in the block and while student teaching, unless written permission has been granted by the Director of Teacher Education or the Certification Officer/Coordinator of Clinical Experiences. Grades for all correspondence courses for which students are or have been enrolled must be on file in the Registrar's Office **by the beginning of the block semester**.
2. Student teachers will not be permitted to student teach with an "I" on their transcript unless permission has been granted due to unusual circumstances by the Director of Teacher Education or the Certification Officer/Coordinator of Clinical Experiences.
3. Student teaching is a full-time responsibility. Student teachers should not engage in any activity during the semester of student teaching that would prevent their full participation in the student teaching experience. In our agreement with the cooperating school districts regarding student teaching, we agree that our student teachers will be available for full participation in the total school program. Any activity such as music, athletics, or part-time work, including after-school and evening activities, that would not permit availability for full participation in the total school program will be considered a violation of our agreement with the cooperating school districts. **The Certification Officer/Coordinator of Clinical Experiences must approve any deviation from this policy. Violation of this policy may result in removal from student teaching.**



4. Student teachers should conduct themselves as professionals at all times. Contacts with public school students should be limited to times and places approved by the school administration.
5. The student teacher is expected to be in attendance when school is in session during the student teaching period and any professional night or weekend function normally attended by the cooperating teacher.

Student Teaching Assignments

Students are placed in student teaching positions in various cooperating school districts within a radius of **approximately fifty** miles of Bolivar or Mountain View. An attempt is made to have several students in a school system during a given semester.

Students are assigned to these positions according to their certification area. Because of this, students are sent where positions are available rather than where they prefer to be sent.

Experience has dictated that the following guidelines be followed in placing student teachers.

1. Student teachers will not be placed in districts or schools where they attended high school or are well-known to the students in the school.
2. Student teachers will not be placed in a district or school where relatives are either employed or in attendance.
3. Since SBU must follow DESE program stipulations, student teaching will be in the state of Missouri.

If students receive an assignment where any of the above conditions exist, they should call the matter to the attention of the Certification Officer/Coordinator of Clinical Experiences.

Student Teaching Fee

A fee of \$275 is assessed for student teaching. The fee is used for an honorarium given to the cooperating teacher(s), mileage and travel expenses for the university supervisor, and printing of record keeping materials.

Missouri Rule 5 CSR 80-805.040

The department of elementary and secondary education under Missouri Rule 5 CSR 80-805.040 allows all preservice teacher education students who have been employed for at least two years as teacher assistants to utilize their teacher assistant experience to bypass the practice teaching evaluation and observation process. The following conditions must be met:

- The preservice student's experience as a teacher assistant was concurrent with the student's participation in the professional education program and in the same content area and grade range for which the student is seeking certification.
- The teacher assistant shall have conducted teaching activities comparable to those required for other preservice education students in conventional student teaching placements and demonstrating similar competencies.
- The teacher with whom the teacher assistant served meets the qualifications for a cooperating teacher as defined in this rule. (A teacher with at least three years experience in a public or



accredited nonpublic school setting, having professional classification certification in the content area and grade range being taught).

- The teacher with whom the teacher assistant served has been provided training for observing and evaluating the assistant's teaching practice through the institution providing the assistant's professional education program or through the school or district's mentor training program.
- The teacher assistant has been working with permission and under the authority of the principal of the school or a designee.

TEACHER EDUCATION INSTITUTIONAL REPORT INFORMATION

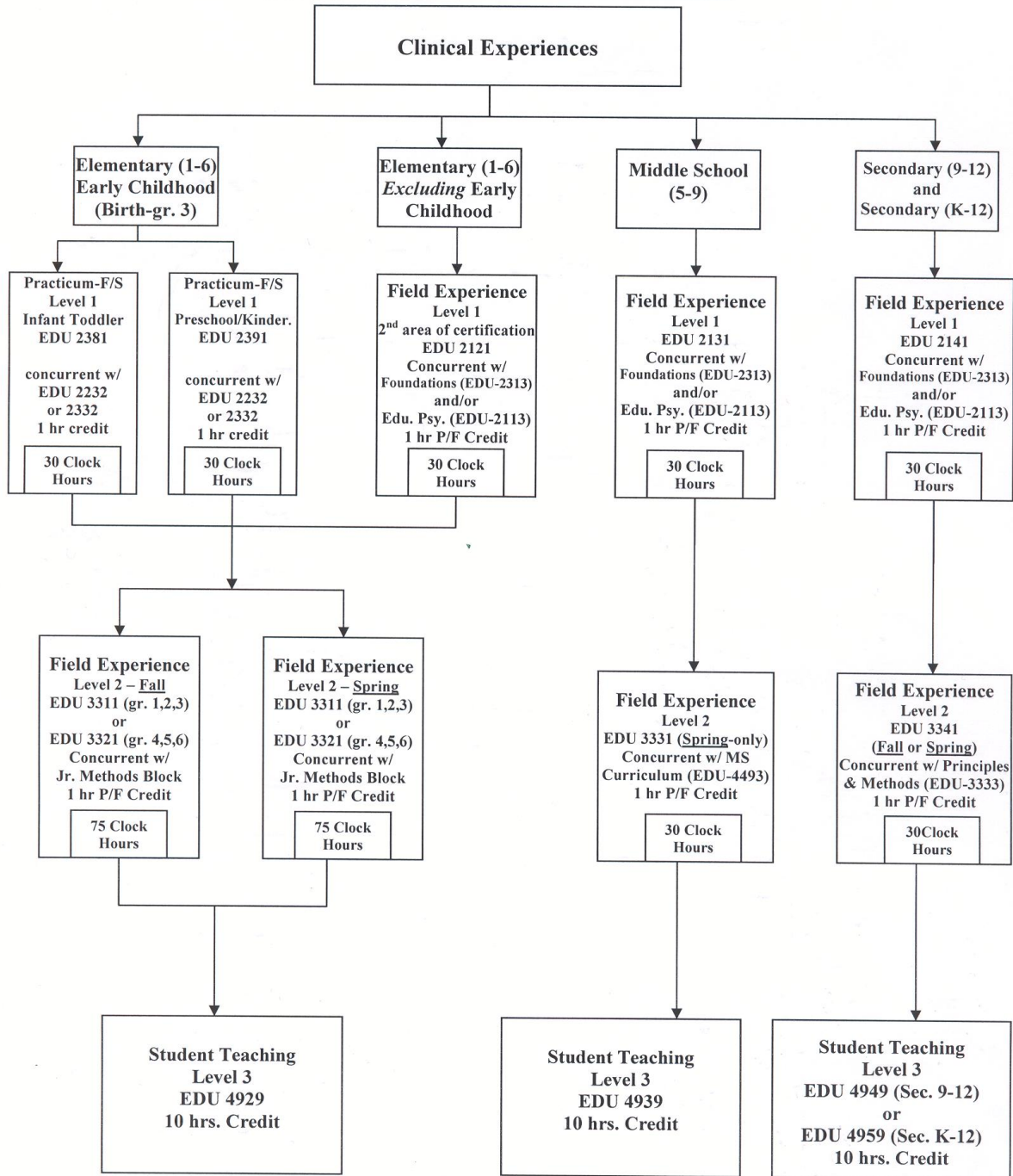
Under Title II reporting during the 2008-2009 academic year, 205 students had been accepted into the teacher education program and were pursuing elementary, middle, or secondary certification. A total of 89 students completed supervised student teaching in either the fall or spring semester. At Southwest Baptist University, student teaching consists of a minimum of 35 hours per week for 12 weeks. Placement for student teaching is made in schools that are within a 50-mile radius of Bolivar. The faculty-student ratio in supervised student teaching during the 2008-2009 report year was 3.2 in the fall and 3.1 in the spring.

The teacher education program of Southwest Baptist University has been granted approval by the Missouri Department of Elementary and Secondary Education through October 2013.

For Praxis pass rate information during the report year, please see *Praxis Results* on the Department of Education webpage. (<http://www.sbuniv.edu/education/>)



SBU Clinical Experiences Organizational Chart





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Statement Confirming Receipt of the Teacher Education Handbook

I have received a complimentary copy of the **Teacher Education Handbook**. The contents of this **Handbook** were discussed in my Foundations of Education class on _____, 20____.

I understand that I am responsible for reading the contents of this **Handbook**. When significant changes are made to the **Handbook**, notices of such changes will be posted on the Teacher Education Bulletin Board. I will be responsible for obtaining copies of these changes and keeping my **Handbook** up-to-date.

I understand that a class A, B or C violation as listed in the *SBU Student Handbook* may prevent me from participating in the teacher education program at SBU.

I understand that additional copies of this **Handbook** may be obtained from the Teacher Education Office at a cost of \$1.00 each.

Signed _____

Student # _____ Date _____

Please sign both copies of this form. Please remove the paper copy and give to the Professor. The copy on the inside of the back cover is for your records.