



Memo for the King University Catalog

Teacher Education, School of Education

Section: Academic Programs—Teacher Education
(page 179-182)

This document serves as correction for the 2020-21 King University Catalog and those catalogs published in previous years. It should be noted that the grade requirements outlined herein amend the current *Teacher Education* Academic Program pages to take effect immediately. This change is being made to correct a clerical error regarding grade requirements for students in teacher education programs. The corrected pages immediately follow this memo.

TEACHER EDUCATION ADULT AND GRADUATE STUDIES AND TRADITIONAL PROGRAM COORDINATOR: R. GILMORE

The mission of Teacher Education is 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 School of Education find that constructivism, reflective practice, and critical perspective merge to inform the 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 or testing.

Programs of study are subject to change in response to revisions of state and 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, can lead to Tennessee licensure in grades 6-12: Biology, Chemistry, English, History, Mathematics, Physics, and Spanish. The following academic majors, when accompanied by a minor in K-12 Education, can lead to Tennessee licensure in grades K-12: 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 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 a M.Ed. in Curriculum and Instruction for students seeking initial licensure.

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 injustices and obstacles that affect all people, and the desire to lessen the effects 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 *InTASC Model Core Teaching Standards* and the School

of Education 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.

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 field experience Transfer students may take EDUC 2800 Fundamentals of Pedagogy which also contains field experience. Applications for admission are submitted during the EDUC 2030 or EDUC 2800. 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 or EDUC 2800.
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 state mandated ACT composite scores or SAT math/verbal scores are exempt.
9. **Attain a King cumulative GPA of at least 3.0, with no grade below C - in the major including required General Education courses for the major, and no grade below C in the minor. Post-bacca laureate students must complete all coursework with no grade below C.**

10. Complete and submit the application for Admission into the Teacher Education Program.
11. Complete a successful interview with the Teacher Education Committee (TEC).

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(s) and submit this appeal to the Teacher Education Committee 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.*

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 or practicum), teacher candidates follow the calendar of the partner public school rather than the King academic calendar. 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. At the graduate level, embedded

candidates will spend two full semesters as a university-supervised teacher of record.

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 corequisite Senior Capstone Seminar is prohibited.

Completed applications with all required attachments are reviewed once each semester. The Program Coordinator of Teacher Education must approve applications for professional clinical experience before candidate placements can be requested. To be eligible for clinical experience, the candidate must:

1. Submit a completed electronic and/or 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 all coursework with no grade below C - in the major including required General Education courses for the major, and no grade below C in the minor. Post-baccalaureate students must complete all coursework with no grade below C.**
4. Attain a King cumulative GPA of at least 3.0.
5. Attain passing scores on required Praxis II subject assessments and specialty area examinations for each endorsement.

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

All students seeking initial licensure must complete all Praxis II exams prior to the professional and clinical experience. Successful completion of the

clinical experience, successful completion and presentation of a performance-based program portfolio, successful completion of the EDTPA assessment, and formal application for Tennessee licensure are also required for successful completion of the Capstone Seminar. Successfully completing teacher education program requirements at King University leads to a teaching license in Tennessee. To be licensed in another state may require additional requirements that vary by state.

If a candidate earns a grade below C in clinical experience, invalidating recommendation for licensure, the student may re-apply for clinical experience with the permission of the Program Coordinator of Teacher Education and the approval of the Teacher Education Committee. 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.