Program Coordinator: R. Gilmore

Mission Statement
To prepare highly qualified, entry level professional educators who model Christian faith and service, academic and technical competence, and appreciation of diverse abilities and cultures in school, in community, and other professional settings.

Conceptual Framework
Faculty members in the Department of Teacher Education find that constructivism, reflective practice, and critical perspective merge to inform this department’s conceptual framework. We find value in constructivism because we believe that students should and do create their own knowledge by connecting new information with prior knowledge. Such knowledge is created through active inquiry, discussion, and collaboration with others. In this setting, the teacher is a facilitator, not the dispenser of knowledge.

We find value in the reflective teaching model because we believe that the practice of teaching can and should be informed by reflection on practice. In this setting, the teacher becomes a life-long learner, one who is continuously analyzing reasons for success and disappointments, so that future practice can be improved.

We find value in employing a critical perspective. We believe that teachers can only serve as advocates for students if they have been exposed to the social and political facts of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

Professional Dispositions
The National Council for Accreditation of Teacher Education (NCATE, 2008), which transitioned to the Council for Accreditation of Educator Preparation in 2011, defines professional dispositions as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.”

CAEP expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two foremost professional dispositions that CAEP expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.
The following nine values and commitments are embodied in our program. They summarize the professional dispositions we expect our candidates to demonstrate:

1. **Integrity.** We envision teaching as a profession where practitioners demonstrate integrity. We define integrity as the adherence to a moral code that includes a positive attitude, dependability, honesty, and respect for others.

2. **Responsibility.** We envision teaching as a profession where practitioners demonstrate responsibility. We define responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability.

3. **Self-efficacy.** We envision teaching as a profession where practitioners exhibit the quality of self-efficacy. We define self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development.

4. **Open-mindedness.** We envision teaching as a profession where practitioners demonstrate open-mindedness. We define open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others.

5. **Reflexivity.** We envision teaching as a profession where practitioners employ reflexivity. We define reflexivity as the willingness and capacity to reflect upon one’s practice for the purpose of improvement.

6. **Collaboration.** We envision teaching as a profession where practitioners value collaboration. We define collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies, and others to accomplish common goals.

7. **Flexibility.** We envision teaching as a profession where practitioners demonstrate flexibility. We define flexibility as adaptability.

8. **Caring.** We envision teaching as a profession where practitioners demonstrate caring. We define caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them.

9. **Social Justice.** We envision teaching as a profession where practitioners engage in efforts that promote social justice. Social justice is defined as the recognition of “inequities and barriers” (Trusty and Brown, 2005) that affect all people and the desire to lessen the effects, so as to provide equitable opportunities for all students to learn and develop.

**Teacher Education Program – Educator Preparation Programs**
The programs offered by the Department of Teacher Education are designed to prepare qualified candidates for careers in the teaching profession. Programs for specific areas of licensure have been approved by the Tennessee State Board of Education. All students interested in pursuing teacher licensure must apply for
admission into the Teacher Education Program. Tennessee licensure is not guaranteed by admission to the program. Licensure in Virginia or other states may require additional academic work and/or testing. Programs of study are subject to change in response to revisions of state and/or federal teacher licensure and program approval guidelines. Tennessee licensure requirements in effect at the time of submission of the application for a teaching license must be satisfied. Current state licensure requirements must be met regardless of date of admission into the Teacher Education Program. Traditional, post baccalaureate, and graduate licensure options are available.

**Teacher licensure does not automatically confer highly qualified status as defined by the No Child Left Behind (NCLB) legislation. Teacher candidates may be required to complete academic coursework beyond the baccalaureate and state licensure requirements in order to be considered highly qualified under NCLB.** A major in Interdisciplinary Studies, a minor in Elementary Education, and a specified general education core can lead to Tennessee licensure in Grades K-5. A similar program can lead to Middle Grades licensure in Grades 4-8. Teacher candidates pursuing elementary education licensure or middle grades licensure should plan to attain highly qualified status in at least two of the four academic subject areas: language arts, mathematics, science, and social studies.

The following academic majors, when accompanied by a minor in Secondary Education and a modified general education core, can lead to Tennessee licensure, grades 6-12: Biology, Chemistry, English, French, Geography with History, Government with History, History, Mathematics, Physics, and Spanish. The following academic majors, when accompanied by a minor in K-12 Education can lead to Tennessee licensure: Music Education General/Vocal, Music Education Instrumental, Physical Education, and Physical Education with Health.

Post baccalaureate initial licensure and additional endorsement programs are available in all of the above licensure areas. An endorsement in English as a Second Language, (ESL) PreK-12, may be added to any other license by completing a 12-credit hour program of study, submission of applicable passing Praxis II scores, and a supervised practicum.

Transitional routes to licensure in Virginia and Tennessee are available both through the post-baccalaureate and the M.Ed. programs. The King transitional licensure programs are approved by the Tennessee State Board of Education (SBOE).

**Teacher Education Program Performance Outcomes**
The primary goal of the Department of Teacher Education at King is to produce competent and reflective entry-level teachers who have the knowledge, skills, and dispositions to impact the lives of children in a positive manner. The following performance outcomes are consistent with the program’s conceptual framework and professional education standards established by the Tennessee Department of Education (TDOE).
1. The King teacher candidate models service to others in school, community, and personal relations.
2. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. The teacher candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
4. The teacher candidate plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.
5. The teacher candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
6. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
8. The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
9. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
10. The teacher candidate develops and fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
11. The teacher candidate uses and manages technology and technology-based resources to facilitate developmentally appropriate student learning and to enhance professional growth and productivity. She/he also explores and uses emerging resources and promotes the equitable, ethical, and legal use of technology resources.
12. The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Criterion 1 reflects the unique mission and goals of King. Criteria 2-12 are based upon standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and Tennessee State Board of Education teacher licensure standards.

Portfolios
Teacher candidates in all licensure fields will develop, complete, and submit electronic program portfolios based upon Teacher Education performance outcomes for review at specified times throughout their programs of study. Each candidate is expected to collect and to organize evidence of growth and development in each of
the above twelve areas of performance. An essential component of program completion will be final portfolio development and presentation during clinical experience (student teaching or practicum) and the accompanying Capstone Seminar.

**Admission to the Teacher Education Program**

The admissions process to the Teacher Education Program should be completed by the end of the sophomore year, in conjunction with completion of EDUC 2030/2031: Introduction to Teaching and the practicum. Applications for admission are submitted during the second half of EDUC 2030: Introduction to Teaching. Completed applications, with all required attachments, are reviewed once each semester. To be eligible for formal admission, the applicant must:

1. Enroll in and successfully complete EDUC 2030/2031
2. Complete and submit a declaration of major/minor
3. Provide recommendations from three full-time King faculty
4. Submit a preliminary program portfolio documenting emerging teacher candidate competencies
5. Achieve a minimum passing score on an expository writing exercise
6. Submit a professional resume
7. Order a state-required background check through King Security
8. Achieve Tennessee minimum scores on the Praxis Core Academic Skills for Educators tests: Reading, Writing, and Mathematics. Applicants with ACT composite scores of 22 or higher or SAT math/verbal scores of 1020 or higher are exempt. However, applicants who pursue Virginia licensure must meet Virginia testing requirements.
9. Attain a King cumulative GPA of at least 3.0, with no grade below C in the major or minor field, English composition, pre professional and professional education courses, and courses in the major or minor field which are part of the Core Curriculum Requirements for Teacher Education candidates
10. Complete and submit the application for Admission into the Teacher Education Program
11. Complete a successful interview with the Teacher Education Admissions and Retention Committee.
12. Provide proof of membership of student membership in the Tennessee Education Association; membership should remain current until graduation.

The Teacher Education Council (TEC) consists of (1) King faculty member from the Department of Teacher Education and (2) faculty members from the Academic Departments with approved teacher licensure programs. Practicing or retired teachers and administrators are also asked to serve on the interview panel. When it is possible, the panel will include members who represent each of the three categories. The committee recommendation will then be forwarded to the full TEC for consideration.

Candidacy will be evaluated and written notification from the Program Coordinator of Teacher Education will confirm admission upon completion of the TEC review of the application process. Appeals to the decisions made by the TEC must be made within thirty days of notification and will be heard by an Appeals Committee.
composed of the Associate Dean of the School of Education and two members of the Teacher Education Committee.

Any student who has satisfied ten of eleven of the above listed requirements may, through communication with the Program Coordinator of Teacher Education, request a one-semester extension to meet all eleven requirements. If the requirements are not met at the end of the one-semester extension, the student may make the request for an additional extension. An additional extension may be granted if the student can demonstrate that he or she had made progress toward meeting the admission requirements during the first extension period. If the TEC grants the extension, the student will be allowed to take one upper-division course the following semester. The TEC will consider the student’s admission status prior to the end of the semester for which the extension is granted.

**Enrollment in professional education courses (numbered EDUC 3000 and higher) is contingent upon admission to and continued good standing in the Teacher Education Program.**

Once a student has been admitted to the Teacher Education program, he or she must continue to meet and maintain eligibility requirements (e.g., GPA, Electronic Portfolio, Background Check). When a change in status occurs, causing a deficiency in one or more of the teacher education eligibility requirements, a student may prepare a written appeal which describes a timeline and plan to remediate the deficiency(ies) and submit this appeal to the Teacher Education Council for approval.

Students who withdraw or separate from King also withdraw from the Teacher Education Program. Readmission is considered on an individual basis, and students seeking readmission must follow requirements outlined in the current academic catalog. See the Program Coordinator for Teacher Education for additional information.

**NOTE:** Candidates who fail to pass any required subtest(s) of the Praxis Core Academic Skills for Educators may retake such subtests as often as such tests are administered. *(Tests must be 31 days apart.)* Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time. Persons who fail the tests after having taken them twice may appeal. *(See above for Appeals Committee information).* There is no limit to the number of times the ACT and SAT may be taken.

**Approval for Professional Clinical Experience**
During the clinical experience (student teaching, internship, or practicum), teacher candidates follow the calendar of the partner public school rather than the King academic calendar. Teacher candidates will spend a **full semester** (minimum of 15 weeks) in relevant full-day teaching experiences. The student teaching semester will begin when teachers report for duty in the assigned school and will end one day after the last scheduled King final examination day in December or May.
The goal for each teacher candidate will be to participate in as much full time experience as is possible during this time frame. Contingencies such as weather, emergencies, and illness may require that the mandatory scheduled clinical experience days be completed after graduation for successful completion of the licensure requirements. All missed days must be made up under the direction of the Program Coordinator for Teacher Education. **Outside employment during clinical experience is strongly discouraged; prior written permission is required from the Program Coordinator of Teacher Education.** Simultaneous enrollment in course work other than the co-requisite Senior Capstone Seminar is prohibited.

Completed applications with all required attachments are reviewed once each semester. The TEC must approve applications for professional clinical experience before candidate placements can be requested. **Applications for Spring student teaching and the year-long internship are due on the third Monday of September. Applications for Fall student teaching and the year-long internship are due on the fourth Monday of January.** To be eligible for clinical experience, the candidate must:

1. Submit a completed electronic and print application for approval for clinical experience (with attachments)
2. Submit an electronic portfolio representing emerging teacher candidate competencies, with six portfolio sections complete, with a minimum of three artifacts per section for traditional candidates and a minimum of four artifacts for post-baccalaureate candidates (with ten portfolio sections completed by Reading Day)
3. Provide evidence of CPR and First Aid certification and proof of teacher liability insurance (documented to be in force through the entire clinical experience)
4. Complete (including concurrent courses) all coursework in the modified Core Curriculum Requirements, major (including all academic content coursework), English Composition, required diversity components*, government competency as applicable, and education minor with no grade below C (no grade below B for King post-baccalaureate coursework);
5. Attain a King cumulative GPA of at least 3.0
6. Attain passing scores on required Praxis II subject assessments and specialty area examinations for each endorsement (all required tests except the Principles of Learning and Teaching), with written verification from ETS via institutional score reports, and submit complete print and electronic copies of all Praxis II student score reports. Post baccalaureate candidates must attain passing scores on all required Praxis II examinations, including the PLT.
7. Provide proof of current student membership in the Tennessee Education Association, to be in force during the entire student teaching semester.

* Diversity components are defined in this way. All candidates are required to take PSCI 2120 Cultural Diversity in America. IDST Elementary Education students are also required to take two ESL pedagogy courses. IDST Middle Grades students are required to take one ESL pedagogy course.
Upon successful completion of these requirements, the Teacher Education Council may grant approval for clinical experience.

**Summative Assessment and Program Completion**
All candidates must achieve Tennessee minimum passing scores on all state-required Praxis II tests, including the Principles of Learning and Teaching (PLT) exam, before receiving credit for the senior Capstone Seminar course that is co-requisite with the clinical experience. **Required Praxis II subject assessments and specialty area tests must be completed successfully prior to the clinical experience.** A senior Capstone Seminar grade of “I” will be assigned to candidates who have not passed all required Praxis II tests at the end of the clinical experience. Candidates will be allowed 12 months to pass the PLT in order to successfully complete the Teacher Education Program and be recommended for licensure. If a candidate is unable to pass the PLT within 12 months, he or she will receive a failing grade in the seminar and will not be allowed to continue in the Teacher Education Program. He/she would then be withdrawn from the Teacher Education Program and take steps to complete requirements for a non-teaching degree. In addition to completion of all Tennessee licensure requirements, a student must have obtained a minimum of a baccalaureate degree.

Successful completion of the clinical experience, successful completion and presentation of a performance-based program portfolio, submission of the completed student teacher/internship notebook, and formal application for Tennessee licensure are also required for successful completion of the Capstone Seminar. The summative portfolio is organized to provide evidence that the twelve program performance outcomes have been attained.

If a candidate earns a grade below C in clinical experience, invalidating recommendation for licensure, he/she may re-apply for clinical experience with the permission of the Program Coordinator of Teacher Education and the approval of the Teacher Education Council. Partnering school systems reserve the right to request removal of teacher candidates from clinical experience when the candidate's performance negatively affects the learning experience of the students in the assigned placement. In this event, the teacher candidate may reapply for student teaching following the established guidelines.