



WESTERN
NEW MEXICO UNIVERSITY
COLLEGE OF EDUCATION

Teacher Education Programs Student Handbook 2023-2024

**This handbook is subject to periodic updates. (Version: January, 2024)*

Welcome!

The College of Education (COE) prepares professionals for positions of responsibility and leadership in a global society. Faculty and staff are dedicated to enabling students to attain high academic, professional, and ethical standards that promote student achievement and lifelong learning.

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PART 1: INTRODUCTION TO THE COLLEGE OF EDUCATION

MISSION OF COE

The mission of the College of Education at Western New Mexico University is to ignite and nurture a spirit of learning to positively impact lives globally through transformative education.

CONCEPTUAL FRAMEWORK: A VISION FOR TEACHING

The College of Education and other academic departments at WNMU believe that good teachers, counselors, and/or administrators have very intense and personal reasons for their purpose as educators and can readily provide influential reasons for teaching. The COE Conceptual Framework is Western's response to the question, "*Why teach?*"

Western New Mexico University is committed to preparing professional educators for PreK-12 utilizing a curriculum that supports each candidate, regardless of race, class, or age. The College of Education depicts this vision in the following ways:

"Ignite and nurture a spirit of learning for both educator and student"
"Encender y alimentar un espíritu de aprendizaje entre alumnos y maestros" (Spanish)

"Ba'ólta'í dóó ólta'í jilíigo ó'hoo'aah bii'istiin jidil tli'gonaasgóó halled bee baa 'áhwijiilyáa dooleel."
(Navajo)

"Tsit nah wah she oh nah...yah nit kay ah
Tsit nah yah nit kay no nah...Tsit nah washe ah" (Zuni)

We achieve this vision through the following:

1. **Diversity**—Recognize, accept, value, and promote diverse ideas, languages, and cultures.
2. **Quality**—Stress quality programs aligned with professional, state, and national standards that produce exemplary results.

3. **Application**—Integrate theoretical knowledge into the world of practice through field-based experience and active reflection.

4. **Collaboration**—Demonstrate the skills, knowledge, and dispositions to effectively collaborate with students, parents, other professionals and other community stakeholders.

5. **Advocacy**—Review and critique theories and policies, advocating for equitable access, resources, technologies and policies that are consistent with researched practices.

6. **Global impact**--influential, transformative,

The knowledge base for all professional education programs at WNMU is guided by two key principles:

- 1) Maximize opportunities for student thinking and achievement.
- 2) Facilitate active, participatory decision making.

To the extent that this is a new way of thinking about the purpose of the work in the College of Education, it has implications for possible changes in the curriculum for all programs in the College of Education. Therefore, this handbook may not accurately reflect the College of Education program changes that are occurring as we strive for continuous improvement. The College of Education seeks feedback for program effectiveness from several sources: clinical faculty, university faculty, current students, employers of graduates, and, most importantly, graduates of the program.

Therefore, in the College of Education, the curriculum must be viewed as a dynamic set of experiences that is subject to change based on the continuous inflow of data, including State and federal agency requirements. The College of Education will, when the data so indicate, request approval for curriculum changes during the catalog year. When curriculum changes are approved through the University structure, they will be assimilated into current degree plans.

Classes are offered at the main campus in Silver City, Mimbres Valley Learning Center in Deming, Gallup Learning Center, San Juan College Campus, and through a combination of online and video conference.

The following undergraduate degrees and certificate are offered by the College of Education:

Certificate in Early Childhood Education and Family Support
Associate of Arts in Education (Early Childhood Education and Family Support,
Elementary/Special Education, and Secondary Education)
Bachelor of Applied Science in Career and Technical Education, Rehabilitation Services
Bachelor of Arts in Education (Early Childhood Care & Education, Physical Education,

Secondary)

Bachelor of Arts/Science Instructional Technology and Design and Teaching and Learning
Bachelor of Science in Education (Early Childhood Care & Education, Elementary, Physical Education, Secondary, Special Education)

Teacher Education Endorsements

The Teacher Education Endorsements are university-wide with teaching fields in:

Art
Bilingual Education
Business Marketing (Secondary)
Health Science Education
Language Arts
Mathematics
Psychology
Reading
Science (Earth & Space, General, Life, and Physical Science)
Social Studies
Teaching English to Speakers of Other Languages (TESOL)

Minors

Applied Spanish
Behavioral Health
Coaching
Early Childhood Education and Family Support
Education
Rehabilitation

Majors and Licensure

Licensure is recommended, by the College of Education, for students based upon student performance on the Teaching Event. In addition to the Teaching Event, the passing of a PRAXIS Exam is required for Elementary and Special Education Majors. All students should check with their advisors for their appropriate test(s).

Six undergraduate teacher education and clinical program majors are offered:

Career & Technical Education
Early Childhood Care & Education (non-licensure)
Early Childhood Education
Elementary Education
Instructional Technology & Design
Physical Education

Rehabilitation (non-licensure)
Secondary Education
Special Education
Teaching and Learning (non-licensure)

All coursework used toward a teaching field/endorsement must be completed with a grade of C or better. No minor is required.

Professional Development Credit

Professional Development Credit (PDC) will be offered by Western New Mexico University (WNMU) for the purpose of professional development, and enrichment. PDC will be accepted only in special cases, for a maximum of six hours of WNMU degree credit toward program electives, with prior approval from the Professional Education Committee (PEC), the Dean of the College of Education, and the Vice President for Academic Affairs. PDC courses are not part of WNMU's approved programs nor are they appropriate substitutes. Professional Development Credits are not recommended for licensure and endorsement purposes. Transcript credit will identify PDC by the numbers 444 (undergraduate credit) or 544/545 (graduate credit) and a listing of the course title as Professional Development: "Title of Course."

Graduate Programs:

The College of Education offers the following programs:

Masters of Arts in Counseling (M.A.)
Masters of Arts in Educational Leadership (M.A.)
Masters of Arts in Teaching - Elementary Education (M.A.T.)
Masters of Arts in Teaching - Secondary Education (M.A.T.)
Masters of Arts in Teaching - Reading Education (M.A.T.)
Masters of Arts in Teaching - Special Education (M.A.T.) (Initial Licensure)
Masters of Arts in Teaching - Special Education (M.A.T.) (Additional Licensure)
(Specialization)
Masters of Arts in Teaching - Specialization (M.A.T.)

Graduate Certificates in a New Mexico Alternative Teaching License in Early
Childhood, Elementary, Secondary, and/or Special Education
Graduate Certificate - Bilingual Education
Graduate Certificate - Educational Leadership
Graduate Certificate - Gifted Education
Graduate Certificate - Instructional Design
Graduate Certificate - Instructional Technology Coach
Graduate Certificate - Technical Coordinator
Graduate Certificate - Teaching Online
Graduate Certificate – TESOL

Concentrations in Teacher Leadership and Early Childhood Education:
The College of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP) at the national and state levels.

Concentrations include:

Art
Bilingual Education
Business Marketing
Early Childhood Education
Educational Leadership
Elementary Education
English
Gifted Education
History
Instructional Design
Instructional Technology Coach
Instructional Technology Coordinator
Language Arts
Marketing
Mathematics
Reading
Secondary Education
Special Education
Political Science
Psychology
Social Science
Teacher Leadership
Teaching Online
TESOL

The faculty of the College of Education provides candidates with measurable knowledge, skills, and dispositions to advance learning. Each candidate brings a richness of emotional and cultural connection to learning. In a diverse society all individuals learn from each other thereby igniting and nurturing the spirit of learning.

The College of Education is divided into three major departments:

- 1) **Advanced Programs** (Counseling, Reading, Educational Leadership, P.E, Rehab Services))
- 2) **Teacher Education Programs** (Elementary Education, Secondary Education, Special Education)
- 3) **Early Childhood Programs** (Certificates, Bachelors and MA)

Advanced Programs:

The Master of Arts in Counseling Program at Western New Mexico University (WNMU) is a three-year, 60-credit hour online program which includes the following four individual concentrations/specializations: Clinical Mental Health Counseling; School Counseling; Clinical Rehabilitation Counseling; and Addiction Counseling. The program aims to prepare students to be competent and professional counselors within the counseling field.

The **Clinical Mental Health Counseling** specialization allows students to become eligible to be a Licensed Mental Health Counselor (LMHC) in the state of New Mexico.

The **Clinical Rehabilitation Counseling** specialization allows students to become eligible to be a Licensed Mental Health Counselor (LMHC) and a Licensed Rehabilitation Counselor (LRC) in the state of New Mexico as well as a National Board-Certified Rehabilitation Counselor (CRC).

The **School Counseling** specialization allows students to become eligible as a School Counselor in the state of New Mexico.

The **Addictions Counseling** specialization allows students to become eligible to be a Licensed Mental Health Counselor (LMHC) in the state of New Mexico.

As the Counseling Program is strictly an online program, consulting with your state's licensing board should be considered in order to ensure requirements are met within our program.

Students in the Counseling Program are required to complete three field-based courses: one practicum course and two internship courses. In the Practicum course, students practice basic counseling skills and are required to accumulate a total of 100 contact hours within the semester in which 40 of these hours are direct hours and 60 are indirect hours. In the two Internship courses, students are required to accumulate a total of 300 contact hours each within the semester in which 120 of these hours are direct hours and 180 are indirect hours.

You can find the link to our Counseling Program webpage below:

<https://coe.wnmu.edu/Counseling/>

Below is a link to our Counseling Program student handbook:

<https://coe.wnmu.edu/Counseling/#counseling-program-student-handbook>

The Master of Arts in Teaching Reading is awarded after successful completion of the 36 credit hours. Students who pursue a master's degree in reading education must complete the nine-credit hour graduate core, and the 27 credit hours in the Contextual and Reading requirement Reading Education Core and pass the Comprehensive Exit Exam. Required reading requirements may be used as part of the M.A.T. Specialization or M.A. in Interdisciplinary Studies degrees.

Western New Mexico University's Master of Arts in Educational Leadership is designed to create tomorrow's education leaders – **future literate leaders**. The United Nations Education, Scientific, and Cultural Organization (UNESCO), defines futures literacy as “a capability. It is the skill that allows people to better understand the role of the future in what they see and do. Being futures literate empowers the imagination, enhances our ability to prepare, recover and invent as changes occur ... The term Futures Literacy mimics the idea of reading and writing literacy because it is a skill that everyone can and should acquire. And it is a skill that is within everyone's reach.”

The WNMU Futures Literate Educational Leadership Program will focus on the speed and complexity of societal change, its impact on education, and the understanding that educational leadership can no longer rely on the old tools of planning and implementation. Through innovation and systems solutions, leaders will be equipped with the skills to seize the opportunities that lie within complex challenges.

EDL Program Brief Overview:

The EDL program is fully online featuring asynchronous and synchronous virtual classrooms. 36 graduate hours are required.

Online instruction with personalized attention.

This area of study is an exciting opportunity for career advancement in the following positions in New Mexico and States offering reciprocity:

Pre-K12 Education Building Level
Administration
Principal/Head of School
Assistant Principal
Dean of Students
Higher Education Executive
PreK-12 Central Office
Athletic Administration
PreK-12 Instructional Leadership

Admission Requirements:

All applicants seeking admission to the Educational Leadership Program at WNMU must submit a WNMU Graduate Division Application (<https://grad.wnmu.edu/admission/>) and a WNMU Educational Leadership Program Application.

Internship/Residency:

581 Leadership Internship (3 credits) or **EDL 582** Leadership Residency (3 credits) are the culminating courses in the program requiring a minimum of 180 hours of supervised field work to fulfill New Mexico Public Education Department licensure requirements.

Questions? Please contact the College of Education at 575.538.6416 or send a text message to Professor Robert Neu at 253.259.0688.

Teacher Education Programs:

The TEP is divided into Elementary Education, Secondary Education and Special Education. The Teaching fields offered within the COE are Reading, Bilingual Education, TESOL and Spanish. Other content area courses are taken in departments across campus (Language Arts, Science, Social Studies, Math, Psychology, Career and Technical education, etc)

PROGRAM LEVELS

Competencies for beginning teachers are identified by the New Mexico Public Education Department and can be found on their website at www.nmped.us. For teacher candidates there are four levels of coursework within the teacher education program designed to provide opportunities to develop the required competencies needed to become a teacher. These four levels are:

1. Contextual Knowledge
2. Foundation
3. Application & Reinforcement
4. Capstone

Additional courses to meet required competencies are also included in Contextual Knowledge. You begin at the foundation level in **EDUC 2116 Structured Observations of tea** as an undergraduate student and **EDUC 511 Foundations of Education** as a graduate student. These courses provide an overview of the field of education and the requirements to become a teacher in New Mexico including admission to the College of Education, ability to demonstrate teaching effectiveness and the state's assessment requirements. Admission to the College of Education is the gateway to higher level courses as you become a teacher candidate and move through the various levels.

Curriculum

The curriculum of the Teacher Education Program is comprised of four areas: General Education, BA or BS requirements, Professional Education, and Teaching Field. Within professional education, there are four levels: Contextual Knowledge, Foundation, Application/Reinforcement and Capstone. A student who has not been admitted to the College of Education may not continue beyond the Foundation Level.

Other Requirements

Graduation requirements differ for the Bachelor of Arts, Bachelor of Applied Science and the Bachelor of Science. See UNDERGRADUATE DEGREE REQUIREMENTS in this catalog.

Students completing a bachelor's degree and seeking Licensure as an Early Childhood, Elementary, Secondary, or Special Education Teacher are required to have completed:

- nine semester hours in communication.
- six semester hours in mathematics.
- eight semester hours in laboratory science.
- nine semester hours in social and behavioral science.
- nine semester hours in humanities and fine arts.

Many of these requirements are addressed through the general education requirements. All teacher education candidates are required to take one or two reading courses depending on their program. Special Education, Early Childhood Education, and Elementary Education majors will take MATH 2132 and MATH 2133 for the B.S. degree requirements which also satisfy the New Mexico Public Education Department requirements.

All teacher education candidates must complete and submit a Graduation Application/Degree Evaluation form nine months before their intended graduation date.

Practice Teaching and Capstone

Practice teaching is the culminating capstone field experience for all teacher education candidates. The general intent of this intense experience is to facilitate the transition from student to beginning teacher. It provides teacher education candidates the opportunity to assume the full-time responsibility of a classroom teacher under the supervision of a school based clinical faculty or cooperating teacher. Teacher education candidates will complete 17 weeks (680 hours) of supervised clinical work in a classroom which aligns with their program and an Exit teaching field and an Exit Teaching Event, and actively participate in the Affirmation Ceremony, showcasing their practice teaching experiences. Passing of the Exit Teaching Event is required to pass practice teaching and capstone for licensure.

Candidates must have a minimum cumulative G.P.A. of 2.75 to apply for Practice Teaching/Capstone.

Teacher Education Exit Requirements

To exit the Teacher Education Program, receive a diploma and/or be eligible for teacher licensure in New Mexico, WNMU students must provide the following evidence by the end of the Practice Teaching semester. These requirements represent the summative value of mastering the outcomes of the Teacher Education Program.

1. Exit Teaching Event with a score of 24, and no scores of 1
2. Complete the Teacher Educational Exit Survey (EBI-TEES)
3. Complete the Professional Behaviors and Dispositions Assessment

Detailed information can be found in the Practice Teaching Handbook.

Teaching Endorsement Fields

A teaching license must have an approved teaching field. The first teaching field must meet specific requirements as outlined in the pages following the Degree Plan requirements for each major. Additional teaching fields require 12 to 24 hours, 12 hours of which must be upper division courses. All credit hours used toward an endorsement/teaching field must be completed with a grade of C or better.

Teaching field requirements, as well as program requirements, go into effect when the student has been admitted to the Teacher Education Program.

Art Education- secondary

Secondary Students may complete a double major in both Secondary Education and Art, or the option of earning a Bachelor of Arts or Science in Art or a Bachelor of Fine Arts, and then obtaining the MAT requirements for teaching.

Early Childhood Education

The Early Childhood Programs at Western New Mexico University seek to support the highest quality of early care and education through community outreach, teacher education/training, and advocacy. We promote the primacy of play in children's development in a child- and family-centered context, respecting each family's uniqueness and diversity. Our purpose is to offer a comprehensive array of child and family-centered services. The Program fosters and maintains collaboration and flexibility to meet the increased need for quality care and education throughout the campus and Southwest New Mexico. The Programs strive to maintain a caring and positive atmosphere in which each child is respected and accepted as a unique and valuable individual, with the focus on a developmentally appropriate early childhood education provided in the context of a family-centered approach. Dignity and respect of ALL children and families are upheld while honoring individual and cultural differences. The overall objective of the Early Childhood Care, Education, and Family Studies Programs is to prepare students to positively impact children at the most critical stages of early development through play. Program faculty believe that every graduate of our programs should be ready from day one to impact social-emotional growth, development, and academic success positively.

The Early Childhood Care and Education programs allow for a student to progress seamlessly from certificate to master's programs. The programs allow students to enter the pathway at any point in their education and careers, from high school through graduate school.

- 1) Child Development Certificate
- 2) Childhood Development Certificate in Infant Family Studies
- 3) Early Childhood Education & Family Support Vocational Certificate
- 4) Early Childhood Education & Family Support: Associate of Arts Degree
- 5) Early Childhood Care and Education: Non-Licensure bachelor's degrees (B.A. & B.S.)
- 6) Early Childhood Care & Education: Licensed Bachelor of Arts Degree
- 7) New Mexico Alternative Teaching: Early Childhood Graduate Certificate
- 8) Master of Arts in Teaching: Specialization in Early Childhood Education

PART 2: Field Experience

The Four Levels of Field Experience

The field experience component of the WNMU Teacher Education Program (TEP) is developmental and begins during the semester you apply for admission into the College of Education. There are four levels of field experience and each level addresses progressive stages of understanding and responsibility that will lead to a teaching license:

Early Childhood Education and Family Support, A.A.

ECED 2210, ECED 2120/2121, ECED 2130/2131, ECED 479, ECED 496

Early Childhood Education and Family Support Vocational Certificate

Teacher Education in Elementary/Special, A.S.

Teacher Education Secondary, A.A.

1. Exploratory Field Experience at the Foundation Level
2. Curriculum Field Experience I at the Application Level
3. Curriculum Field Experience II at the Reinforcement Level
4. Capstone Level
 - a. Option 1: Practice Teaching – 1 semester
 - b. Option 2: Teacher Residency – 2 semesters

The transition from college student to professional educator requires a gradual progression. At the first level, the teacher-candidate begins to observe educational experiences through the eyes of a teacher rather than through the eyes of a student. At the next two levels, the teacher-candidate begins to act like a teacher and learns to plan, implement, and evaluate instructional activities. Finally, at the capstone level, the teacher-candidate becomes a teacher. This progression of field experiences while completing rigorous coursework enables teacher education students to apply theory to practice, for we believe, as did Dewey and Piaget, that students learn best through experience.

Foundation Level (Observation Only)

The Foundation Level courses: Foundations of Education:
(ECED 2210, EDUC 2116, EDUC 511)

Allow students the opportunity to observe curriculum and program development in Infant/Toddler, Preschool, Elementary, Middle, High School, Special Education, and College and Career Readiness Education depending on their specific program. Early Childhood Education requires 10 hours in various Early Childhood settings, while 24 hours are required for Elementary, Secondary, and Special Education. The focus of this

10-hour in Early Childhood Education and 24-hour in Elementary, Secondary, and Special Education field experience is multilevel and multidisciplinary. At the Foundation Level you observe in several school and learning environments and do not work directly with students. The philosophy underlying the Foundation Level experience is that students should be exposed to various grade and developmental levels for deeper reflections of the classroom daily activities. At this level students are required to observe and reflect. Course requirements included documents, reflection papers, and collaboration with peers to be completed in classes.

For students in any Alternative Licensure Program, you will have alternate assignments for field experience. Please refer back to the College of Education graduate advisor.

Application and Reinforcement Levels— (Hands-On Introduction in the Classroom) (I Field Experience Lab, II Field Experience Lab, Alternative Licensure Clinical - Lab, Practicum Infant/Toddler, Practicum Preschool/PreK)

The Application and Reinforcement Level combines curriculum courses with a 60-hour hands-on classroom field experience in which WNMU teacher-candidates interact with Infant/Toddler, Preschool, PreK-12 students in classroom situations. You will be assigned to one classroom and are expected to take an active part in the activities of the classroom. The classroom teacher may allow you to teach small groups or the entire class according to the comfort level of the teacher to whom you are assigned. These experiences are a co-requisite with curriculum classes and are offered through a lab course. The course requires the completion of a Teaching Event.

Field Experience I (447,547,) - 1 lesson plan teaching event

Field Experience II (462,562) 3 lesson plans (Unit) teaching event

Capstone (EDUC 477, 484, 487, 492, 494, 577, 584, 587, 592, 594; CTTE 484; SPED 487, 587): 5 Lesson Plans (Unit) exit teaching event

Early Childhood Education:

Foundation (ECED 2210): 10 hours with application materials to AA programs

Infant/Toddler (ECED 2120/2121): 60 hours with developing 5 activities

Preschool/PreK (ECED 2130/2131): 60 hours with developing a curriculum week unit

K-3rd (ECED 479): 60 hours with developing 3 lesson plans for midpoint

K-3rd (ECED 487, 496): 680 hours with developing 5 lesson plans for exit teacher event

(EDUC 511, EDUC 2116, ECED 2210, ECED 2120/2121, ECED 2130/2131, ECED 479, ECED 496).

For students in the Elementary and Special Education Alternative Licensure Program, you will complete the 60-hour requirements in your own classroom including the 3-day Teaching Event and the practice teaching requirement in your own classroom with the Exit Teaching Event

Capstone Level: Practice Teaching — (Assume Full-Time Responsibility)

Practice Teaching is one option for the culminating field experience for teacher education candidates. It occurs when all coursework is complete. The general intent of this rigorous experience is to

facilitate the transition from college student to professional teacher. It provides teacher education candidates the opportunity to assume the full-time responsibility of a classroom teacher while working under the supervision of a school-based clinical faculty member.

Teacher candidates are placed with a cooperating teacher (clinical faculty) in a school district. The clinical faculty/cooperating teacher is appointed by the university to train and evaluate WNMU student progress. At the conclusion of the experience, you will be required to meet the seven program outcomes of the COE's Teacher Education Program and demonstrate the professional behaviors and dispositions required of professional educators.

- Graduate students in the MAT Specialization, MAT Initial Licensure Elementary, MAT Initial Licensure Secondary, and MAT Initial Licensure SPED must complete and pass their **Exit Requirement** from the following options: 1) Comprehensive Exam, 2) Curriculum Design, 3) Professional Development, 4) Action Research Project, and 5) Writing with Mentor. Please see explanation of the options
- Early Childhood Education graduate students need to pass one of their required exit options from 1) Comprehensive Exam, 2) Curriculum Design, 3) Professional Development, 4) Action Research Project, and 5) Writing with Mentor.

<p>Comprehensive Exam</p>	<p><u>Description:</u> The purpose of these Comprehensive Exams is for the faculty of your program to evaluate your ability to articulate in writing your understanding and application of the core knowledge, skills, and dispositions inherent in the program(s) you pursued. You will have up to 1 (one) hour per question in a computer lab, at a scheduled date/time and place, to respond to all questions. A rubric of how your responses will be evaluated is available upon request.</p> <p>If you're a Distance Education student and cannot complete your comprehensive exam on campus, you'll need to identify a proctor locally and complete the exam in fall semester between the end of October through the second week of November, and in spring semester between end of March and second week of April. Ideally, you will contact a local university or college and see if you can complete the exam in their Testing Center. You also may contact a proctoring service such as Pearson VUE, to have your exam proctored at their facility. You will need access to a computer with internet service. If this is not a possibility, you can explore area libraries or schools and see if there is someone (other than a friend), preferably an administrator, who is willing to proctor the exam for you. If you're using a proctor, you must provide the proctor information below so that the College of Education can vet your chosen proctor.</p> <p>Students will write clear and highly organized essays to respond to each section and question in each of the comprehensive topic areas. The use of APA style headings is recommended to make review of your exam more efficient and to highlight each section of your response/s.</p>
	<p><u>Timeline:</u> Comprehensive exams take place the end of October through the second week of November in fall semester and the end of March through the second week in April in spring semester.</p> <p>Step one: Meet with your academic mentor(s) to determine if you are eligible to take the Comprehensive Exams as the required Exit Exam for your MAT Degree.</p> <p>Step two: The Comprehensive Exam questions are meant to test the student over the entire program or field of study, rather than questions asked pertaining to specific courses. You will receive questions related to the comprehensive topics of the program. Check with your advisor what major areas to focus on for the test.</p>

	<p>Step three: Complete and sign the application for the comprehensive exam before the deadline which will make you eligible to take the Comprehensive Exams at the next regularly scheduled time and place. You will have a maximum of 1 (one) hour per question to respond to the test questions. If you have questions regarding preparation for the exam, please check with your program advisor.</p> <p>Scoring: You can earn between 1-9 points (see Rubric) per question but must earn at least one marginal score for each indicator on the Rubric for each question. Each question is scored separately. If you do not receive a passing score on any question, you will only have to retake that question.</p> <p>Retaking the exam: If you fail to score at least marginally in each indicator for each question, you will be allowed to retake that question once, at the next regularly scheduled time and place of examination. Your advisor may discuss other options for your exit requirement if you are unsuccessful in passing this exam.</p> <p><u>Assessment:</u> Rubric scored by faculty.</p>
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<p>Action Research Project</p>	<p><u>Description:</u> The Action Research Project focuses on effective classroom practices, and requests candidates to develop an action research plan. Candidates will need to 1) identify researchable topics, problems, issues, and/or concerns from the practical field and their own experience, 2) develop research questions from identified topics, problems, issues, and/or concerns from existing literature, 3) design the action research with the recruitment of participants, methods of data collection and analysis. The research design should aim to implement the research through candidates' actions. In order to do so, candidates will write three chapters to address the following criteria:</p> <p>Chapter 1 Introduction, including but not limited to a background of the problem, statement of the problem, purpose of the study, research questions, significance of the study, definition of terms, assumptions, limitations, and/or delimitations.</p> <p>Chapter 2 Review of the Literature, including but not limited to search description and review of research which is organized by different themes.</p> <p>Chapter 3 Methodology, including but not limited to a theoretical framework, research design, setting, participants, data collection, and projected data analysis.</p> <p>Further, depending on the action research implementation plan, candidates may also be requested to complete IRB training and submit an IRB to WNMU.</p> <p>Candidates interested in conducting research with strong academic writing skills and who plan to continue into a doctorate program are strongly encouraged to choose this option.</p>
	<p><u>Timeline:</u> In order to successfully complete the action research project, please see below for the detailed steps.</p> <p>Step one: meet with your academic mentor(s) to determine if you are eligible to take the action research project. If so, select your committee members and get to know your chair.</p> <p>Step two: meet with your academic mentor regularly and start with your research topics and questions. Based on your research topics and questions, develop your chapter 1, background of the study. Report your</p>

	<p>research progress to the chair and the committee and seek for research suggestions.</p> <p>Step three: meet with your academic mentor regularly and, develop chapter 2, review the literature. Report your writing progress and seek suggestions from the chair and the committee.</p> <p>Step four: develop your chapter 3 methodology and revise chapters 1 to 3 as a whole. Report your research and writing progress to your academic mentor and the committee. Practice oral defense and be ready to defend your project.</p> <p>Step five: complete your project by defending your action research plan. Take revisions and submit the required paperwork.</p> <p>(First semester: form committee, begin chapter 1 Second semester: chapter 2 Third semester: chapter 3 Fourth (last) semester: revision)</p> <hr/> <p><u>Assessment:</u> Written and oral defense before committee.</p>
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<p>Curriculum Design, Implementation and Presentation</p>	<p><u>Description:</u> The curriculum design option focuses on classroom practices and requests candidates to build a curriculum unit. In order to do so, candidates will 1) analyze children’s development and learning, 2) develop instructional units and lesson plans, 3) describe curriculum delivery approaches, and 4) explain curriculum evaluation methods. Specifically, the curriculum package should reflect at least one unit and include the following components:</p> <ul style="list-style-type: none"> ● Scope and Rationale, including the structure of the curriculum package, needs of the curriculum, theoretical support, rationale for materials selection. ● Instructional Units, including the title of the unit, amount of time, the purpose of the unit, essential questions, unit goals and outcomes, standards, assessment, key content, technology integration, resources, culture and language considerations. ● Lesson Plans: including grade level, the title of the lesson, amount of time, lesson materials, purpose of the lesson, procedure of the lesson and activities, accommodations and modifications related to language and special needs, assessment, materials needed. ● Curriculum Review: including curriculum evaluation methods and the ongoing process of curriculum development. ● Implementation of Curriculum Unit with students with embedded reflection and self-assessment. ● Reflective presentation to faculty with video recording for review by faculty. <p>Candidates interested in curriculum development with classroom teaching experience are suggested to choose this option.</p>
	<p><u>Timeline:</u></p> <p>Step One: Meet with your academic mentor(s) to determine if you are eligible to select Curriculum Design as the required Exit Requirement for your MA/T Degree.</p>

	<p>Step Two: Develop a curriculum unit focused on trauma-informed practices with young children.</p> <p>Step Three: Coordinate implementation of curriculum and video submission with academic mentor(s).</p> <p>Step Four: Provide reflective presentation and video submission for review by faculty.</p>
	<p><u>Assessment:</u> Rubric scored by faculty.</p>

<p>Professional Development Presentation</p>	<p><u>Description:</u> The professional development presentation will focus on a variety of themes/concepts such as, classroom practices, social justice issues, school culture, restorative practices, etc and requests candidates to build a series of professional development trainings or workshops. In order to do so, candidates will 1) select a topic/practice; 2) design a presentation to educators, professionals, and/or other adult learners; 3) develop instructional framework and presentation plans; 4) describe interactive and engaging presentation delivery approaches; 5) explain key take-aways for educators, professionals, and/or other adult learners participating in the series; and 6) Present the series or a portion of the professional development series to colleagues, to professionals in the field and/or at a local conference. In specific, the professional development presentation should reflect the following components:</p> <ul style="list-style-type: none"> ● Scope and Rationale, including the structure of the professional development presentation, needs of the curriculum, theoretical support, etc. ● Presentation Series, including the title of the series, amount of time, the purpose of the series, essential questions, series goals and outcomes, key content, technology integration, resources, etc. ● Presentation Plans: including audience, the title of the presentation, amount of time, presentation materials, purpose of the presentation, procedure of the presentation and activities, accommodations and modifications, etc. ● Presentation Review: including presentation evaluation methods and the ongoing process of development. ● Presentation of Professional Development <p>Candidates with experience and those wanting to further develop their skill for working with adult learners are encouraged to choose this option.</p> <p><u>Timeline:</u></p> <p>Step One: Meet with your academic mentor(s) to determine if you are eligible to select the Professional Development Presentation as the required Exit Requirement for your MAT Degree.</p>
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	<p>Step Two: Select a topic/content for presentation.</p> <p>Step Three: Coordinate scheduling of Professional Development Presentation with academic mentor(s).</p> <p>Step Four: Presentation of Professional Development.</p>
	<p><u>Assessment:</u></p> <p>Rubric scored by faculty.</p>

<p>Academic writing with mentor</p>	<p><u>Description:</u> Academic writing with a mentor focuses on theories, methods, practices, and applications of a specific topic/idea. In collaborating with a mentor, academic writing requests candidates to 1) select an academic writing category, 2) develop a writing topic, 3) construct a writing timeframe, 4) research, writing and reporting progress, 5) discuss writing progress and concerns, and 6) revising and proofreading. Specifically, candidates can choose one of the following academic writing categories.</p> <ul style="list-style-type: none"> ● The Literature Review Paper: presents a comprehensive overview of the research conducted in a specific field during a time period. It summarizes the critical primary research literature in the field and highlights main themes, theories, problems, debates, and trends in current knowledge. It also indicates research gaps and possible directions for future research. The majority of references for this option will come from academic, peer-reviewed journal articles. ● The Theoretical/Conceptual Paper: it introduces and discusses the established or new philosophies, theories, concepts, principles, and/or abstract ideas. It describes how they are constructed and progressed from the past to the current. It also analyzes how they are applied in a specific field toward a problem, situation, event, and/or phenomenon. It engages the author's in-depth reflections and discussions and explains theoretical and practical indications. The majority of references for this option will come from academic, peer-reviewed journal articles. ● The White Paper: a persuasive, authoritative, in-depth report on a specific topic that presents a problem and provides a solution. A white paper includes a comprehensive background or history of the topic and highlights the gaps or problems with how the topic has been or is being addressed. It can include charts, graphs, tables, and other ways of visualizing data. It also includes a persuasive section that promotes a point of view or solution to the identified problem. References for this option will combine academic, peer-reviewed journal articles and other official sources of information, such as government documents,
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	legislation, surveys, polls and other authoritative sources of published information.
	<p><u>Timeline:</u> In order to successfully complete academic writing with the mentor, you need to follow the steps below.</p> <p>Step one: meet with your academic mentor(s) to determine if you are eligible to choose academic writing with a mentor. If so, select your mentor and get to know your mentor.</p> <p>Step two: meet with your mentor regularly and decide your academic writing category. Then, develop a specific writing timeline.</p> <p>Step three: follow your mentor's guidance, read, research, and write up your topics. Report to your mentor about your progress and seek suggestions. You may write your research topics with your mentor together, so make sure you two are always well-communicated.</p> <p>Step four: revise and proofread your writings and submit the required paperwork.</p>
	<p><u>Assessment:</u> Page length- 40-60 pages (all inclusive, APA 7 format) with at least 15 references.</p>

Capstone Level: Teacher Residency (2 consecutive semesters)

The Teacher Residency Program is another option for the capstone experience. Teacher Residency is a 2 consecutive semester, paid apprenticeship program which provides teacher candidates an opportunity for extended and intensive time in a K-12 classroom. Teacher candidates can participate in the Teacher Residency Program during their final two semesters in their teacher preparation program.

During the first semester of Teacher Residency, teacher residents will be part-time at their placement school. They are expected to be present a minimum of 75 to 80% of the time their mentor teacher is at the school. This equates to 3 days of a 4-day school week or 4 days of a 5-day school week, or equivalent. Teacher residents will be involved in all aspects of teaching beginning when their mentor teacher begins work for the semester and will work until their mentor goes on break at the end of the semester. The Teacher Residency Program utilizes a co-teaching model which focuses on working together to provide unique experiences that promote student learning. Teacher Residents will not complete a Teaching Event during the first semester of Teacher Residency specifically, but many teacher candidates will be completing their Second

Field Experience (EDUC 462 or 562) or Early Childhood Practicum (ECED 479) class during the first semester of Teacher Residency so many will complete a Teaching Event for that course. First semester teacher residency will be taking other courses to complete their degree program along with the teacher residency courses.

During the second semester of Teacher Residency, teacher residents will be full-time at their placement school from when their mentor teacher begins the semester until when they are finished for the semester. Teacher residents will continue to co-teach with their mentor and will be required to have 20 consecutive days when they are in the lead role sometime during the semester. Second semester teacher residents will complete the Exit Teaching Event as part of their Teacher Residency courses.

Foundation Level Requirements in the College of Education

The first semester of enrollment in the teacher education program is open to all interested students. This initial semester of enrollment is known as the Foundation Level. During the Foundation Level the student should register for and complete undergraduate-Structured Observation of Teaching and Learning (EDUC 2116) or graduate-level Foundations of Education (EDUC 511). (EDUC 511, EDUC 2116, ECED 2210, ECED 2120/2121, ECED 2130/2131, ECED 479, ECED 496).

Undergraduate students will apply for admission into the Teacher Education Program in EDUC 2116 or ECED 2110 and will also complete the first field-based experience. The faculty who teach the foundation level courses will guide you through the application process to obtain admittance to the Teacher Education Program. Graduate students and elementary and special education alternative licensure teachers will enroll in a TK20 orientation course and will work on their application there. **This Beginning Handbook will serve as a guide to preparing yourself for the first field-based experience at the Foundation Level.** Upon successful completion of the first field-based experience and admittance into the teacher education program, you will become a teacher candidate.

As stated above, this handbook will guide you through the Foundation Level of field-based experience in the College of Education. It provides detailed information about the procedures and policies applicable to this experience.

Foundation Level Field Experience Objectives

1. Ignite in all prospective teacher education candidates the spirit of learning that is addressed in the College of Education vision statement.
2. Articulate the conceptual framework of the WNMU College of Education.
3. Explore the seven program outcomes and their meaning by linking the theoretical information presented in educational foundation classes with the practices of classroom teaching.

4. Sensitize prospective teachers to the dynamics and realities of the classroom and school to begin viewing the classroom and school environment through a teacher's perspective.
5. Provide experience in observing in the actual classroom during the early stages of the prospective teacher's growth and development.
6. Facilitate student development of effective reflective practitioner skills.

Applying for Foundation Level Field Experience

For the prospective teacher-candidates protection, the following documents are required before participating in field experience:

Registration Form for Foundation Level Field Experience: You must complete a registration form to initiate field placement. This form is available online in TK20 and you will receive a notice to complete the form.

Code of Ethics: You must sign the Code of Ethics of the Education Profession which is taken from the New Mexico Board of Education Regulation No. 93-16 to signify that you have read the form and understand its contents. This form is available online in your course.

Background Check/Fingerprinting: State law requires that anyone entering a school must have fingerprints on file and a background check. The Coordinator of Field Experience will provide information on where to get fingerprinted.

Background Check/Criminal Record Disclosure: This policy establishes a procedure and set of legal questions that are designated to inform the COE of any criminal record a student may have. All information is considered confidential and will be kept in a secure file. All students requesting admission to the COE programs and field assignments are required to complete this disclosure form. This form is available online in your course.

Confidentiality Agreement: This document is an agreement between the local school districts, WNMU and you that establishes a policy by which you agree to abide by all district, school, and WNMU rules and regulations. It makes you aware of the need to respect the diversity among schools and the importance of keeping personal information about children and school personnel completely confidential. This agreement highlights the importance of never disclosing real names of schools, teachers, or students in your classroom reflections or personal discussions. This form is available online in your course.

Travel Request: You must complete a travel request form each semester that covers the entire period you are in the field. For example, if the semester begins August 17 and ends December 4, then those are the dates you would use on the form. Be sure to sign your name in two places. You are going from home to area schools and area schools to home. This form is available online in your course.

General Procedures for Conducting Foundation Level Observations:

Students will:

1. Obtain an official current WNMU Identification Card, which is to be worn around the neck, at all times, when observing in the schools.
2. Complete the field experience registration forms and travel request in TK20 and apply for background check/fingerprinting.
3. You will begin your field observations about the 6th week of school. You will contact the schools to set up scheduled observations. Contact the Field Experience Coordinator with Questions.
4. Dress in a professional manner appropriate to the school setting, follow each school's dress code policy, and be in compliance with the school/district regulations.
5. Arrive at the school site on your assigned day at the appointed time.
6. Follow sign-in procedures of the school. (Sign-in sheets are located at the front desk at each school office.)
7. Upon arrival at the school, you will be assigned to a classroom or classrooms by school Personnel.
8. Wear your identification tag at all times while in the school.
9. Behave maturely and responsibly while at school sites and obey all school, district, and WNMU rules and regulations.
10. Follow school procedures for signing out when you leave the school site.
11. If for some reason you are unable to go to the school on your planned day, please contact the school and let them know you cannot attend that day and schedule a make-up day and Time.

Rules of Conduct:

The district personnel are primarily responsible for the student's welfare. However, legal action and/or university sanctions could be taken against university students if they behave in a manner inconsistent with their level of knowledge or do not comply with district or university regulations and the Code of Ethics. Keep in mind the following rules of conduct:

- Behave in a professional manner and obey all school, district, and WNMU rules and Regulations.
- At the Foundation Level you are to ONLY observe and should always stay in the Classroom.
- **Do not accept any assignments that involve going out of the classroom with a child or group of children. Politely remind school personnel that at the Foundation Level WNMU observers may not do anything other than observe.**
- Observers are not ready to teach at this level and taking a more active part in the classroom hinders your observations.
- Student-observers should not be in a classroom with a substitute teacher. If you are placed in a classroom with a substitute, politely request a different placement.
- Classroom teachers must sign the observer's time sheet. It is up to the student observer to ask the teachers to sign their timesheet. This may be done electronically in TK20.
- The time sheets will be reviewed and graded by the instructors of EDUC 511, EDUC 2116, ECED 2210, ECED 2120/2121, ECED 2130/2131, ECED 479, ECED 496.
- It is your responsibility to submit your field experience reflections each week. Submit field experience reflections per your course EDUC 511, EDUC 2116, ECED 2210, ECED 2120/2121, ECED 2130/2131, ECED 479, ECED 496. requirements.

Field Experience Observation Sites: Field Placement Coordinator will place students

Field Experience Placements:

All field experience applications must go through the Field Experience Office in TK20. Contact the Field Experience Director for directions.

Please, report any concerns or address questions about College of Education field experiences to the Director of Field Experience.

Forms:

You will complete the following forms during the first week of class. The forms are available online in your course. You will submit the forms in TK20 by the end of the first week of class.

These are samples of the forms you will need to complete.

The Code of Ethics of the Education Profession

PREAMBLE

We, professional educators of the United States of America, affirm our belief in the worth and dignity of humanity. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard, as essential to these goals, the protection of freedom to learn and to teach with the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards. We acknowledge the magnitude of the profession we have chosen and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

A. PRINCIPLE I: Commitment to the Student

We measure success by the progress of each student toward achievement of his/her maximum potential. We, therefore, work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home.

In fulfilling our obligation to the student, we:

1. Deal justly and considerately with each student.
2. Encourage the student to study and express varying points of view and respect his/her right to form his/her own judgment.
3. Withhold confidential information about a student or his/her home unless the release is allowed or required by law.
4. Conduct conferences with, or concerning, students in an appropriate place and manners.
5. Refrain from commenting unprofessionally including, but not limited to, racially or biased comments.
6. Avoid exploiting our professional relationship with any student.

7. Tutor only in accordance with local board policies.
8. Seek constantly to improve learning facilities and opportunities.
9. Shall refrain from any sexual harassment or exploitation of students including, but not limited to any verbal, written or physical sexual advances.

B. PRINCIPLE II: Commitment to the community

We believe that patriotism, in its highest form, requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of education programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we:

1. Share the responsibility for improving the educational opportunities for all.
2. Recognize that each educational institution has a person authorized to interpret its official policies.
3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.
4. Evaluate, through appropriate professional procedures, conditions within a district or institution of learning, make known serious deficiencies and take action deemed necessary and proper.
5. Use educational facilities for intended purposes consistent with applicable policy, law and regulation.
6. Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities.
7. Protect the educational program against undesirable infringement and promote academic freedom.

C. PRINCIPLE III: Commitment to the Profession

We believe the quality of the services of the education profession directly influence the future of the nation and its citizens. We therefore, exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning and programs of our professional organizations.

In fulfilling our obligations to the profession, we:

1. Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative of our profession.
2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.
3. Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns and those colleagues new to their positions.
4. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities and support them when unjustly accused or mistreated.
5. Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student.
6. Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.
7. Keep the trust under which confidential information is exchanged.
8. Make appropriate use of the time granted for professional purposes.
9. Interpret and use writings of others and the findings of educational research with intellectual honesty.
10. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions established by careful evaluation of facts.
11. Represent our professional qualifications honestly and identify ourselves only with reputable educational institutions.
12. Respond accurately to requests for evaluation of colleagues seeking professional positions.
13. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work and related matters.

D. PRINCIPLE IV: Commitment to Professional Employment Practices

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon integrity, dignity and mutual respect between employees, administrators and local school boards.

In fulfilling our obligations to professional employment practices, we:

1. Apply for or offer a position on the basis of professional and legal qualifications.
2. Apply for a specific position only, when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates.
3. Fill no vacancy except where the terms, conditions and policies are known.
4. Adhere to, and respect, the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
5. Give prompt notice of any change in availability of service, in status of applications or of change in position.
6. Conduct professional business through the recognized educational and professional Channels.
7. Accept no gratuities or gifts that might influence our judgment in the exercise of our professional duties.
8. Engage in no outside employment that will impair the effectiveness of our professional service and
9. Permit no commercial exploitation of our professional position.

Signature _____ Date _____

Disclosure of Criminal Record

1. Do you hold a current professional license (counseling, teaching, or (yes, no) administration) in the State of New Mexico or any other state? If so, name the state(s). _____

2. Have you ever had any adverse action taken against any professional certificate or license in New Mexico or any other state? (Adverse action (yes, no) includes a letter of warning, reprimands, suspension, revocation, voluntary surrenders, or avoidance).

3. Have you ever had an application for a license, permit, credential (yes, no) or other document authorizing public school service or teaching denied or rejected?

4. Is any disciplinary action or charge now pending against you in any (yes, no) school district, any professional licensing agency or court of law?

5. Are you now or have you been the subject of any inquiry, review or (yes, no) investigation by a professional licensing agency or court in connection with any alleged misconduct?

If you answered “yes” to any questions from 2 through 5, on a separate sheet of paper, please provide full details including date, state, school system and circumstance.

6. Do you currently have any outstanding criminal charges or warrants (yes, no) of arrest pending against you in New Mexico or any other state?

7. Have you ever been convicted of any crime or violation of any law (yes, no), including entering a plea of *nolo contendere*?

If you answered “yes” to either question 6 or 7, please provide full details, on a separate sheet of paper, to include the following:

- a. the nature of the offense, charge or warrant.
- b. the name and address of the arresting agency.
- c. the date of the arrest.
- d. the complete certified copy of the judgment and sentence; and
- e. the status of rehabilitation, restitution, payment of fines and/or court costs, and satisfactory completion of probation.

If court documents are not available, a letter must be submitted by a court clerk, district attorney, or an official of the court stating documents are not available.

I _____ declare that all information provided in (Print your name) response to this disclosure is true and correct.

Signed _____ Date _____

Confidentiality Agreement Policy

Description

It is the responsibility of all students assigned to school site field experiences to maintain a professional Code of Ethics, including responsibility for confidential information.

Rationale

The purpose of this policy is to:

- acknowledge that all individuals connected to the school site must be treated with fairness, dignity, and respect.
- demonstrate appreciation for and sensitivity to the diversity of school sites, students, and school personnel.
- follow district, school, and university rules and regulations while at the school site.
- understand and maintain the rights and confidentiality of school sites, students, and school personnel.

Procedures

1. Field experience students will not disclose confidential information about the school site, students, and school personnel without authorization from the supervising teacher and/or principal.
2. During reflective class discussions, students will not use the actual name of the school, school personnel, or students observed. Students will use non-judgmental assessment of the situation being discussed by stating only the facts of the situation and reflecting on how they would handle a similar situation.
3. Field experience students will not use disciplinary action against a school site student; will not determine curriculum, program or assessment procedures; will not supervise school site students outside of normal and usual teaching responsibilities authorized by the school and university-based program.
4. Field experience students are required by law to report any suspected child abuse and/or neglect to the appropriate authority.

Field experience students who do not maintain the Confidentiality Agreement may be subject to WNMU discipline and censure.

I, _____ understand this policy and accept this professional Responsibility.

Signed: _____

Date: _____

Field Experience Observation Hours Waiver Form

Name _____ Instructor _____

If you are employed full time in a school district or had previous experience working/observing in a school setting, please list dates, times, grade levels and a brief explanation of what you did during the experience and why you believe that this experience should be counted as an alternative to a field experience placement. The experiences must be in a classroom setting and you have to be able to conduct observations and reflections. Substituting, coaching, after school activities, or working with students in settings such as home tutoring, Little League Baseball, Scouting are unlikely to count toward required field experience hours.

Levels: _____ High School _____ Mid-School _____ Elementary _____ ECED

Hours: _____ High School _____ Mid-School _____ Elementary _____ ECED

___ Approved ___ Disapproved

Disapproved Reason _____

Signature _____

PART 3: Reflection

Becoming a Reflective Teacher

Critical reflective teaching is the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions (Brookfield, 2017, p. 3). Brooks (2017) believes the best way to unearth and scrutinize our teaching assumptions is to use four specific lenses available to us: student's eyes, colleagues' perceptions, personal experiences, and theory and research (p. 7). WNMU COE consistently emphasizes critical reflective teaching in its program, courses, tasks, and Exit Teaching Events.

The importance of reflection and teaching learning tasks describes what you learned from teaching segments throughout the COE program. It provides evidence of your ability to analyze your teaching and your student's learning to improve your teaching practice. Critical reflective teaching has been designed and embedded throughout the program to assess your knowledge and skills as they relate to the WNMU Teacher Education Preparation (TEP) Outcome 7: Developing as a Professional Educator, serving all students including culturally and linguistically diverse students and students with exceptionalities.

To help you become a reflective practitioner, COE uses reflection/observation prompts and reflection/observation teaching commentary.

The daily reflection/observation prompts are as follows:

1. Detailed description of the sequence of events that took place. Pointing out how they were different from your plan, and why you deviated from your plan
2. How did the lesson go from your point of view as a teacher? What was not anticipated? How did you respond to the unanticipated occurrences? What did you learn as a teacher?
3. How did the lesson help your linguistically and culturally students learn the standards?
4. **How did the lesson help your students with exceptionalities learn the standards and objectives?**
5. **What were the students' responses or reactions to the lesson? Record particular things said and done by students.**
6. **What evidence do you have that your students perceived this lesson to be relevant to their lives?**
7. **What evidence of student learning do you have? Based on this evidence, what were students able to do? In what areas did each of the students have difficulty? Why? Was the assessment appropriate for the students? How? Why? Describe whether or not students mastered the content standards and learning objectives. How so?**

The reflection/observation teaching commentary is as follows:

1. Based on your experience teaching this unit, what did you learn about your students as learners? Cite specific evidence as well as specific research and theories that inform your analysis.
2. If you could go back and teach this unit again to the same group of students, what would you do differently concerning planning and assessment?
3. How would the changes improve the learning of students with different needs and characteristics?

These reflection and observation prompts and commentary help you become a reflective practitioner and can be written in journals, notebooks, or electronic files. Becoming a reflective practitioner requires time, practice, and an environment supportive of the development and organization of the reflective process. This is a highly individualized process, and everyone should find the structure and method of reflection that best suits the student's success.

Brookfield, D. Stephen. (2017). *Becoming a Critically Reflective Teacher*. 2nd Ed. Jossey-Bass.

REFLECTION

Becoming a Reflective Practitioner

The Importance of Reflective Observation

The following information on reflection is obtained from Reed, A.J.S. and Bergemann, V.E. (2001). *A Guide to Observation, Participation, and Reflection in the Classroom*. 4th ed. Boston: McGraw Hill Education. Most are quotes (page numbers included for this reason) however, some local changes have been made.

What is reflection? Why is it so important? And what's the big deal anyway? Although using reflection as a tool to improve learning about teaching is a relatively recent phenomenon, the process of reflection is one that scholars have touted for generations. Philosopher and educator John Dewey wrote in 1910, "Reflection is aimed at the discovery of facts that will serve a purpose." The guiding factor in the process of reflection, according to Dewey, is the "demand for the solution of a perplexity" (Dewey 1910, 1921). So, if we want to solve a problem, we must reflect on it. Educational theorist Jerome Bruner went even further. "Reflection," he said, "is central to all learning" (Bruner, 1960, p. 13). There is hardly a self-help book on the market today that does not mention the importance of reflection. Books that claim to document the attributes of successful people always stress the reflective process that leads an individual to success. Watch the face of an accomplished athlete after he has missed the ball in the end zone or she has fallen from the balance beam; you will see in the athlete's eyes a rapid analysis of what occurred. There may be only a few seconds to reflect on what went wrong, but reflection is necessary so that the same mistake will not occur again. This, of course, is why teams watch videos of the game and performers tape performances. This is what makes greatness. Many

people who are “naturals” never become accomplished. Why? They have not learned the skill of reflection. So, too, with teachers. Those who reflect on their actions and performance are more successful than those who merely react (p. 9).

Is reflection a skill that can be taught and learned? Of course it is. And, once you learn it, like riding a bike, you never lose it. Reflective individuals simply think about what they have seen and done. They gather information and analyze it. Frequently they write down what they have observed as a way of processing their thoughts. Sometimes they video- and/or audio-record their “performances.” Sometimes they talk to themselves and even document their thoughts. Often, they clarify their thinking by talking to others and testing their thoughts. Reflecting is at first introspective, but later it becomes active and interactive. Of course, true reflective thinkers choose carefully whom they share their thoughts with—selecting those people who can help them grow in their understanding. At the same time, reflective people continue the introspective process while they are actively pursuing information and clarification.

Reflection is not difficult. Often it merely requires answering simple questions: What did I do? Why did I do this? What was the outcome of my choice? How do I feel? Why do I feel that way? What was the best thing that happened? Were there any things I could have done better? What would I do differently if I could do it again? Sometime these questions are processed in a matter of seconds, such as with the gymnast who must immediately return to the balance beam. Other times the process is deliberate and slow. These simple questions, whether processed quickly or with deliberateness will lead you to become a reflective thinker (Bruner, 1960, p. 9).

The Reflective Process

Becoming a reflective practitioner requires time, practice, and an environment supportive to the development and organization of the reflective process. This is a highly individualized process, and everyone should find the structure and method of reflection that best suits the student. This includes answering these questions: When is the best time for me to reflect on what I have learned and experienced? Where will I be most comfortable reflecting? Do I need any tools to help me in the process, such as a computer, a journal, copies of lessons, or other items?

Writing a Reflection

To help you become a reflective practitioner, it is necessary to practice the process of reflection. As with most people, it may be a good idea for you to begin by writing your reflection in a journal, a notebook, or in a special file in your computer documents. The following table includes a series of suggested steps for writing a reflection related to your classroom observation or experience.

Select and Describe:

What have you observed in the classroom? What evidence/artifacts have you included? This step also involves a description of the circumstances, situations, or issues related to the evidence/artifact or observation. Four "W" questions are usually addressed:

- Who was involved?
- What were the circumstances, concerns, or issues?
- When did the event occur?
- Where did the event occur?

Analyze:	This step involves “digging deeper”. The “why” of the evidence/artifact or observation and the "how" of its relationship to teaching practice will be addressed.
Evaluate:	In the previous steps, you have selected, described and analyzed an experience, a piece of evidence, or an activity. The actual self-assessment occurs at this stage as you interpret the activity or evidence and evaluate its appropriateness and impact.
Transform:	This step holds the greatest opportunity for growth as you use the insights gained from reflection in improving and transforming your practice.

PART 4: ADMISSION, MONITORING, EXIT AND WITHDRAWAL FROM THE COLLEGE OF EDUCATION

ADMISSION INTO THE COLLEGE OF EDUCATION

The “Admission into the College of Education” policy establishes the eligibility standards and procedures for undergraduate and graduate teacher education candidates. To uphold high expectations, the faculty of the COE mandates that certain academic and professional standards be met.

Standards for Admission to the College of Education

The first semester of enrollment in the teacher education program is open to all interested candidates who have completed a minimum of 15 general education credits to include ENGL 1120 from an accredited institution. Undergraduate students will apply to the COE when taking EDUC 2116 or EDUC 429. Graduate students will apply to the COE when taking EDUC 529.

To qualify for admission to the COE, each candidate must meet the following requirements:

- 1. Undergraduates: earned Cumulative Grade Point Average (CGPA) of 2.5 or better. Graduate students: Final admission to the Graduate Division and a CGPA of 3.0.**
- 2. Undergraduates: complete ENGL 1110, ENGL 1120 with a grade of “C” or better, PSYC 1110, COMM 1130, and Gen Ed. Math.**
- 3. Three letters of recommendation/appraisal form on organizational letterhead: preferably two academic and one other (e.g. employer).**
- 4. *Personal Philosophy of Education* statement.**
- 5. Degree plan. (Degree Plan review with a COE Advisor)**
- 6. COE Handbook electronic signature acknowledgement indicating you understand the Admission, Monitoring, Exit and/or Withdrawal Procedures from the College of Education. This form is in the online application.**

7. Photo Release and Waiver electronic signature. This form is located in the online application.

8. Electronic signature approving your application. This is in the online application.

9. Professional Behaviors and Dispositions Assessment. This form is in the online application.

Graduate Admission Standards – Non degree path to acceptance

All students must be admitted to the COE before they get admitted into the WNMU Graduate Division as described in the WNMU catalog. Students must meet the standards and expectations of the College of Education graduate program as described in the catalog.

Graduate and Undergraduate Admission Procedures

1. During the Foundation Level, applications are developed online in TK-20. Candidates must be admitted into the COE before continuing with the Application/Reinforcement Level program of study.
2. The candidate's Application for Admission to the College of Education is reviewed by the instructor and the Professional Education Committee including the Cumulative Grade Point Average (2.5 CGPA or higher for undergraduates, 3.0 CGPA for graduates).
3. Following the review of the candidate's application, admission into the College of Education is either Approved or Denied.
4. If the candidate's application is **approved**, a letter is sent from the Dean to the candidate informing him/her of admittance.
5. If the candidate's application is **denied**, a letter is sent from the Dean to the candidate informing him/her that the application has been denied and the reasons why. The candidate is encouraged to complete the application as soon as possible so that he/she may continue with Application/Reinforcement level courses. A plan of assistance will be developed with the candidate to assist him/her with the application or with plans in the College of Education if required.

Note: Candidates need to see their advisors before the end of Foundation Level to have a signed Degree Plan and to complete the application process.

As part of the College of Education’s CAEP Accreditation, all teacher candidates must meet professional behaviors and dispositions. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. The following form will be used at each level (Foundation, Application/Reinforcement and Capstone) throughout the program to assess attainment of the professional behaviors and dispositions required of professional educators. The form is to be submitted in TK-20 and is part of the application package.

Professional Behaviors and Dispositions (PBD)

It is the responsibility of the Professional Education Programs at WNMU to prepare effective, committed professionals who have a passion for education, counseling, and/or leadership; are effective in the classroom and work environment, and advocate for their students/clients and for education. Developing appropriate candidate dispositions is an integral part of that work. The purpose of this form is to provide meaningful, actionable feedback to candidates regarding their professional education dispositions. This feedback is intended to enhance the candidate’s development as an effective educator and is in keeping with the conceptual framework, and mission of the College of Education.

This assessment is formally administered a minimum of three times during each candidate’s program: entry, midpoint, and exit. At each point, the candidate will complete the assessment as a self-evaluation and a faculty/clinical faculty member will complete the assessment as an evaluation. If there are discrepancies between the self-evaluation completed by the candidate and the evaluation completed by the faculty/clinical faculty, a conference should be scheduled between the candidate, the faculty member completing the assessment and the candidate’s advisor. At that time a plan of assistance may be initiated.

This assessment shall also be completed if at any point in time a faculty member identifies an area of concern. At that time, the faculty member who initiated the assessment should schedule a conference with the student to discuss and document the concern. At that time a plan of assistance may be initiated.

Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, the Marzano Casual Teacher Evaluation Model, Professional Standards for Educational Leadership (PSEL), National Association for the Education of Young Children (NAEYC), and Council Accreditation of Counseling and Related Educational Programs (CACREP)

The candidate demonstrates:	Not Observed	Unacceptable or Does Not Meet	Beginning or Progressing Toward Expectations	Proficient or Fulfilling Expectations	Exemplary or Exceeds Expectations
I. Student Engagement	--	0	1	2	3

<p>1. Demonstrates the belief that all individuals can succeed (InTASC 2.1)(Danielson 2.b) (Marzano 1, 39) PSEL 1.a</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Has no established standards or fails to convey high standards for all clients/students.</p>	<p>Understands the need for high standards for all clients, students, and colleagues and takes beginning steps to help others achieve those standards.</p>	<p>Encourages high expectations for all clients, students, and colleagues, as appropriate, and helps them achieve success.</p>	<p>Consistently sets and conveys high standards for all clients, students, and colleagues as appropriate, and ensures that clients, students, and colleagues achieve success.</p>
<p>2. Respects and responds to individual needs (InTASC 2.m) (Danielson 2.a) (Marzano 36) PSEL 1.b</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Behaves in a manner that is biased, discriminatory, intolerant, or close-minded</p>	<p>Occasionally models respect, responds to individual needs, provides limited opportunities to build relationships which occur happenstance and not with purpose. Written work and other expressions reflect limited understanding of diversity.</p>	<p>Models respect and responds to individual needs. Allows individuals to build positive working relationships with all stakeholders. Written work and other expressions reflect understanding of diversity.</p>	<p>Ensures perseverance by modeling respect and attending to individual needs. Promotes opportunities to build positive relationships with a commitment to diversity.</p>
<p>3. Provides equitable learning and development opportunities for all (InTASC 3.n) (Danielson 1.e) PSEL 1.c</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Displays inequitable treatment of learners.</p>	<p>Begins to seek ways to provide learning and development opportunities for all. Lacks knowledge of interventions and instructional opportunities that will impact learning.</p>	<p>Plans equitable learning opportunities for all clients/students by providing differentiated instruction/approaches designed to meet instructional needs and identified outcomes.</p>	<p>Provides equitable learning opportunities for all individuals, addressing the needs of identified subgroups, and advocating for the community.</p>

<p>4.Promotes positive outcomes based on assessment results</p> <p>(InTASC 6.r.t. v.) (Danielson 1.f, 3.d) PSEL 1.</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Does not provide evidence of evaluating students' progress.</p>	<p>Evaluates client's/student's progress or performance on occasion but does not use assessment findings to target individual needs.</p>	<p>Designs interventions and activities based on client/student progress. Uses formative and summative assessment data to inform next steps. Documents assessment results to guide planning and next steps for instruction.</p>	<p>Makes data driven decisions by analyzing data to address gaps in achievement. Uses different types of formative and summative assessments to inform next steps. Uses assessment results to design and implement strategies to meet the individual needs.</p>
<p>Comment:</p>					

The candidate demonstrates	Not Observed	Unacceptable	Beginning	Proficient	Exemplary
II. Response to Feedback		0	1	2	3
<p>1. Maintains a Plan for professional growth</p> <p>(InTASC 9.k) (Marzano 55, 56) PSEL 7.c</p>	There was no opportunity in this setting to observe/evaluate this indication	Does not seek out or participate in educational opportunities that encourage further professional growth unless specifically directed to do so.	Participates in required learning activities or coursework at a superficial level, as assigned by supervisors or directed by the district, but does not seek out additional opportunities based upon personal reflection on feedback or performance.	Selection of and participation in learning activities is based upon feedback received regarding their individual performance. Seeks out and participates in additional educational opportunities that encourage further professional growth based upon the feedback and reflection on own performance. Is receptive to learning about new initiatives and experiences.	Initiates focused plans for professional growth on individual performance and student needs within the classroom. Seeks out, participates, and positively contributes to educational opportunities that encourage further professional growth; is actively engaged in learning about new initiatives and experiences and sharing them with others to enhance professional growth.

<p>2. Acts on constructive feedback from others</p> <p>(InTASC 10.t) PSEL 7.g</p>	<p>There was no opportunity in this setting to observe/evaluate this indication</p>	<p>Unreceptive to constructive comments and/or demonstrates few signs of implementing recommended change.</p>	<p>Listens to constructive comments and completes specific, instructions regarding next steps.</p>	<p>Receptive to constructive comments and implements changes, addressing issues as presented by supervisors and collaborates with supervisor to implement changes.</p>	<p>Initiates the implementation of changes in addressing issues identified, and actively solicits feedback from others.</p>
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<p>3. Conducts self-assessments through reflection to overcome limitations and enhance strengths</p> <p>(InTASC 9.l.m.n, 10.t) (Danielson 4.a) (Marzano 50-54) PSEL 6.i</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Demonstrates no evidence of reflecting upon or revising ongoing professional practices, nor acknowledging limitations or strengths.</p>	<p>Limited reflection is evident in self-assessments, with responses only directed to questions on the form. May be aware of limitations but next steps for improvement are not evident.</p>	<p>Conducts self-assessments identifying specific limitations and strengths as identified by supervisor or explored in conversation with the supervisor. Discusses efforts to revise ongoing professional practices through personal interactions and/or through work products.</p>	<p>Conducts self-assessment, reflecting on limitations and strengths, incorporating personal reflection with the feedback received from supervisor. Discusses specific practices used to revise ongoing professional practices through personal interactions and work products. Applies revised practices in the professional setting to create an ongoing and sustained continuous improvement cycle.</p>
<p>Comment:</p>					

The candidate demonstrates	Not Observed	Unacceptable	Beginning or Progressing Toward Expectations	Proficient or Fulfilling Expectations	Exemplary or Exceeds Expectations
III. Communication	--	0	1	2	3
<p>1. Communicates effectively and appropriately to problem-solve</p> <p>(InTASC 3.q) (Danielson 4.c) (Marzano 1) PSEL 7.c</p>	There was no opportunity in this setting to observe/evaluate this indicator	Fails to communicate clearly and accurately, creating confusion or exacerbating issues.	Initiates communication at a superficial level, providing basic information or responding to direct questions with sufficient detail. Receives feedback with a calm demeanor.	When necessary, initiates communication to avoid potential confusion, asks questions, and promotes discussion to solve problems; uses positive and professional tone in communication	Anticipates problems or issues and initiates communication to avoid potential confusion, addresses issues, or problem solve; follows up on communications to ensure all those involved are aware of future actions; uses positive and professional tone in communications.

<p>2. Using communication to problem solve</p> <p>(InTASC 3.q) (Danielson 4.c) (Marzano 1) PSEL 7.e</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator</p>	<p>Ignores potential problems and/or enlists participation of non-school personnel or of someone not qualified to assist in problem solving.</p> <p>AND/OR</p> <p>Ignores or dismisses attempts by others seeking candidate's input and/or action in effort to problem-solve situation.</p>	<p>Tries to solve problems independently, seeking support when needed.</p>	<p>If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist him/her; is aware of "chain of command" in working with others</p>	<p>Seeks solutions independently and/or identifies the faculty or staff member who can assist; utilizes "chain of command" appropriately to communicate effectively</p>
Comment:					
The candidate demonstrates	Not Observed	Unacceptable or Does Not Meet	Beginning or Progressing Toward	Proficient	Exemplary or Exceeds
IV. Professional Responsibility	--	0	1	2	3

<p>1. Meets academic and professional obligations</p> <p>(InTASC 3.n) (Danielson 4.e) (Marzano 58) PSEL 10.i</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator</p>	<p>Arrives late for meetings and/or other events</p> <p>AND/OR</p> <p>Misses multiple deadlines over a defined period of time</p> <p>AND/OR</p> <p>Demonstrates unpreparedness for class/professional tasks that s/he is responsible for.</p>	<p>Generally, respects schedules and is punctual, prepared for class or professional tasks, and meets deadlines. Works to prioritize activities, balancing multiple demands placed on their schedule.</p>	<p>Respects schedules, arriving early for meetings and meets established deadlines; if work will be late, the candidate has proactively communicated ahead of time; preparation to complete class/professional tasks occurs in a timely fashion.</p>	<p>Takes the lead in addressing academic or professional obligations: arranging meetings, setting deadlines, and establishing high expectations. Regularly surpasses minimal criteria involved in any class/professional assignment; level of preparation is high.</p>
<p>Comment:</p>					

The candidate demonstrate	Not Observed	Unacceptable	Beginning	Proficient	Exemplary
V. Professional Initiative	--	0	1	2	3
<p>1. Creates opportunities and positive change for the mutual benefit of all involved</p> <p>(InTASC 3.n) (Danielson 4.e) (Marzano 58) PSEL 10.i</p>	There was no opportunity in this setting to observe/evaluate this indicator	Language and behaviors convey apathetic, detached, superficial, compliance-only, and/or resistant view toward diverse perspectives and/or toward opportunities for positive change impacting professional setting.	Occurrences of positive interactions are happenstance and may support active engagement or create opportunities for the promotion of positive change, but not purposefully.	Consistently interacts with others (clients, students, parents, colleagues, instructors) in ways that encourage active engagement, by providing opportunities that promote positive change for others to express or demonstrate their needs and viewpoints.	Encourages and supports participation and success for <i>all</i> .

<p>2. Initiates, suggests, and contributes in appropriate ways (InTASC 10.p.q. r. s) (Danielson 4.d) (Marzano 58, 60) PSEL 10.c</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator</p>	<p>Language, behaviors, and action outcomes convey apathetic, detached, compliance-only, and/or resistant view toward individual and collective responsibilities and assigned tasks.</p> <p>AND/OR</p> <p>Fails to plan adequately in order to fulfill responsibilities, putting burden on others to compensate.</p>	<p>Though engagement is evident, relies on others to take the lead toward achieving goals, asking few questions and/or seldom stepping forward to take the lead.</p>	<p>Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Shows how to contribute appropriately and respectfully in the candidate role.</p>	<p>Anticipates the needs of others. Seeks and obtains additional resources beyond those readily available. Provides leadership in solving dilemmas involving the procurement or distribution of resources. Example: Aware of what is going on in the classroom.</p>
<p>3. Maintains knowledge of and disseminates information about current research and best practices (InTASC 9.n) (Danielson 4.e) (Marzano 54, 58) PSEL 10.d</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator</p>	<p>Resists intellectual and scholarly engagement with material or others (e.g., peers, instructors, students, clients), despite requests and support from instructors, colleagues, supervisors, or other personnel to do so.</p>	<p>Repeats information about current research and best practices without demonstrating analysis or comprehension.</p>	<p>Implements research and best practice in their work environment.</p>	<p>Analyzes, synthesizes and evaluates material, for implementation of research and best practice in their work environment. Seeks further information, and engages others in intellectual discussion.</p>
<p>Comment:</p>					

The candidate demonstrates:	Not Observed	Unacceptable	Beginning	Proficient	Exemplary
VI. Respect for Diversity	--	0	1	2	3
1.Supports and empowers individuals from diverse backgrounds (InTASC 2.m.n.o, 9.m, 10.q) PSEL 3.b	There was no opportunity in this setting to observe/evaluate this indicator.	Neglects opportunities to develop and encourage cross-cultural understandings, sensitivities, perspectives, and practices; neglects to acknowledge or become aware of personal biases or privilege perpetuating inequity.	Communicates and demonstrates developing awareness of the need to interact and respond to diverse individuals; begins to develop awareness of the opportunities to develop cross-cultural understandings; takes first steps to respond to individual differences; recognizes opportunities to encourage cultural sensitivities and perspectives; begins to acknowledge and be aware of personal biases or privilege as well as culturally responsive pedagogical practices; seeks knowledge of the impact of structural or institutional oppression or methods of marginalization.	Initiates attempts to interact and respond to all diverse individuals equitably; responds to opportunities to develop cross-cultural understandings ; recognizes individual differences; encourages cultural sensitivities and perspectives via acknowledging personal biases and privileges; includes culturally responsive pedagogical practices; communicates and demonstrates knowledge of the impact of structural and/or institutional oppression and/or methods of marginalization	Proactively interacts and responds to all individuals equitably and demonstrates ability to do so; consistently looks for and responds to opportunities to enhance cross-cultural understandings; integrates individuals' individual differences into all aspects of the working environment; encourages cultural sensitivity and perspectives via interrogation of personal biases and privileges leading to transformation in practice; demonstrates in-depth knowledge of culturally responsive pedagogical practices and models them; demonstrates in-depth knowledge of the impact of

<p>2. Includes families and other stakeholders in planning for individual success</p> <p>(InTASC 10.q) PSEL 5.d</p>	<p>Opportunity not present in this setting to observe/evaluate this indicator.</p>	<p>Fails to acknowledge and implement modes of communication with families/caregivers to ensure individual student success.</p>	<p>Communicates awareness of, and attempts to acknowledge, modes of communication (written and verbal) that work best for families/caregivers and stakeholders to ensure effective communication necessary for planning individual student success.</p>	<p>Identifies and applies modes of communication (written and verbal) that work best for families/caregivers and stakeholders and utilizes them to ensure effective communication for planning individual student success.</p>	<p>Uses multiple modes of communication (written and verbal) that work best for families/caregivers/stakeholders to ensure effective communication for planning individual success; develops alternative and proactive communication strategies when traditional methods of communication prove unsuccessful.</p>
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<p>3. Advocates for the social, emotional, physical, educational, behavioral, and basic needs of others</p> <p>(InTASC 10.p) PSEL 5.b</p>	<p>Opportunity not present in this setting to observe/evaluate this indicator.</p>	<p>Utilizes a deficit model of engagement where engagement is limited to a select few.</p> <p>AND/OR</p> <p>Becomes easily and visibly frustrated when others don't understand.</p>	<p>Initiates attempts to become knowledgeable of the resources that all individuals bring with them; recognizes and engages individuals with all levels of abilities; tries to help/encourage those who need help; communicates awareness for the need to be patient and professional when interacting with others; seeks knowledge on how to advocate for others.</p>	<p>Communicates knowledge of the assets and resources that all individuals bring with them; begins to engage individuals with all levels of abilities; seeks opportunities to help/encourage those who need help; is consistently patient and professional when interacting with others; helps and advocates for others.</p>	<p>Proactively identifies assets and resources that all individuals bring with them; actively seeks a variety of strategies to engage all individuals in the learning/teaching process; creates various means to help those who don't understand; encourages and facilitates active participation among individuals at all levels; implements and models strategies to be more effective as a classroom/school/organization leader.</p>
<p>Comment:</p>					

The candidate demonstrates	Not Observed	Unacceptable	Beginning	Proficient	Exemplary
VII. Collaboration	--	0	1	2	3
<p>1. Engages in culturally responsive practices in interactions with learners, families, communities, and colleagues</p> <p>(InTASC 4.o) PSEL 5.b</p>	There was no opportunity in this setting to observe/evaluate this indicator.	Unaware of or rejects culturally responsive practices. Unaware or rejects the awareness of personal biases or prejudices. Perceives and interacts with others who are different from a deficit perspective. Denies the need for culturally responsive practices. Denies oppression / marginalization of racial/cultural	Takes preliminary steps to acknowledge, recognize, and explore different perspectives that learners from diverse backgrounds bring to the learning environment. Beginning to see others who are different from a perspective of tolerance. Emerging awareness that oppression /marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, clients, families, communities, colleagues, and instructors.	Aware of culturally responsive practices and sees need for culturally responsive practices. Aware of personal biases or prejudices. Sees others who are different from a perspective of tolerance. Aware that oppression / marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, clients, families, communities, colleagues, and instructors.	Engages in respect for, and responsiveness to, the cultural backgrounds represented by working to include clients, students and colleagues in the implementation of culturally responsive practices

<p>2. Shares information and ideas with others (InTASC 3.q) (Marzano 58, 60) PSEL 6.e</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Does not engage in open dialogue and effective action to accomplish goals as part of a larger group. Behavior does not reflect an understanding of self as a representative of a group, the profession, or responsible party in the greater society. Repeatedly waits for others to take the lead or hinders progress. Approaches ethical dilemmas from a personal or unitary perspective.</p>	<p>Emerging awareness for open dialogue and effective action to accomplish goals as part of a larger group. Emerging awareness of behavior that reflects an understanding of the relationship between own actions and the advancement of the group, profession, or greater society.</p>	<p>Engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflects an understanding of the relationship between own actions and the advancement of the group, profession, or greater society.</p>	<p>Uses shared information and ideas to accomplish goals as part of a larger group.</p>
<p>3. Cooperates with university, school, and community personnel (InTASC 3.n) (Marzano 55, 57, 58, 59)</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Communicates an inability and/or lack of desire or initiative to collaborate with</p>	<p>Emerging evidence of collaboration; understanding relevance of collaboration within the school system and context, as observed through interaction with university, school</p>	<p>Collaborates with individuals and/or groups; is cognizant of the feelings and perceptions of others when</p>	<p>Addresses personal biases in order to collaborate more effectively with university, school, and</p>

<p>4. Collaborates to resolve differences and solve problems respectfully and reflectively</p> <p>(InTASC 3.n) PSEL 3.g</p>	<p>There was no opportunity in this setting to observe/ evaluate this indicator.</p>	<p>Does not initiate collaborative problem solving.</p> <p>AND/OR</p> <p>Resists, ignores, or dismisses others' efforts to problem-solve.</p> <p>AND/OR</p> <p>Conveys attitude of forced compliance and disrespect when working with others to problem-solve.</p>	<p>Aware of collaborative problem-solving process.</p>	<p>Participates in collaborative problem solving by valuing and considering others' perspectives as well as taking into consideration your own behaviors and beliefs, to move toward an agreed upon resolution.</p>	<p>Initiates collaborative problem solving by valuing and considering others' perspectives as well as taking into consideration your own behaviors and beliefs, to move toward an agreed upon resolution.</p>
<p>Comment:</p>					
<p>The candidate demonstrates:</p>	<p>Not Observed</p>	<p>Unacceptable</p>	<p>Beginning</p>	<p>Proficient</p>	<p>Exemplary</p>
<p>VIII. Ethics</p>	<p>--</p>	<p>0</p>	<p>1</p>	<p>2</p>	<p>3</p>

<p>1. Demonstrates honesty, integrity, fairness, respect for others and confidentiality</p> <p>(InTASC 2.m, 3.q, 9.o) (Danielson 4.f) (Marzano 59) PSEL 2.b</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Demonstrates minimal knowledge of, or no regard for, a professional code of ethics.</p> <p>AND/OR</p> <p>Has not signed a code of ethics document.</p>	<p>Seeks opportunities to develop own personal ethics to abide by policies of professionalism</p>	<p>Serves as support to the community with the need for ethics and professional behavior at all times</p>	<p>Helps colleagues, clients, students, and community to understand that there is a personal and professional code of ethics by which the system should operate</p>
<p>2. Accepts responsibility for personal actions and behaviors</p> <p>(InTASC 6.r, 9.l, 10.p) (Marzano 59) PSEL 2.a</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Conveys unwillingness to acknowledge and/or accept responsibility for personal actions and behaviors negatively impacting work and/or professional relationships.</p>	<p>Works to practice positive ethical behavior in the workplace and community.</p>	<p>Accepts and engages colleagues in dialogue to promote what is right for the success of the system</p>	<p>Leads with true professionalism to bring pride to the system with transparent decision making</p>

<p>3. Creates and maintains appropriate interpersonal relationships in all settings</p> <p>(InTASC 3.n, 10.r)</p> <p>(Daniels on 4.d) (Marzano 55,56) PSEL 2.e</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Resists efforts made by others to cultivate collegial, productive and supportive relationships.</p> <p>AND/OR</p> <p>Interactions create tension and/or perpetuate ineffective person-to-person engagement.</p>	<p>Practices integrity and ethical behaviors that ensure a working relationship with everyone in the system</p>	<p>Inspires integrity and ethical behaviors with others to support a safe and supportive environment with clients, students, and colleagues.</p>	<p>Advocates for and promotes integrity and ethical behaviors with clients, students, colleagues and community to build positive relationships with all stakeholders</p>
<p>Comment:</p>					

For the following dispositions, please indicate whether the candidate has met each disposition to the <u>best of your knowledge</u> .		
1. Complied with laws, policies, and procedures	Yes	No
2. Followed professional code of ethics.	Yes	No
3. Disclosed any unlawful activity upon application to and throughout the program	Yes	No
4. Passed criminal background checks and drug screenings as required	Yes	No

Comment(s):

Plan of Assistance

WNMU's College of Education (COE) strives to provide the best pre-service teaching experience for all teacher candidates. The goal is for every candidate to be successful and meet the rigorous requirements for teacher licensure. Occasionally, it is necessary to provide pre-service candidates with more structure to ensure that they can demonstrate success during their student teaching experience and beyond. Student's Name will be afforded the opportunity to demonstrate readiness to conduct practice teaching during the Fall/Spring ____ semester. The goals and objectives that Student's Name will meet are detailed in this document.

A conference to discuss an assistance plan for Student's Name was held on Date on the WNMU campus. The parties involved: Name, COE Dean, Name, Advisor, Name, Professor, and Student's Name. Issues discussed include:

Description of Goal – What Behaviors Need to Be Exhibited?	Accountability Measures – How will we know the goal has been met?	Who Will Monitor	Timeframe

Students Name: _____ Date: _____

Initiating Faculty Member: _____ Date: _____

Candidate Advisor: _____ Date: _____

Dean, College of Education: _____ Date: _____

Director of Field Experiences: _____ Date: _____

Handbook Acknowledgement

I _____ have read the **TEP Beginning Handbook** and understand the procedures for Admission, Monitoring, Exit and Withdrawal from the College of Education.

Date: _____

Signature _____

This form is part of the application package and must be submitted in TK-20.

MONITORING PROGRESS OF CANDIDATES WITHIN THE COLLEGE

The College of Education systematically monitors the progress of candidates in the MAT, Early Childhood, Special Education, Elementary, Secondary, K-12 Movement Science, Career and Technical Education, Reading, and Educational Leadership programs at WNMU. Ensuring the quality and competence of candidates in all COE programs is a continuous and systematic process. To maintain standards within programs, COE faculty shall advise individual candidates and collect data that assess a candidate's ability to make satisfactory progress.

For candidates in the Teacher Education Program expectations to maintain standards and ensure quality will be explained during Foundation Level with an introduction to the College of Education's Conceptual Framework, an acceptance letter upon approval into the Teacher Education Program, monitoring of competencies during the Application/Reinforcement Level, and an Affirmation Ceremony during the Capstone Level for candidates successfully completing practice teaching. Assessment data on individual candidate's progress will be collected through Student Information System (TK-20).

Student Information System (TK-20)

Beginning assessment data is collected at the **admission stage** including the Application for Admission to the COE.

Monitoring stage assessment data is collected at the Application/Reinforcement Levels to assist advisors and Undergraduate Programs Committee in monitoring individual candidates.

- Maintain a 2.5 CGPA for undergraduates and 3.0 CGPA for Graduates—must have a 2.75 CGPA for undergraduates applying to practice teach
- Maintain grades of “C” or better
- Complete course assessments/monitoring points as determined by the COE Assessment Committee

EXIT AND/OR WITHDRAWAL OF CANDIDATES FROM THE COLLEGE OF EDUCATION

The College of Education through its Professional Education Committee and advisors oversees the completion of coursework including practice teaching and its related requirements, the Teaching Event during the Capstone Level.

Program Exit stage

- Undergraduate students must pass all courses required in education with a grade of “C” or higher. For graduate students, no more than three credit hours with a grade of “C” will count toward fulfillment of the requirements for a master’s degree.
- Submit a Teaching Event and earn a “Pass” grade evaluation.
- Complete practice teaching and receive a satisfactory evaluation.
- For Graduate students, in addition to the above, earn satisfactory results from the Comprehensive Exam given by the College of Education

In Addition

- All course prerequisite requirements will be fulfilled. This will also hold true for students in the MAIS programs. Students may seek permission to enroll in some courses concurrently when the cause of such scheduling is no fault of the student. Student advisement is conducted according to the Advisement Policy in the COE Policy Manual.

- All candidates will act according to the Code of Ethics established by their respective professions as well as the WNMU Standards of Conduct found in the catalog. Any university sanctions which are imposed on a COE major because of the Alcohol Policy, Weapons Possession Policy, Sexual Harassment Policy, or Sexual Assault Policy (Student Handbook) will be copied into the student's COE file. This will also include Professional Behaviors and Dispositions that are not satisfactorily met. The purpose is to monitor the student's quality of life outcomes and commitment to professional standards.
- Faculty shall submit complimentary letters, informational notes and letters of reprimand as deemed necessary. The student must be notified of any letter of reprimand and has the right to refute any claim.

Dismissal from the College of Education

If a student's program status in the COE does not meet requirements, the student may be withdrawn. Process leading to withdrawal:

- The Dean has the authority to withdraw a candidate's program status. An ad hoc committee, appointed by the Dean, will make a recommendation, provided the committee determines there is just cause after a hearing. Just cause may include, but is not limited to 1) any disciplinary action by the College of Education, 2) conviction of a felony or misdemeanor of moral turpitude, 3) charges currently pending against a student alleging a commission of a felony or misdemeanor of moral turpitude, 4) false reporting of any claims, or 5) conduct which adversely affects the student's suitability as a member of the academic/professional education community.
- A hearing will be conducted under the following guidelines: 1) the time of the hearing will be set at a time convenient to all parties within, 2) all parties will have the right to counsel and present testimony, witnesses, and physical evidence as necessary, 3) a representative of the VPAA will serve as hearing officer, 4) the hearing is held with the ad hoc committee, the Associate Dean of Education and any appropriate public school personnel, 5) staff will record all testimony and evidence either through audio tape or summative notes, 6) a written recommendation will be made to the Associate Dean within five days of the hearing with attached notes, evidence, or tapes, and 7) the Associate Dean will submit a decision within five days of receiving the recommendation of the ad hoc committee.
- Upon review of all materials, data, and testimony from a hearing process, the Associate Dean will inform the candidate, in writing, of any action to dismiss or declare probationary conditions. The Associate Dean's decision must include what stipulations will remedy the dismissal or probationary conditions. The candidate has the right to appeal the dismissal beginning at step three via the "Student Academic Complaint" policy found in the student handbook.