



**Education  
Teacher Education  
Undergraduate Information  
Traditional**

**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 facets of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

**Teacher Education Program – Educator Preparation Programs**

The programs offered by the School of 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. The following undergraduate 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, 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, and Exercise Science (Physical Education K-12).

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. King University also offers an M.Ed. in Curriculum and Instruction for students seeking initial licensure. Licensed candidates may pursue graduate work in the M.Ed. in Instructional Leadership.

### **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.

### **Professional Portfolio**

Teacher candidates in undergraduate teacher education programs will develop, complete, and submit electronic program portfolios based upon Teacher Education Student Learning Outcomes. Each candidate is expected to collect and to organize evidence of growth and development. An essential component of program completion will be final portfolio development and presentation.

## **Student Learning Outcomes**

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 understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
3. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
4. The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
5. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.
6. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
7. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
8. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge and content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
9. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
10. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
11. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

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

## **Admissions Process for Undergraduate Teacher Education Programs**

The admissions process for the undergraduate 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 individuals (e.g. professors, employers)
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. Complete 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.
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.

Any student who has satisfied ten of the 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.

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). Enrollment in professional education courses (numbered EDUC 3000 and higher) is contingent upon admission to and continued good standing in the Teacher Education Program. 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. Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time. (See above for Appeals Committee information).*

### **Approval for Professional Clinical Experience**

Students pursuing initial teacher licensure in the undergraduate program will complete a 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. Provide evidence of CPR and First Aid certification and proof of teacher liability insurance (documented to be in force through the entire clinical experience)
3. Complete (including concurrent courses) all coursework in the modified Core Curriculum Requirements, major (including all academic content coursework), English Composition, government competency as applicable, and education minor with no grade below C (no grade below B for King post-baccalaureate coursework);
4. Attain a King cumulative GPA of at least 3.0
5. Attain passing scores on required Praxis II/edTPA subject assessments and specialty area examinations for each endorsement

Upon successful completion of these requirements, the Teacher Education Council may grant approval for clinical experience.

### **Summative Assessment and Program Completion for Students Seeking Initial Licensure in the Undergraduate Program**

All students seeking initial licensure must complete all Praxis II/edTPA exams prior to the professional and clinical experience. 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.

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.