

# Missouri Western State University Department of Education

## Preparing Reflective Teacher-Leaders



## Undergraduate Teacher Education Handbook

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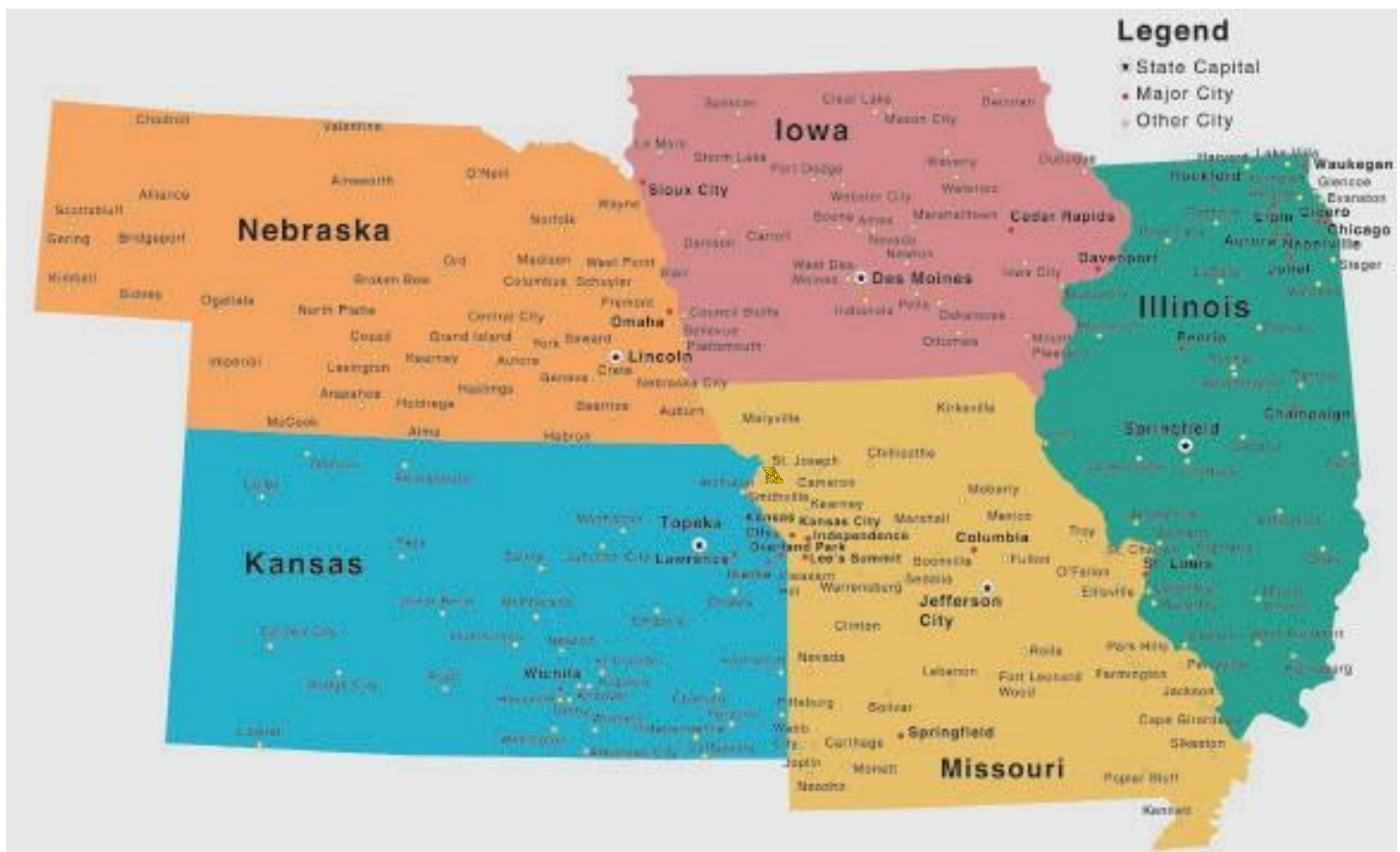
## WELCOME FROM THE CHAIRPERSON!

Welcome to an **APPLIED** Teacher Education program. We believe that you learn best by moving developmentally through phases in which you gain theoretical knowledge and teaching skills but also frequently put these into application in school settings.

**On Campus** - You'll be taught by full-time faculty who has been where you're going. We only hire professors who have experience teaching in P-12 schools. Our faculty cares about your progress and interacts with you in class, is available outside of class, and serve as academic advisors for our majors.

**In Schools** - The faculty supervise, so we are with you on campus and out in the schools. In addition, part-time faculty who are recently retired master teachers and principals help us with supervision. We have a relational model of placement that helps us work with schools to find the best possible placement and to work through any obstacles that may pop up.

**Welcome to the program!**



## ABOUT OUR PROGRAM

The Missouri Western Teacher Education Program is an applied program that is unique in its structure and values:

- You learn to **take responsibility for student learning** by meeting and exceeding the **Missouri Western Teacher Education Standards**, the **Six Leadership Dispositions**, and special attention to **Diversity** and **Technology**.
- Your learning is distributed developmentally across **four phases** that focus respectively upon

**(1) exploring, (2) developing knowledge, (3) investigating, and (4) applying knowledge.**

- You will be in schools a lot over your time in our program. This is an **applied** teacher education program. We believe that **teachers learn to teach by teaching**. All four phases have field experiences that give you an extended opportunity to work under the mentorship of master classroom teachers and experienced university supervisors.
- All field experiences are **connected** to on-campus courses so assignments are carried out in the schools and discussed and reviewed in courses.
- Our entire faculty is made up of **experienced P-12 certified teachers**.
- Our **faculty supervises** out there in the schools, not just in the courses. In addition to continuing our relationship with you in school settings, we can see what is and isn't working in order to adjust our curriculum to maximize your success in schools.

# Our faculty and staff are committed to helping you succeed as a Teacher Leader

## OUR FACULTY AND STAFF



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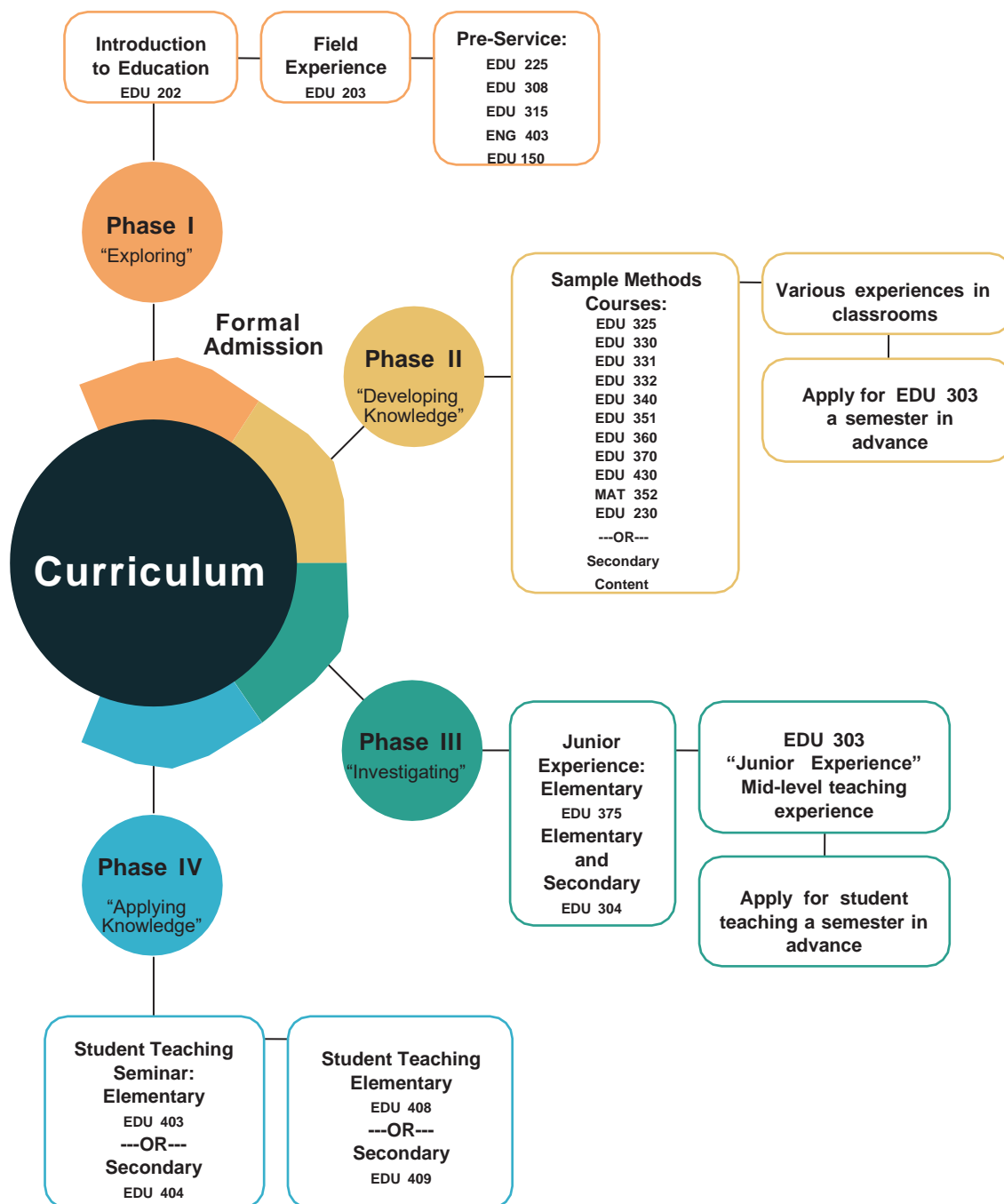
Elizabeth Thorne  
Wallington Ph.D.  
Reading



Teri Holt  
Administrative Assistant

# QUICK START: Curriculum

## *Elementary & Secondary 9-12 & K-12*

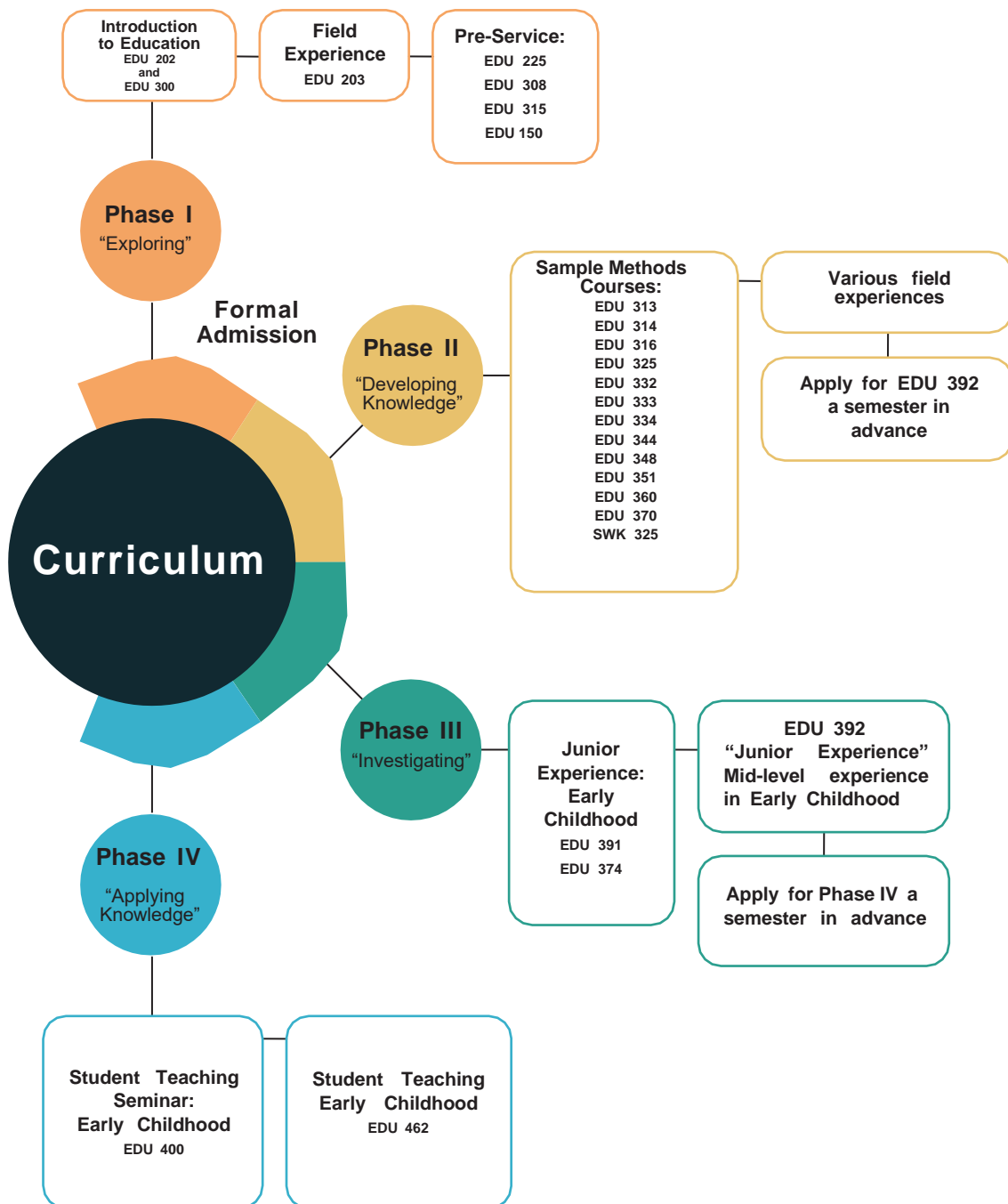


See the University Catalog or the Department Web Page for Admission Requirements, application deadlines and the remaining courses required to complete your degree and certification

Elementary Education majors must also complete an area of concentration.

# QUICK START: Curriculum

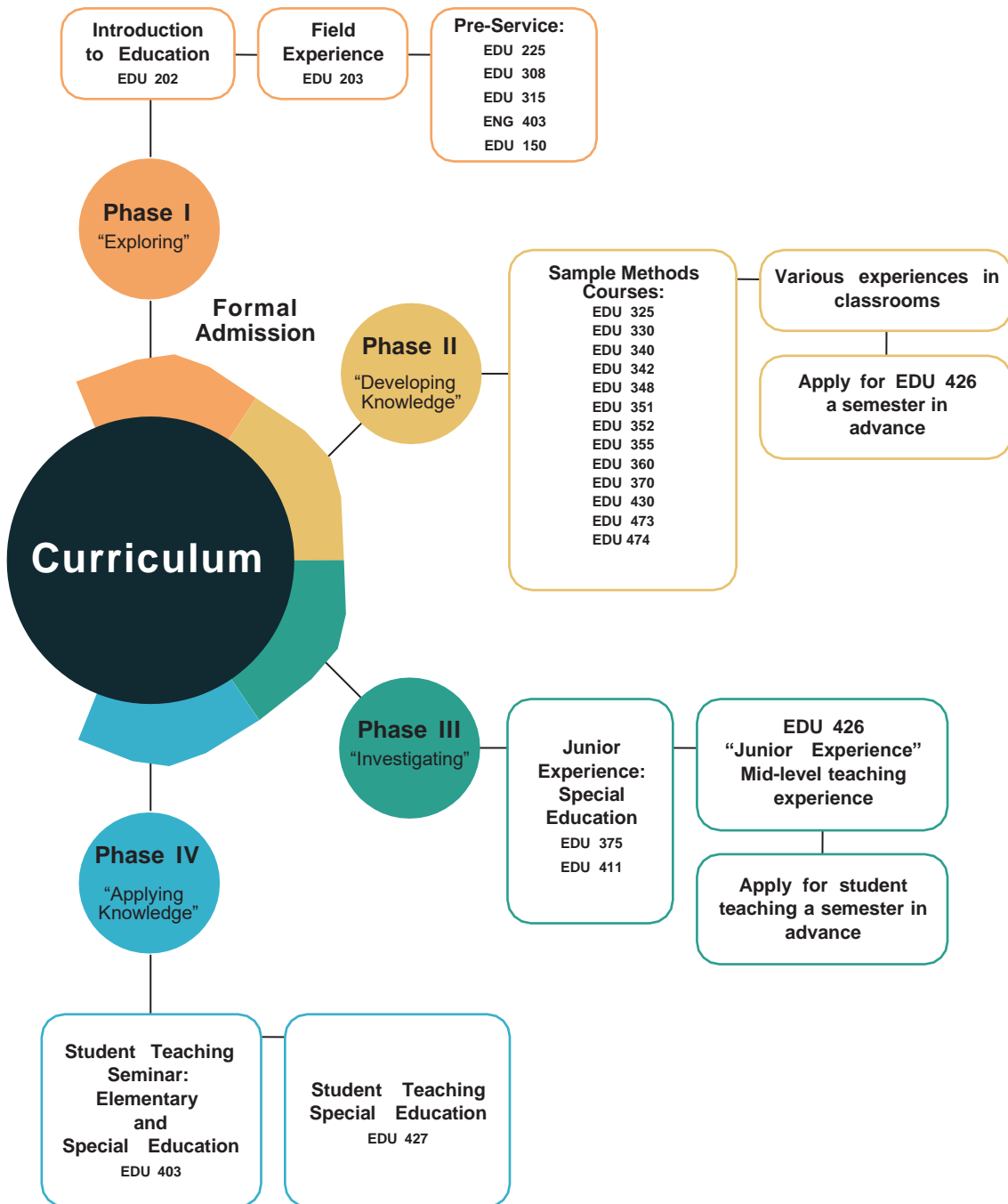
## *Early Childhood*



See the University Catalog or the Department Web Page for Admission Requirements, application deadlines, and the remaining courses required to complete your degree and certification.

# QUICK START: Curriculum

## *Special Education*

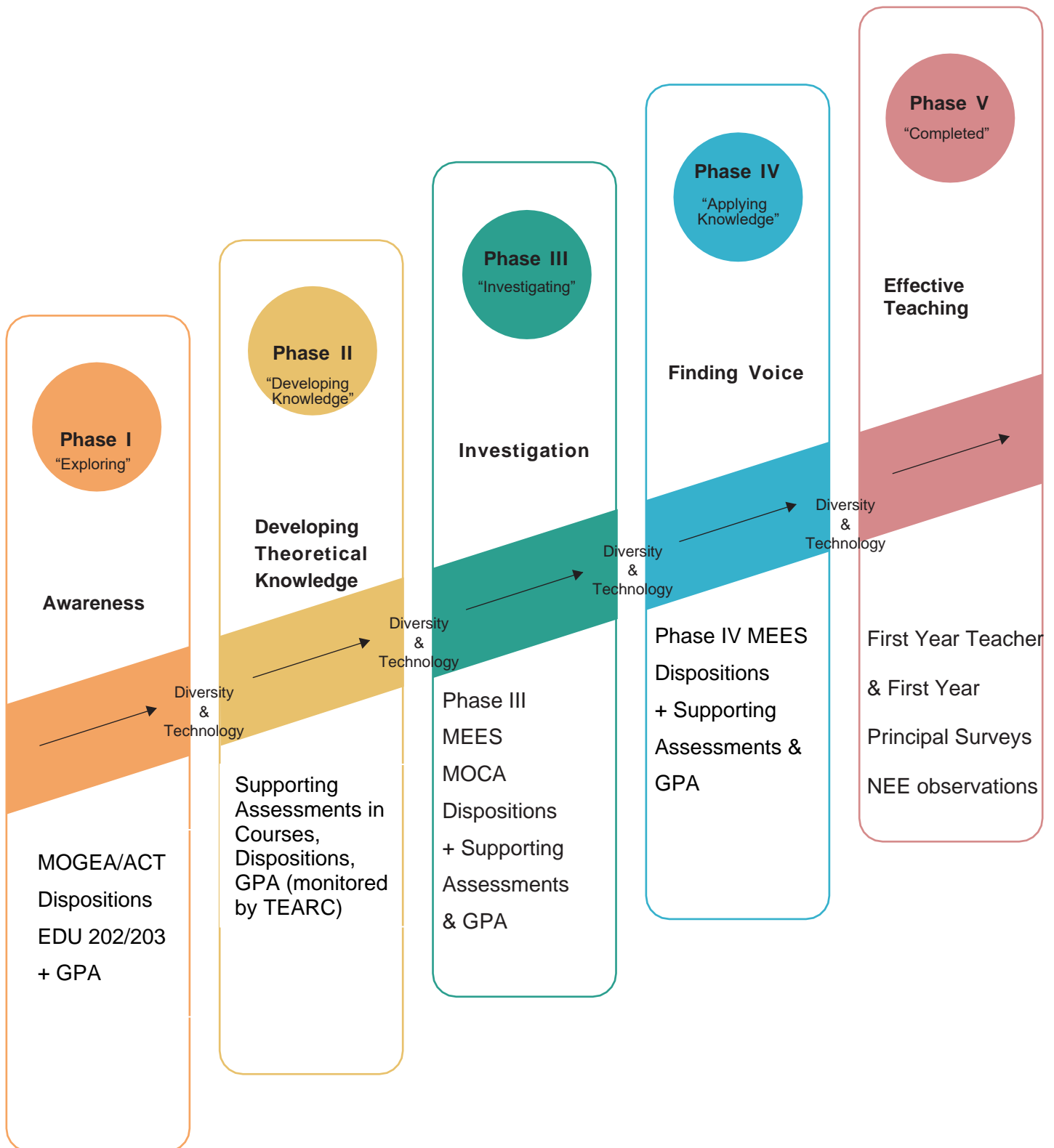


See the University Catalog or the Department Web Page for Admission Requirements, application deadlines and the remaining courses required to complete your degree and certification.

Special Education majors will be certified Kindergarten through 12th grade.



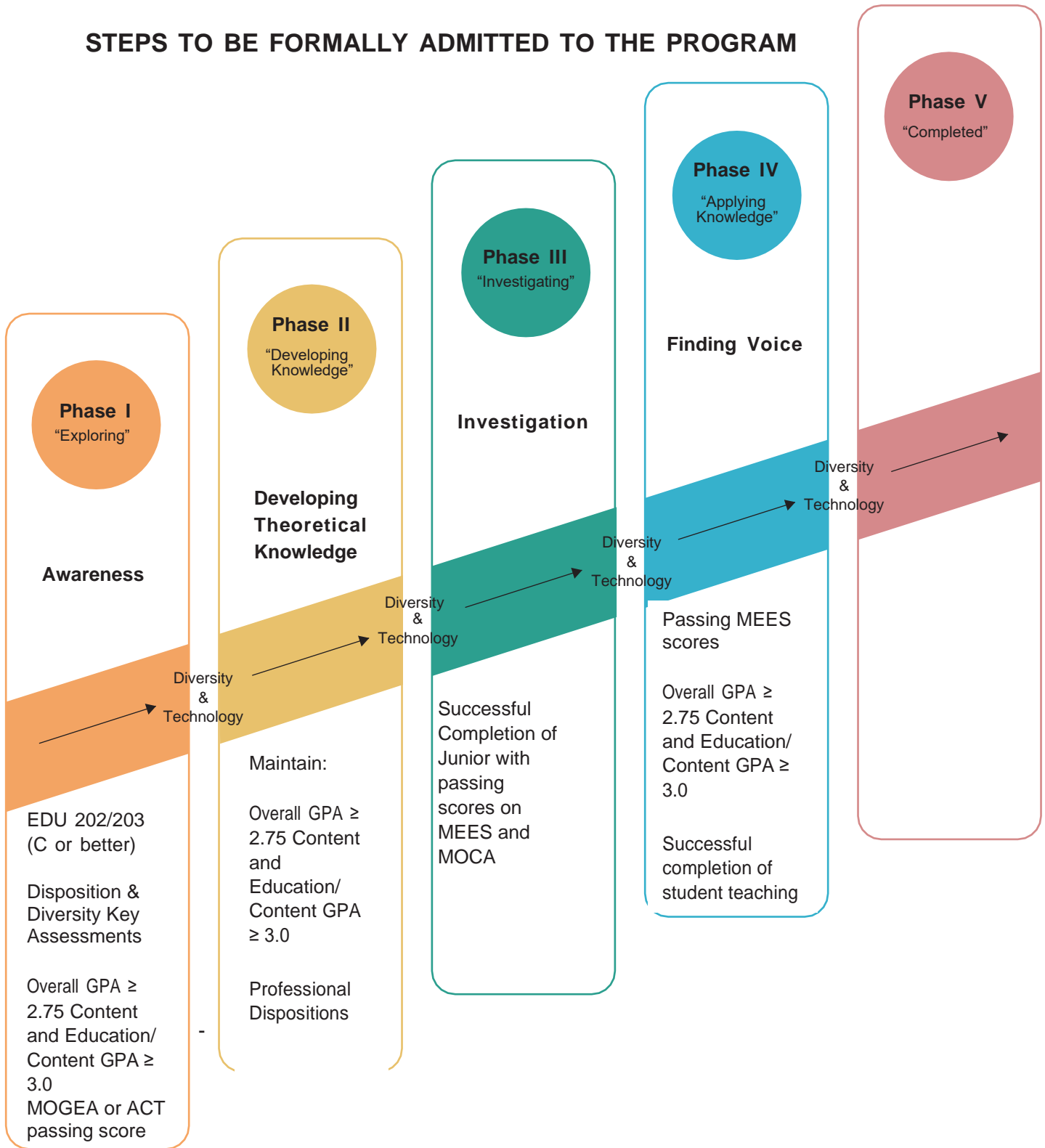
# QUICK START: Assessments



**OUR TEACHER LEADERS TAKE RESPONSIBILITY FOR STUDENT LEARNING** by meeting or exceeding Key assessments distributed developmentally over phases. These assessments cover content knowledge, dispositions, reflective practices, and pedagogy. The phases have themes of Exploring, Developing Knowledge, Investigating, and Applying Knowledge. The final phase is for program completers.

# QUICK START: Admission

## STEPS TO BE FORMALLY ADMITTED TO THE PROGRAM



All of the steps above apply equally to Early Childhood, Elementary, Special Education, Secondary 9-12 and K-12 candidates. It is your responsibility to meet the Admission requirements and request the necessary documentation.

# QUICK START: Missouri Content Test



## The Content Area Exit Exam (MOCA)

The Content Area Exit Exam is required by the state of Missouri for teacher certification. This Content Area Assessment will be administered by Pearson Testing. Content Area Assessment: Subject Assessment tests measure knowledge of specific subjects that P-12 educators will teach, as well as general and subject-specific teaching skills and knowledge.

### IMPORTANT LINKS

Missouri List of Specific Tests for Certification  
Content Tests with links for registration

### THINGS YOU NEED TO KNOW

- Successful passing of the Content Area Assessment is a prerequisite for Student Teaching- No Exceptions! Plan ahead.
- Your best strategy is to take the exam toward the end of content and methods courses. If you fail to earn a passing score on the first attempt, work with your advisor to develop a plan for addressing areas of weakness.
- For early childhood the assessment will draw heavily upon your methods courses. For elementary the exam will focus on content knowledge from 1st to 6th grade in language arts, math, science, and social studies. For secondary, the exam will address your discipline's content and skills.
- Study guides are available for general test taking skills in the MWSU Library and in the Education Department.
- An application is available in the Education Department for students needing financial assistance to pay for the assessment.

# Certification

## **So . . . you want to be a teacher?**

The Missouri Western State University Education Department certifies teachers to teach in the state of Missouri.

You must pass all departmental requirements and state requirements outlined in this document to become certified.

Different certification areas have different requirements. Thus, it is extremely important that you a) meet with your advisor at least once every semester and possibly more times if you are struggling, b) follow the 4 year plan provided by your advisor, c) contact your advisor at mid-terms if you are struggling with a classes (they can help!), d) respond immediately to emails from your advisor, the certification/placement officer, professors, and other EDU staff and faculty.

We are here to guide you, but consistent communication and professional dispositions are essential to success.

You may also wish to visit the Department of Elementary and Secondary Education (DESE) web site and review certification options and requirements.

If you wish to teach in a state other than Missouri, you should check the requirements of that state – many states will require additional courses or exams in order to become licensed.

# Description of Our Model



## Preparing Reflective Teacher-Leaders

The model shows learning is circular. We are focused on preparing teacher candidates with content knowledge, teacher dispositions, reflective practices, and education pedagogy at the center of their learning. This is surrounded by clinical placements and field experiences focused on exploring, developing knowledge, investigating, and then applying knowledge as teacher candidates.

Each phase is a reminder that reflection is not a vague recounting of “what happened,” but is instead **a process** that requires certain critical components: (1) a specific tool of reflection, (2) an object on which to focus the reflection, and (3) a habit of mind that encourages a maturing of the reflective process and applications to teaching and learning.

The **tools of reflection** are specific assignments and course requirements such as the **Key Assessments** attached to methods courses.

**The focus of reflective teaching is student learning: By focusing teacher candidates’ attention on the learning of the students in the host schools, reflective assignments ensure that the reflection will be performance-based.**

For example, in EDU 360, Assessing and Individualizing Reading, candidates work with an elementary reader who is struggling. They assess the reading difficulty and adjust their tutoring to maximize the student’s progress in learning.

Finally, reflective teachings encourage a **habit of reflection** that addresses the following three critical questions: (1) Which aspect of student learning do I wish to affect? (2) What evidence can I produce that the positive performance took place? (3) What is the link between the evidence and my claim that I positively influenced student learning?

Although much of the knowledge is learned through on-campus coursework, a good deal of knowledge is obtained during the application in the students’ field experiences. Likewise the four phases have degrees of overlap.

# Description of Our Model

## Beginning the Program:

Most candidates join our program during the sophomore year. They begin with EDU 202 Introduction to Education and EDU 203 Participation in Teaching. These courses serve as the first courses for the entire program for those who will stay with us until graduation and certification. For others, these will serve as survey courses to help them decide if teaching is the best career for them.

Students must complete entrance requirements, including an ACT Composite score of 20 or higher or passing the MOGEA, before being officially admitted to the program.

Many other candidates enter directly into Phase II courses having transferred to Missouri Western from a community college or other institution of higher learning. Most of these students will have completed the Introduction to Education course along with an observation field experience. Some will transfer in other education courses that are accepted into our Phase II course requirements. (Refer to the Transfer Guidelines on the MWSU website.)

Transfer students may enroll in education courses for one semester without being formally admitted into the program but must pass entrance requirements before advancing further.

## Leaving the Program:

At the end of Phase I, Phase II, and Phase III there are possible points of departure from the teacher education program.

Students who exit out at the end of Phase I will pursue another degree.

Those who exit out at Phase II or Phase III can use their education coursework in a Bachelor of Interdisciplinary Science degree (BIS) or a Bachelor of General Studies (BGS). These degrees allow a student to apply a significant number of accumulated hours in the education major toward the completion of a bachelor's degree. Secondary education students can pursue another degree in their area of study.

Consult the current **University Catalog** for details regarding the BIS or BGS degrees.

Early and often field experiences and exit strategies allow students early options for exiting the program.

# Overview of the Four Phases

## The Four Phases:

The Four Phases organize our program so that candidate learning and application of that learning is developmental across discrete phases that are guided by the following purposes:

PHASE I: "Exploring"

PHASE II: "Developing Knowledge"

PHASE III: "Investigating"

PHASE IV: "Applying Knowledge"



**Phase I** (Exploring) corresponds to the semester in which you enroll in the connected Introduction to Education course and the field-based school observation (EDU 202 and 203). In these courses you will explore the professional responsibilities of teachers, how schools are organized, the challenges of teaching a diverse student population, and the rewards of becoming a part of one of the largest service to community professions in the world.

**Phase II** (Developing Knowledge) consists of the methods courses in which you develop knowledge in order to take responsibility for student learning. Each course will have one or more applied assignments with many of them affording the opportunity for limited experiences out into the schools or working with PreK12 student work samples. The lessonplans developed in each course can lead to student learning in later field experiences. This phase is started after formal acceptance into the Education Department. Secondary education majors will also use this time for learning content that will be used in their teaching.

# Overview of the Four Phases



**Phase III** (Investigating) is what we often call Junior Experience. This is a pre-student teaching experience that is connected to the methods and management courses. This is the first teaching experience of our program as you will actually “be the teacher” for the equivalent of one hour per day. You will be **investigating** the knowledge you’ve developed in methods classes. You will apply strategies of teaching a diverse student population, use technology tools, and grow in classroom management skills. You will focus on student learning, analyze student work, and gain skills in applying Leadership Dispositions and Professional Behaviors so that when you begin student teaching you will bring background and experience to the classroom.

**Your University Supervisor will observe and evaluate your performance approximately every three weeks.**

**Phase IV** (Applying Knowledge) is traditional student teaching. Between Phase III Junior Experience and Phase IV Student Teaching, you will be given the opportunity to work in diverse settings and at different grade levels. For example, if you are a K-12 Music or Special Education candidate and you wish to student teach at the secondary level, your Phase III experience will be in an elementary school. If you are an elementary major and wish to student teach at the primary grade levels, you may request placement at the intermediate elementary level for the Phase III Junior Experience. Those students in the early childhood program will participate in hands-on teaching experiences with infants, toddlers, and learners in preschool or kindergarten as well as first through third grade.

**Your University Supervisor will observe and evaluate your performance approximately every two weeks.**

The Four Phases help you direct your learning in a developmental way so that by the end of the program, you have grown into becoming a teacher leader who can truly take responsibility for your students’ learning.



# Current Teacher Dispositions

**TEACHING DISPOSITIONS:** In order to support the profession of teaching, teacher candidates are expected to present themselves inside and outside of the classroom with appropriate teaching dispositions. All interactions with the professor and your fellow students should reflect your professionalism and will be considered for your class participation grade by assessing your attitude and willingness to grow and learn as a teacher candidate. Below is a list of expected MWSU dispositions.

A) **Achievement:** Consistently and proactively initiates tasks and takes on responsibilities, sets ambitious goals, and strives to successfully meet or exceed those goals, persists in the face of stiff challenges or setbacks.

1. Achievement/Effort: Establishes challenging goals; maintains goals, exerts effort toward task mastery.
2. Persistence: persists in the face of obstacles while teaching.
3. Initiative: takes on responsibilities without being told to do so; volunteers for new responsibilities, volunteers for new challenges.

B) **Social Influence:** Comfortably initiates interpersonal exchanges, seeks out people, and enjoys working with others; willing to lead others and proactively offer input and advice.

1. Leadership Orientation: willing to lead/take charge; willing to offer opinions.
2. Social Orientation: prefers to work with others; has work colleagues as personal friends.

C) **Interpersonal:** Presents an approachable, encouraging, and cooperative demeanor. Is sensitive to the needs of others and maintains a pleasant or good-natured style.

1. Cooperation: pleasant/good-natured with others, encourages people to work together; helpful with tasks.
2. Concern for Others: sensitive to the needs and feelings of others, understands and demonstrates empathy to others.

# Current Teacher Dispositions

D) **Self-Adjustment:** Adapts and adjusts personal reactions and behaviors, manages emotions productively and tolerates stress with resilience.

1. Self-Control: keeps emotions in check even in very difficult situations.
2. Stress Tolerance: accepts criticism; tolerant of stress caused by other people or situations.
3. Adaptability/Flexibility: adapts to change in the workplace, deals effectively with ambiguity; open to considerable variety in the workplace.

E) **Conscientiousness:** Consistently strives to deliver quality work on time. Carefully follows rules and procedures and is seen by others as reliable school partner.

1. Dependability: reliable in fulfilling obligations.
2. Attention to Detail: thorough in completing work tasks.
3. Rule Following: avoids unethical behavior, follows rules and regulations.

F) **Practical Intelligence:** Uses innovation, analytical thinking and an independent approach to solve problems and work with others.

1. Independence: depends mainly on oneself to get things done.
2. Innovation: shows new ideas to address school issues and problems.
3. Analytical thinking: uses logic to address school-related issues; comes up with high quality, useful information.

# History of Our Program

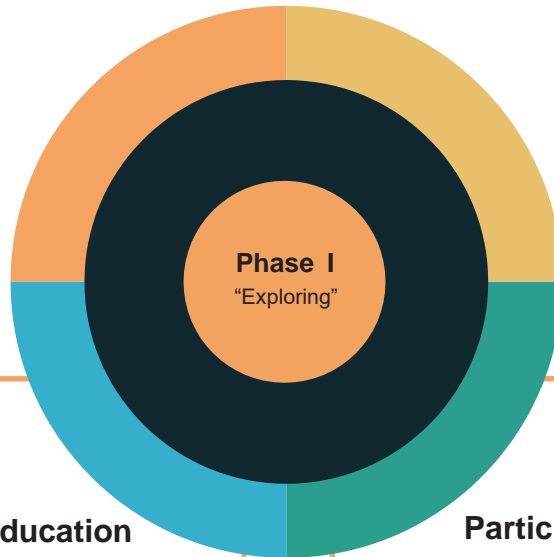
In 1969, education faculty members of St. Joseph Junior College were offered the unique opportunity to design and implement a new teacher education program that was to be part of the program offerings of the emerging four-year institution, Missouri Western State College. Current faculty members and students alike owe a debt of gratitude to the founders of this program for their far-reaching vision. They set into place foundation stones that are as relevant and effectual today as in 1969. These include:

- 1 Professional advisory input from “school personnel in the St. Joseph area, representing private, parochial, and public institutions” (Haynes, Gettys, & Coyne, 1969)
- 2 Early exposure to the classroom for the teacher candidate
- 3 The concept of a continuum of courses and field experiences so that “the competency of a student in a future course depends upon the successful completion of and information acquired from a prior one” (Haynes, Gettys, & Coyne, 1969)
- 4 Field experiences connected with specific courses so that theory informs practice, while practice further enlightens the theory
- 5 A commitment to close collaboration between the cooperating teacher and the College Supervisor as they work together to support and challenge pre-service teachers to standards of excellence

Over the span of more than fifty years since the inception of our program, demands on teachers and teacher education programs have intensified. Even as the college became a university, the original design of our program withstood the test of time and provided a foundation for innovative features that we feel will guarantee our graduates will be well prepared to face current challenges in education.

# Phase I - Exploring

Go to Education webpage for Education Department updates!



## **EDU 202** **Introduction to Education**

3 credit hour on-campus course

- Historical, Philosophical, Social Foundations of Education
- How schools are organized
- Ethical and legal considerations
- Missouri Educator Profile assessment
- Must be completed with a "C" or higher grade.

## **EDU 203** **Participation in Teaching**

1 credit hour in school experience which will require you to provide transportation to a school

- Pass/Fail grade
- 8 weeks of the semester
- Background check required before going to the placement
- Focused Observation
- Hands on helping as allowed
- 4 hours per week
- Follow Missouri Western calendar
- Decision if teaching is what you choose to do
- Evaluation done by cooperating teacher

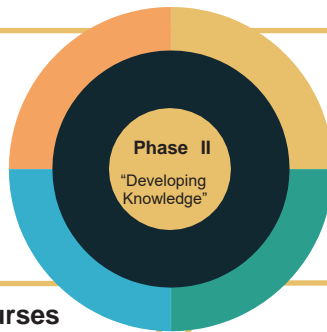
**EDU 202 AND 203 HELP YOU DECIDE IF YOU WISH TO MEET ADMISSION REQUIREMENTS AND PURSUE TEACHER CERTIFICATION OR CHOOSE ANOTHER MAJOR**

# Phase II - Developing Knowledge

## GATEWAY

### Admission to Teacher Education:

EDU 202 and 203 with "C" or higher  
GPA: 2.75 overall 3.0 Content & Education  
ACT Composite Score 20 or above or MOGEA: passing scores  
Secondary K-12 or 9-12 Methods Courses (See the University  
Catalog for your discipline)



### Elementary Methods Courses

PHS 230 Physical Science for Teachers  
EDU 325 Introduction to Reading & Language Arts  
EDU 330 Science Methods  
EDU 332 Teaching in the Integrated Areas  
EDU 340 Social Studies Methods  
EDU 351 Mathematics Methods  
MAT 352 Math for ELE and MS I  
EDU 360 Assessing & Individualizing Reading  
EDU 370 Behavior Management  
EDU 430 Teaching Reading Deficits

### Special Education Methods Courses

EDU 325 Introduction to Reading & LA  
EDU 330 Science Methods  
EDU 340 Social Studies Methods  
EDU 351 Mathematics Methods  
EDU 355 Teaching Math Deficit Students  
EDU 360 Assessing & Individualizing Reading  
EDU 430 Teaching Reading Deficits  
EDU 342 Evaluation of Abilities & Achievement

### Early Childhood Courses

EDU 325 Introduction to Reading & Language Arts  
EDU 332 Teaching in the Integrated Areas  
EDU 333 Science & Social Studies Methods for EC  
EDU 348 Language Development  
EDU 344 Assessing & Evaluating in EC  
EDU 351 Mathematics Methods  
EDU 360 Assessing & Individualizing Reading  
EDU 370 Behavior Management

**Phase II** courses are methods courses that focus your attention upon gaining theoretical knowledge and skills, equipping you to be successful in the critical Phase III and Phase IV field experiences of Junior Experience and Student Teaching.

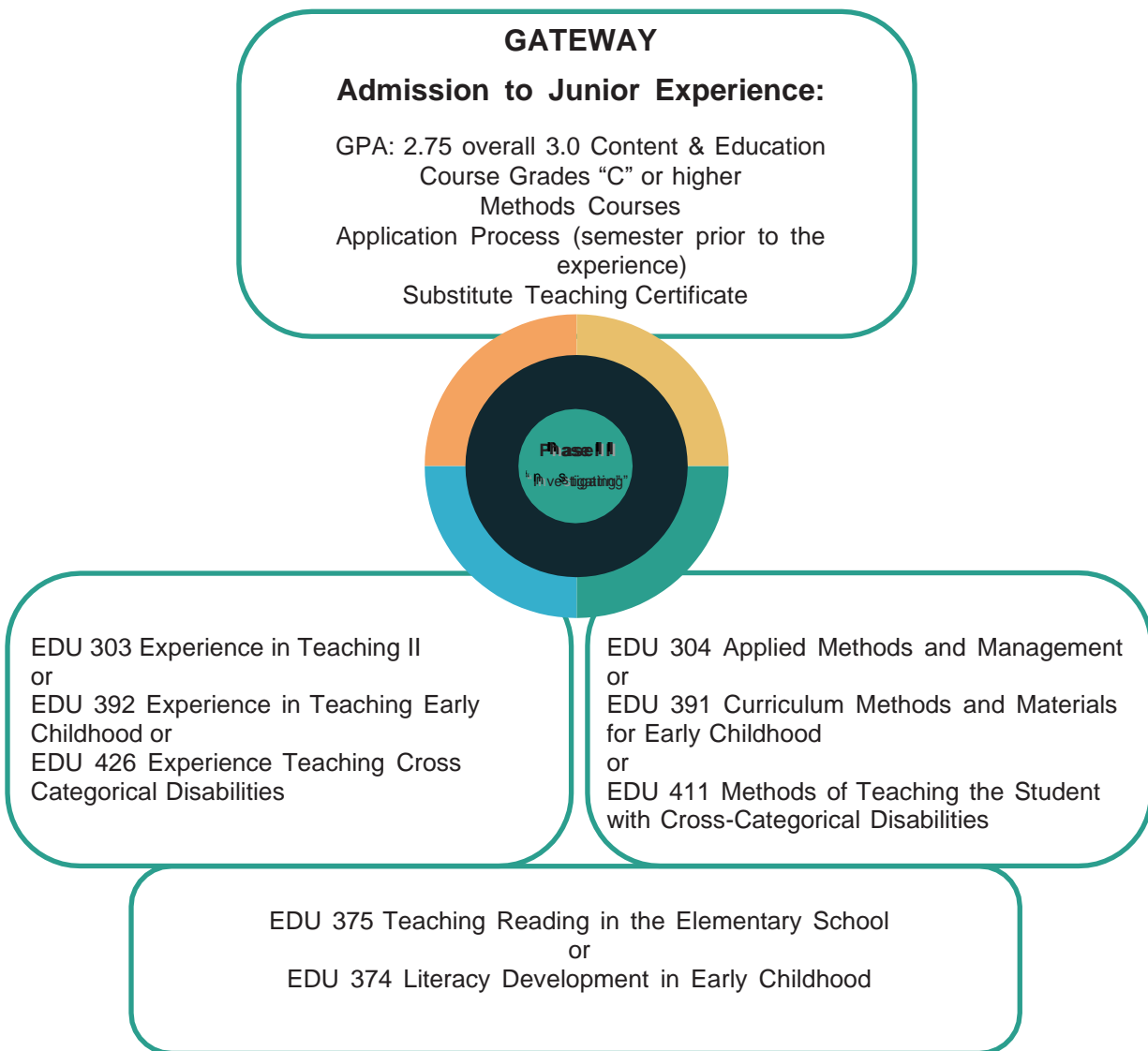
If you are a Secondary or K-12 teacher candidate, you will complete required content courses in partner departments, as well as pedagogy courses in the Education Department. You should complete your secondary methods and content courses prior to enrolling in Phase III Experience in Teaching II (EDU 303 and EDU 304).

If you are an Elementary teacher candidate, you will take the methods courses listed above prior to enrolling in Phase III Experience in Teaching II (EDU 303, 304, and 375).

If you are an Early Childhood teacher candidate, you will take the methods courses listed above prior to enrolling in Phase III Experience in Teaching Early Childhood (EDU 374, 391, and 392).

If you are a Special Education teacher candidate, you will take the methods courses listed above prior to enrolling in Phase III Experience Teaching Cross-Categorical Disabilities (EDU 411, 426, and 375).

# Phase III - Investigating

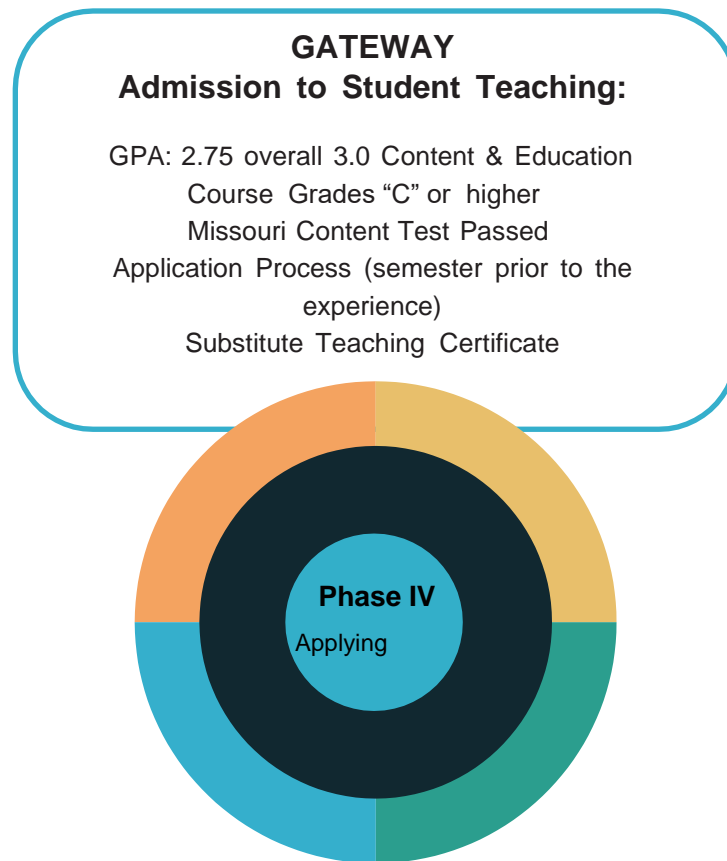


**Phase III** is the engine of our program. We know from years of experience in supervising teacher candidates and from feedback from host school principals that the connected courses of Junior Experience give you the opportunity to mature into a teacher leader who is able to take responsibility for student learning.

In Junior Experience, you will do everything you would do as a student teacher but only for one hour per day. You will be mentored by a host school Cooperating Teacher and a University Supervisor as you get to know the students, create a long-term curriculum unit, teach for an extended time, and take responsibility for all aspects of classroom teaching.

You will be out in the host schools about 12 weeks of the semester and attending the connected course(s) so that what you learn on campus can be applied in an authentic teaching setting and so the experiences you gain in the host school can be brought back to class and inform your understanding of strategies and theory. You will follow MWSU's schedule for holidays or closings.

# Phase IV - Applying Knowledge



Because of the hands-on approach of Junior Experience, your student teaching will be a time of discovering your unique teacher voice and honing your teacher insights and skills to the degree that host school principals consistently report to us that our student teachers look more like first year teachers.

Your student teaching experience will include a 3 hour seminar. It will be a blended class with online requirements and visits back to campus.

For approximately one-third of the student teaching experience, you will assume nearly all, if not all, the classroom duties of the Cooperating Teacher. This includes planning, teaching, paper grading, and classroom management. You may be placed in a co-teaching environment, where you share duties and teaching with the cooperating teacher for the entire experience. You will still be expected to take the lead on planning, teaching, paper grading, and classroom management during that time. You will follow your host school's holiday and days off schedule.

During the student teaching experience, your Cooperating Teacher will act as your mentor in your teaching content while your University Supervisor will focus primarily upon pedagogy.

# In-School Placements

Although the teacher education program is individualized when possible, these general policies guide the assignment of the students in Phases I and III for field experiences and Phase IV for clinical placement:

1

You must apply for all field experiences and clinical placements except EDU 203 a semester in advance. (Information will be posted in all departments with Education Students and dispersed through advisors.)

In so far as is possible, you should be in a different school for each of your three field experiences.

2

3

The goal of the department is to place candidates in three host schools to facilitate a broad range of diverse ethnic, economic, and cultural experiences.

You may list first and second preferences for placement in Student Teaching for consideration by the Placement Coordinator. We'll do our best to honor your requests, but many factors enter into our final decision for your placement. Sometimes you must trust us to make the best possible placement for you.

4

5

Student Teaching is the only placement where you may request a placement site. If you request a site that is beyond a 60 mile radius of campus, you will be required to pay a fee for supervision. Practicum, Junior, and Sophomore experiences are placed in St. Joseph for main campus students.

We try to avoid assigning you to a host school where close relatives (children, parents, siblings, husband/wife, etc.) are in attendance or employment.

6

7

Reassignments may be made when circumstances warrant. These would be made early in the experience and may be made by request of the University Supervisor, faculty of the cooperating school, or the student. Requests should be submitted to the Placement Coordinator and will be reviewed by the Teacher Education Admissions and Retention Committee (TEARC). You will only be allowed one change of placement with TEARC's recommendation.



# In-School Placements

## Personal Conduct:

- Personal behavior during a clinical experience must reflect the ethics of a professional person. You will find that you have access to information such as test scores, IQ scores, financial background, family status, class room discipline incidents, personal habits and additional information which **MUST NOT** leave the school. This information must be handled with the greatest discretion and in utmost confidence. A violation of confidentiality will be dealt with seriously and can result with the removal from a field experience/clinical placement or the MWSU teacher education program.
- You must identify yourself with the professional members of the school. You are not part of the student body. Don't allow yourself to engage in social activities with students. Work instead upon developing the Leadership Dispositions that will make you successful as a professional.
- On the first day in the school request information concerning the manner of dress and general conduct for your particular school. Usually this is found in the "Faculty Handbook." Discretion and good taste are expected. Any question concerning dress, conduct or school procedures should be directed to the cooperating teacher. Use common sense: observe and fit into the school culture during this time of professional training and development.
- While you are in the process of becoming a professional educator, you are at the same time in a subordinate role. It is expected that you will not use your guest status in the classroom for the purpose of collecting information that will be used in a non-professional manner. Teaching style and teaching philosophy of two teachers can be very different. You may observe what you view to be "bad teaching." Your task is to observe and possibly reflect, but not to carry stories out of the classroom. This includes sharing information on social media sites. If you observe situations that do not appear to be "right" talk to the university supervisor. Eventually with additional teaching experience, maturity and wisdom you may better understand the cooperating teacher's motives and pedagogy. At this moment of your professional development, suspend judgment and have an open mind.

# TEARC

The **Teacher Education Admission and Retention Committee** (TEARC) is a departmental committee that makes decisions concerning exceptions and violations of policy.

**PURPOSE:** The committee's purpose is to support the unit mission of preparing teacher candidates to become Teacher Leaders who take responsibility for student learning by drawing upon the broad experience and council of its members to resolve issues of:

- Due process that is passed on to TEARC by the chairperson
- Requests for exceptions that are passed on to TEARC by a faculty member
- Issues of candidate performance deemed serious by an education faculty member, a University Supervisor, the Placement Coordinator, or a host school

In addition, TEARC is charged with the overall task of looking at issues of quality and bringing recommendations to the appropriate level of faculty involvement (i.e., Education Department, Chairperson, Dean, Education Leadership Team (ELT), etc.).

**MAKEUP OF THE COMMITTEE:** The committee will consist of the following standing representatives:

- **TEARC Chairperson:** typically a senior faculty member within the Education Department
- **Education Department Chairperson**
- **Placement Coordinator**
- **A Special Education Faculty Member**
- **A Senior Faculty Member:** appointed by the Education Department chairperson
- **A Junior Faculty Member:** appointed by the Education Department chairperson

Other members may be invited to participate as full members on a one-time or temporary basis dependent upon the issue being decided (e.g., a faculty member of another department in the Education Unit or a University Supervisor)

**MEETING TIMES:** TEARC will meet on at least one time each semester, prior to the general registration of the next regular semester. In this way, TEARC rulings will become final in time for a teacher candidate to adjust their class schedule for the upcoming semester if necessary. Additional meetings will be held when needed.

The TEARC committee will analyze each serious issue that comes before them in order to use the data to improve the program. An attempt should be made to analyze each candidate performance problem in light of the unit's Conceptual Framework with special attention given to the five assessments\* of the unit and to make connections when possible. Longitudinal data from TEARC issues and their connectedness to the five assessments will be used for program improvement.

All appeals to TEARC will be ruled upon prior to general registration of the following semester.

# TEARC

## LOW PERFORMANCE IN MAJOR COURSES

A student will be removed from the Education Program and/or denied admission if he/she earns a total of three Ds or Fs in major courses. Even if a course is repeated, all grades are counted toward this total. The student can appeal removal from or denial of admission to the program through the Teacher Education Admission and Retention Committee (TEARC) in a written format, but must present evidence of unforeseen circumstances and/or unexpected emergencies. If the appeal to TEARC fails, the student will be removed from the program. After a five year academic holiday and a positive recommendation from TEARC, the student can submit an appeal and request to be readmitted to the teacher education program.

The student is responsible for monitoring his or her own performance related to this rule. Grades and grade point averages are checked by your advisor, but it is ultimately your responsibility to earn a GPA that keeps you in good standing.

At any point which the Education Department becomes aware that the rule has been violated, the student will be removed from the program as stated above and may follow the due process as outlined above.

## REMOVAL FROM CLINICAL PLACEMENT

Removal from a clinical placement will require a student to meet with the Placement Coordinator and/or TEARC in order to request a second placement. Depending on the circumstances of the removal, another placement may not be granted. Any student removed from a second placement will be advised to withdraw from student teaching and graduate without certification.

## REMOVAL FROM FIELD EXPERIENCE

Removal from a field experience will require a student to meet with the Placement Coordinator and TEARC in order to request a second placement. Removal from or failure to pass a second placement will result in removal from the Education Program.

# Department of Education

## Grade Appeal Committee Procedure

### Grounds for Appeal

The MWSU Student Handbook allows for grade appeal only under the following circumstances and the Department adheres to these grounds:

1. clerical error
2. capricious grading, defined as
  - a) The assignment of a grade to a particular student on some basis other than the performance in the course;
  - b) The assignment of a grade to a particular student by resort to more exacting or demanding standards than were applied to other students in the course;
  - c) The assignment of a grade by a substantial departure from the instructor's previously announced standards.

### Student Responsibility

1. It is the responsibility of the student to initiate the grade appeal procedure.
2. The student must first discuss the course grade fully with the instructor of the course. This must be done no later than thirty (30) calendar days into the succeeding semester beginning with the first day of classes.

### Departmental Responsibility and Procedure:

1.
  - a) If an agreement cannot be reached, the student would appeal to the chairperson in writing. The appeal must be no later than ten (10) calendar days after the aforementioned thirty (30) day deadline.
  - b) In the event that the Department Chairperson is the recipient of the original grievance or directly involved, the Dean of Professional Studies will assume the position normally associated with the Department Chairperson.
2. The chairperson would consult with the faculty member concerning the grade appeal.
3. The Department Chairperson would notify the student, in writing, of the department's decision within thirty (30) calendar days of receipt of the written appeal.
4. If the appeal is not resolved at the departmental level, the student may appeal to the Academic Regulations and Standards Committee in accordance with their rules and regulations. This step shall be in writing no later than the ten (10) calendar days after receipt of the departmental decision. The committee will notify, in writing, the student, instructor, and department of its decision within thirty (30) calendar days of the receipt of written appeal.

# Glossary of Terms

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| Teacher Education  | The teacher education program is larger than just the Education Department and consists of faculty and curriculum of all departments on campus that have teacher education components (e.g., Music, Social Sciences, etc.) |
| On-campus Courses: | Courses taught by instructors on the campus of Missouri Western State University   |
| On-line Courses:   | Courses for which 80% to 100% of scheduled classroom time is replaced by required activities completed at a distance and managed through the internet.   |
| Blended Courses:   | Courses that have 40% to 80% of the instructional experience delivered by distant learning technology.   |
| In-school Courses: | Courses where students are assigned clinical experiences in authentic elementary or secondary school settings; MWSU faculty and adjunct faculty act as Supervisors.  |

# Glossary of Terms

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| Teacher Candidate:     | A MWSU student taking courses leading to beginning certification as an early childhood, elementary, secondary, or K-12 public school teacher. (This term is used to avoid confusion with the term student, since the term student can mean anyone enrolled in college or P-12 schools.) |
| Cooperating Schools:   | The schools that provide the setting (Host Schools) in which the in-school courses takeplace.   |
| Cooperating Teacher:   | The certified P - 1 2 school teacher or other staff member who works directly with our teacher candidate.   |
| School Coordinator:    | The faculty member in a cooperating school who assists the university in the placement, supervision, and counseling of teacher candidates assigned to an in-school experience at that school. Often, this is the building principal, or district office personnel.                      |
| University Supervisor: | A university professor or part-time faculty member who represents the education program by monitoring and supporting the progress and performance of teacher candidates as they teach in a cooperating school. Normally, this is a different individual for each field experience.      |

# Glossary of Terms

University Advisor: A member of Education Department who serves as the student's academic advisor throughout the college experience.

Placement Coordinator: The staff member in the Education Department responsible for the placement of teacher candidates in host schools during Phases I, III, and IV of the teacher education program.

Education Leadership Team The Education Leadership Team (ELT) brings Leadership Team together representatives from all departments on campus with teacher education components to disseminate information, coordinate program curriculum and standards, and ensure compliance with accreditation and program approval guidelines. In addition, the University President, the Provost and academic deans from Professional Studies and Liberal Arts and Sciences are a part of the ELT. The Education Department chair acts as the chair of the ELT.

# Glossary of Terms

Teacher Education Advisory Board

TEAB

The TEAB advisory team consists of School Advisory Team Coordinators, P-12 Cooperating Teachers, and principals and school leaders who give feedback and suggestions to the teacher education program by way of regular meetings.

TEARC:

Teacher Education Admissions and Retention Committee. This committee is responsible for making decisions relative to admission and retention in the teacher education program. The TEARC committee is a part of the due process procedures of the education program rules on exceptions and disciplinary actions. Typically, the committee is made up of the committee chairperson, the Education Department chairperson, the Placement Director, a special education emphasis faculty member, and additional senior faculty members as needed.