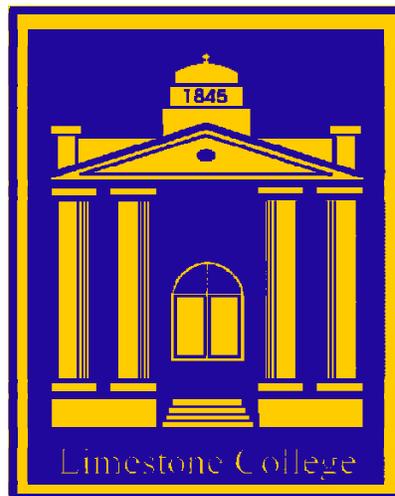


LIMESTONE COLLEGE
Teacher Education Program



HANDBOOK

2008 - 2009

Preface

The ***Handbook*** is the official policy manual for the Limestone College Teacher Education Program. It is designed to be used as a guide by teacher education majors, student teachers, faculty advisors, cooperating teachers, school administrators, and college supervisors. The ***Handbook*** includes descriptions of the program's structure, goals, program admission and program completion requirements, participation guidelines, procedures for the evaluation of candidate performance, and expectations for field experiences and student teaching.

The ***Teacher Education Program Handbook*** describes the policies and requirements of the Teacher Education Program at Limestone College which are in effect at the time of its publication. This ***Handbook*** is not a contract between the student and the College. Contingent upon the requirements of the South Carolina State Department of Education, the expectations of other accrediting agencies, and/or any other unforeseen circumstances, the College reserves the right to modify or nullify any statement or regulation in this document. It is the responsibility of the student to stay apprised of current policies and requirements. The most current information is available from the Director of Teacher Education and from the Vice-President for Academic Affairs.

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Section 1

Developing Enlightened Educators

A Conceptual Framework for the Limestone College Teacher Education Program

An Overview of the Institution

Limestone College is an accredited, independent, coeducational, four-year liberal arts institution chartered by the State of South Carolina. It is a Christian, non-denominational college. Its programs lead to the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Associate of Arts and Associate of Science degrees.

Limestone College was established in 1845. It was the first woman's college in South Carolina and principally served women students until 1967, when it became fully coeducational. The College has always had a strong commitment to providing opportunities for those whose access to higher education has been difficult. Since 1928, Limestone has been accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and associate degrees. Limestone enrolls 800 traditional day students on its main campus in Gaffney, South Carolina, and 2800 Extended Campus students at 8 sites in South Carolina and on the Internet. The total enrollment is approximately 3600 students. (Limestone College, 2008)

An Overview of the Unit

The Teacher Education Program is the unit with primary authority and responsibility for teacher preparation programs at Limestone College. The unit was established as the School of Pedagogy in 1912. The Teacher Education program is administered by the Director of Teacher Education, who reports to the Vice-President for Academic Affairs and to the Dean of Undergraduate Studies. The Teacher Education Committee is the policy making body for the Teacher Education Program. Committee membership consists of college faculty members who have responsibilities in the area of teacher education, classroom teachers and other representatives from the Cherokee County Schools, the College Librarian and representatives of the teacher education candidates at Limestone College. The Teacher Education Committee meets monthly during the academic year and is chaired by the Director of Teacher Education.

The Teacher Education Program is currently approved by the State of South Carolina (NASDTEC Standards) through December 2008 to offer undergraduate initial certification programs in Art Education, Biology Education, Elementary Education, English Education, Mathematics Education, Music Education, Physical Education, and Social Studies Education. The College is seeking NCATE approval for its Teacher Education Program and for its specific programs in Elementary Education, English Education, Mathematics Education, Music Education, and Physical Education. The College will discontinue its programs in Art Education, Biology Education and Social Studies Education, effective July 2008. The Music Education Program is accredited by the National Association of Schools of Music through 2010. All programs in teacher education are conducted on the main campus. (Limestone College, 2008)

The Vision of the Institution

Limestone aspires to be a diverse community of women and men of different races, religions, geographic origins, socioeconomic backgrounds, personal characteristics, and interests. This diversity reflects the following values which the College hopes to embody: openness, honesty, tolerance, mutual respect, civic responsibility, global awareness, and bold intellectual inquiry. Limestone College aspires to be a community of learners that is harmonious in its differences, just and compassionate in its transactions, and steadfast in its commitment to an educational program of the highest quality.

Limestone College is committed to the liberal arts and sciences and to educating men and women for leadership, service, and professional responsibility in the twenty- first century. The College is committed to preparing graduates for lifelong learning and professional success in a world of changing career needs and objectives. This commitment means that Limestone is dedicated to educating students through a broad spectrum of learning experiences which, we believe, will sharpen intellectual capacities and enhance abilities to think critically, to reflect imaginatively, to compare and integrate, to discern values, and to communicate clearly and persuasively. We strive to liberate students from narrow and parochial thought, and to enable them to grow, change, and respond in a complex world.

Limestone College graduates at the baccalaureate level are expected to have acquired the following life-enhancing skills, knowledge, experiences, and attitudes as the result of completing all degree requirements:

- Competence in reading, writing, speaking, listening, and computation,
- Competence in their major discipline and,
- The ability to solve problems and make decisions using critical thinking and available information technologies.

We have the following specific goals for our graduates:

- **Critical Thinking:** development of sound analytical and synthetic reasoning skills and the ability to employ reasoning skills in productive problem solving;
- **Communication:** ability to write, speak, read, and listen effectively;
- **Mathematical Skills:** ability to use and understand statistical and other quantitative techniques to interpret data;
- **Historical Perspective:** awareness of our human heritage and of the power of historical methods for revealing patterns and meanings in our national and international life;
- **Social Institutions:** knowledge of the major institutions of society such as work, family, voluntary associations, and government;

- Science: understanding the nature of scientific inquiry as well as the role of science in the historic and modern world;
- Technology: ability to employ computer and other technologies in writing and in manipulation of data, and understanding the nature and limits of technology;
- Cultures: awareness and appreciation of diverse cultures, languages, philosophies, religions and methods of understanding them;
- Aesthetic Sensitivity: appreciation and understanding of literature and the fine arts;
- Global Interdependence: awareness of the increasing complexity and interconnectedness of our world and the implications for our economic, political, social, and cultural systems; and
- Values: awareness of the role of values in decision making, of the search for meaning and identity, and of the ethical issues of society.

The Mission of the Institution

The mission of Limestone College is to educate students from diverse backgrounds in the liberal arts and selected professional disciplines. In a nurturing, supportive environment based on Christian ideals and ethical principles, students are challenged to become critical thinkers and effective communicators who are prepared for responsible citizenship, successful careers, and graduate study. The College's faculty and staff, academic and co-curricular programs, financial resources, and support services are dedicated to an educational climate that upholds high academic standards and fosters respect for learning and beauty, creativity and hard work, tolerance and personal integrity, vigorous activity and spiritual reflection.

Limestone expects its students to be concerned with two closely related types of development: that of the productive citizen and that of the person working toward intellectual maturity and self-awareness. Limestone College values excellent teaching and close student-faculty relationships which promote active learning and cultivate intellectual curiosity. Students are challenged to display respect for other individuals and cultures and to develop their own moral sensitivity, personal creativity, and emotional stability. Limestone strives, in all its dealings to exemplify compassion, civility, and a sense of justice. The College respects religious liberty and is committed to the sponsorship of an environment consistent with the institution's non-denominational Christian heritage.

The Vision of the Unit

The School of Pedagogy at Limestone was established in 1912, with the particular goal of addressing the dismal status of literacy in particular and education in general in Cherokee County, in the upstate, and in South Carolina at large. Limestone graduates had worked as teachers long before the School of Pedagogy was founded, but its creation formalized the

commitment of the College to the community and to the developing profession of teaching. Dr. Lee Davis Lodge, President of the College from 1899 until 1923, articulated the College commitment in a public address about the “menace of illiteracy”:

I have said before and I now repeat, that if we, the intelligent citizens of this State, cannot remedy this great evil, we are self-confessed imbeciles; if we can, but will not, we are traitors to the State. (In McMillan, 1970, p. 285)

“Developing Enlightened Educators,” the theme of the Teacher Education Program at Limestone College, is associated both with the symbolic and intellectual history of the College and with the Program’s ongoing commitment to developing teachers in a state and an area which continues to be below the norm in terms of the literacy and educational status of its citizens.

By 1922, according to a report by the State Superintendent of Education, Limestone was second only to Winthrop, the state’s Normal and Industrial College, in the number of its graduates working as teachers in South Carolina. (In McMillan, 1970, p. 284)

Since the decision to seek accreditation by NCATE, the faculty of the Teacher Education Program has worked, in collaboration with its candidates and professional stakeholders, to refine its mission. As an institution we are devoted to the development of professional teachers who are intellectually enlightened by their liberal arts education, professionally motivated by their pedagogical preparation, and deeply committed to service as critical thinkers and reflective practitioners who will light lamps for children and contribute to the development of society at large and to this geographic region in particular. We are committed to the preparation of educators who will consciously and continuously reflect upon their work as educators in light of their own educational background and their continuing intellectual and professional growth. We believe that no undertaking is more important.

The Mission of the Unit

The mission of the Teacher Education Program at Limestone College is the preparation of undergraduate candidates for initial certification as educators who are particularly enlightened by their backgrounds in the liberal arts and who are specifically prepared and professionally motivated to share their enlightenment with the communities they serve. The goal of “Developing Enlightened Educators” is the guiding concept for the design of each of the programs within the Teacher Education Program at Limestone College. It serves as the foundation for course design, clinical practice, and assessment for all the initial certification programs: Elementary Education, English Education, Mathematics Education, Music Education, and Physical Education. The framework establishes a relationship across programs among standards in curriculum, instruction, field experiences, clinical practice, and assessment. It is shared with the professional community and input from those stakeholders is a part of the decision making process for all programs.

Unit Philosophy, Beliefs, Dispositions, and Goals

The goals of the Teacher Education Program at Limestone College are:

- To provide prospective teachers with a broad background of general knowledge and skills as a basis for the development of cultural literacy in their students
- To provide prospective teachers with the professional courses and experiences that will form the philosophical, psychological, historical and methodological bases of teaching and learning.
- To provide prospective teachers with effective models, methods, strategies, materials, and technological resources for teaching and learning.
- To provide prospective teachers with the knowledge and ability to use instructional strategies to facilitate learning for students of varying abilities and backgrounds.
- To provide prospective teachers with the knowledge and experiences to successfully complete the South Carolina ADEPT evaluation process.

The unit's philosophy reflects the premise that enlightened educators possess the following characteristics which predispose them to success as educators and that the development of these characteristics can be encouraged and enhanced in a well-structured teacher education program.

- Enlightened educators have a sense of enthusiasm about learning which is exemplified by their own successful accomplishments as learners and by their continued interest in learning.
- Enlightened educators demonstrate competence in a specific content area and in the study of pedagogy.
- Enlightened educators are literate, articulate, and technologically learned. They communicate with students, parents and partners in communities of learning.
- Enlightened educators have a sense of efficacy about their profession. They believe in education and in the prospect that it can be effective. They are committed to their colleagues and to their profession.
- Enlightened educators reflect on their practice and they embrace growth and positive change.
- Enlightened educators value learners, respect their individuality and appreciate the potential for positive outcomes which is inherent in diversity. They have the ability and the desire to engage all students in learning.

- Enlightened educators are responsible citizens. They possess a sense of emotional maturity, personal integrity, and social responsibility.

Development of the Conceptual Framework

The philosophical roots from which Limestone College's modern day mission has evolved are apparent in the college motto, "Toward the Light" (Hopper & Moss, 1998), taken from Plato's *Republic* (In Bakewell, 1907). The College seal includes a lamp of learning, each branch of which represents one of the seven areas of study in the two divisions of the medieval liberal arts curriculum: the quadrivium (geometry, astronomy, arithmetic, and music) and the trivium (grammar, logic, and rhetoric). These symbols and the idea of an overarching and enlightening general education as the groundwork for teacher preparation are reflected in the title and theme of this Conceptual Framework, "Developing Enlightened Educators".

The process of defining a conceptual framework for the Teacher Education Program at Limestone College began in the fall of 2003 when several members of the Teacher Education faculty attended a workshop on the Development of a Conceptual Framework which was held at Newberry College and sponsored by the South Carolina State Department of Education. The process continued during the 2003-2004 regular meetings of the Teacher Education Committee. The Teacher Education Committee is the policy making body for the Teacher Education Program. Committee membership consists of college faculty members who have responsibilities in the area of teacher education, classroom teachers and other representatives from the Cherokee County Schools, the College Librarian and representatives of the teacher education candidates at Limestone College. The Teacher Education Committee is chaired by the Director of Teacher Education.

In the spring of 2004 the Committee held a summer workshop on the Conceptual Framework under the leadership of a guest consultant. On January 26, 2005, the unit reached consensus and voted to adopt the framework which had been developed during that 1½ year process. Since then, it has been regularly reconsidered during each academic year and, when necessary, revised. In the fall of 2005 the Vice President for Academic Affairs, the Academic Dean, the Director of Teacher Education and a faculty representative from elementary education met with a consultant who reviewed the Conceptual Framework and provided suggestions for strengthening it. Many of those suggestions were incorporated into the Framework. The revised document was presented to the Teacher Education Committee for re-approval in the fall of 2005. In spring 2006, the Conceptual Framework was included as a topic of discussion at a dinner gathering of Limestone faculty members and administrators, teachers and administrators from the Cherokee County School District and teacher education candidates. The framework was revised again in the fall of 2006 and was submitted to NCATE as part of the Preconditions document in February of 2007.

Throughout this process, faculty members have attended workshops and training sessions conducted by NCATE. In the fall of 2005, a steering committee of College faculty members from each area of the program was appointed to lead the NCATE accreditation effort. This committee has been involved with developing program reports and with the continuing development of this conceptual framework.

The goal of “Developing Enlightened Educators” is the guiding concept for the design of each of the programs within the Teacher Education Program at Limestone College. It serves as the foundation for course design, clinical practice, and assessment for all the initial certification programs. The framework establishes a relationship across programs among standards in curriculum, instruction, field experiences, clinical practice, and assessment. It is shared with the professional community and input from those stakeholders is a part of the decision making process for all programs (Dottin, 2001; Brady, 2004; NCATE, 2002).

Shared Vision

Our conceptual framework describes a vision of the future which we share with institutions and colleagues throughout the state and the nation, with professional accrediting agencies, with the institution at large, with our own candidates and faculty members, with our stakeholders in the public schools, and with the communities we serve. It also commits us to seek input from all of the entities with which we share that vision. The framework reflects the standards of the National Council for Accreditation of Teacher Education, the Interstate New Teacher Assessment and Support Consortium, the National Board for Professional Teaching Standards, the Association for Childhood Education International (ACEI), the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Association for Sport & Physical Education (NASPE), the National Association of Schools of Music (NASM), the South Carolina Department of Education, and the South Carolina ADEPT (Assisting, Developing and Evaluating Professional Teaching) System. The conceptual framework is designed to provide focus and consistency across all programs and in every area of concern, including candidate assessment, program design and evaluation, and commitments to diversity, technological innovation and growth, and service to our community. For a description of the alignment of outcomes with professional standards, please refer to [Appendix A. Table A2](#), on page 29 of this document.

Knowledge Bases

“... and walk with open eyes toward the light;” (Plato, *Republic*, Book VII. in Bakewell, 1907, p. 204).

The Teacher Education Program at Limestone College has been in continuous operation since 1912. During its history, the program has been influenced by many educational trends and modes of thought, including the classical ideas of Plato, the unifying themes of the European Enlightenment, the major tenets of the pioneering theories in American education, and the ideas of late twentieth century educational theorists. That long and eclectic history of influence has led us to a set of core beliefs about education which underlie the outcomes we currently expect from the “Enlightened Educators” who are our graduates. Each of these outcomes is supported by the bodies of research literature in the fields of education, psychology and other areas of endeavor where learning and teaching are studied. The outcomes, our beliefs related to them and the knowledge base which supports them are summarized below.

- **Enlightened educators have a sense of enthusiasm about learning which is exemplified by their own successful accomplishments as learners and by their continued interest in learning.**

We believe that education should be an ongoing, lifelong process and that successful teachers are committed to learning throughout life. We believe that learning to teach is a continuous experience which spans the full career of successful professional teachers and that the development of competent teachers begins before they enter the formal study of pedagogy and continues after they leave it.

We believe that these attitudes and approaches to learning are best fostered within the spectrum of a broad and general education which focuses on the liberal arts and sciences. We believe in the value of a liberal arts education, that is, one which allows and even insists that students explore many avenues of learning and experience solely for the purpose of developing their interest in learning and their ability to learn. We believe that the liberal arts experience should be foundational and that any concern for how the knowledge thus gained will be applied should be reserved for later consideration. "...The educational process has no end beyond itself; it is for its own end" (Dewey, 1944, p.54).

Early in its history Limestone College had a strong affection for the ideas of Plato and for the concept of an enlightened elite. That influence is evident in much of the early literature about the College. The views of Enlightenment educational philosophers such as Rousseau and Pestalozzi are also evident. The Teacher Education Program in the twentieth century was certainly affected most profoundly by John Dewey's (1944) ideas about a democratic and experience-based process of enlightenment. As the moral philosopher William K. Frankena noted, Plato and Dewey share common intellectual ground. "Knowledge acquired through a prolonged education of the right kind – previously described – *is* virtue. That is Dewey's hope, as it was Plato's" (Frankena, 1965, p. 189).

The idea of tempering the discipline-based instructional model common in today's colleges and universities with one which involves the unification of knowledge and ideas continues to be appealing and elusive. Wilson (1998) advocated returning to the unification of knowledge championed by Enlightenment philosophers and also saw Dewey's ideas as a valuable tool for doing so.

Howard Gardner's (1999) (Gardner & Hatch, 1989) theory of multiple intelligences and intellectual diversity suggests that there are at least eight different domains of intelligence: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. It also suggests that instruction should be multidimensional and should capitalize on students' strengths. In the presence of so many seemingly conflicting ideas about teaching and learning, today's teachers must be acquainted with a wide and varied range of ideas and approaches for accomplishing their goals and they must understand how to select from them those which are most effective for particular situations.

Cognitive learning theory has spawned many more modern approaches to education. Within this framework, teacher knowledge and teacher thinking is prominent (Borko & Putnam, 1996; Darling-Hammond, 2000). People process information differently and that leads them to take different approaches to learning and to problem solving. These different approaches are called learning styles or cognitive styles (Snow, Corno, & Jackson, 1996).

Constructivism is a modern view of learning that emphasizes having communities of learners build their own new understandings, rather than receiving them from others. Constructivist learning theory relies heavily on the ideas of Jean Piaget (1952, 1959), Maria Montessori (1972), and Lev Vygotsky (1978, 1986) (Ornstein & Levine, 2008; Palmer, 2001). Constructivists believe that learning is strongly influenced by the particular social and cultural frameworks within which it occurs. Interaction within communities of learners encourages not only the sharing of knowledge, but also the individual construction of knowledge. Most constructivists agree that their approach to education is characterized by using real-world challenges to encourage learners to construct, on the basis of their existing knowledge and within their social environment, a new and personal understanding (Good & Brophy, 2003). Two of Vygotsky's (1978, 1986) ideas are prominent in constructivist theory: "scaffolding" and the "zone of proximal development". Scaffolding is the "instructional support teachers provide as students acquire new content" (Puntambekar & Hubsher, 2005, cited in Krauchak & Eggen, 2007, p. 223). The zone of proximal development is "the learning area in which a student cannot solve a problem or perform a skill, but can be successful with the help of a teacher" (Krauchak & Eggen, 2007, p. 223).

Problem-based approaches to learning, such as "critical thinking" emphasize the analysis of information and the evaluation of evidence in decision-making (Bruning, et al., 2004; Perkins, 2001). These approaches have grown out of the concern of many that superficial teaching methods are responsible for the lack of depth which is often evident in the knowledge of today's students. Both Constructivist and Critical Thinking approaches recognize the importance to their processes of previously acquired background knowledge (Bruning, Schraw, Norby & Ronning, 2004; Nickerson, 1988). Guided discovery, which involves students in solving problems constructed or selected by teachers, can be an effective instructional strategy, particularly for abstract learning (Mayer, 2004, p. 282).

Despite the appeal of constructivist approaches, research continues to indicate that instruction in which the teacher is actively involved as a leader, as a presenter of information and as an active supporter of individual learning processes is sometimes more effective than that in which the teacher is involved only in the creation and structure of an environment which may stimulate learning (Weinert and Helmke, 1995). Direct instruction is the modern term for the teaching style which is focused on the teacher and his or her role as the communicator of knowledge and the director of the classroom (Shuell, 1996). Research indicates that direct instruction can be very effective when content is basic or when it is foundational and must be fully mastered (Gersten et al., 1999). The importance of verbal and social interaction in learning processes, particularly that which occurs between teachers and students, may help explain the effectiveness of direct instruction. (Bruning et al., 2004)

- **Enlightened educators demonstrate competence in a specific content area and in the study of pedagogy.**

Research indicates that teachers cannot teach what they do not know. (Shulman, 1986). We believe that formal study in a college or university teacher education program is the most effective way to produce educators who possess a broad and general education, specific ability in

a content area or at a level of education where they have studied in depth, and pedagogical knowledge and skill.

Not all agree with the assumption that teacher education programs are the most effective method of producing teachers. Teachers themselves are fond of saying that their college experience taught them little about being a teacher and that they learned the craft only by practicing it in a school setting (Griffin, 1999). Some of today's theorists and politicians endorse alternative routes of entry into the profession, but most research (Darling-Hammond, Chung and Frelow, 2002) (Howey, Arends, Galluzo, Yarger, & Zimpher, 1994) indicates that teachers who are prepared in more traditional formal teacher education programs feel better prepared, have higher self-efficacy and are more likely to continue in the profession than those who come to teaching through alternative routes. Those same teachers, however, indicate that, though their overall preparation for the job of teaching was adequate, it was less than adequate in some areas. Our enthusiasm for the formal study of pedagogy is tempered only by the conviction that teacher education programs can and should continue to explore ways to improve themselves, recognizing, as Griffin (1999) does that models for teacher education rarely withstand the test of time.

Teachers naturally gravitate toward knowledge with which they are comfortable and they tend to teach as they were taught. Standardized curricula attempt to thwart those processes, but teachers, through the process of individual planning, usually personalize their instruction. For these reasons reforms in teacher education programs emphasize improving the knowledge and skill of teachers. (INTASC, 1992; NBPTS, 1994).

Knowing well the subject you intend to teach, though essential, is often not adequate. We acknowledge the existence of a certain number of "natural teachers", those who have knowledge and a seemingly magical gift for sharing it with others. Mortimer Adler (1982) observed, "There are and always will be a relatively small number of highly gifted, strongly motivated teachers who manage, in spite of all adverse conditions, to perform creditably, even magnificently." Nonetheless, we believe that experiences in formal teacher preparation programs are seminal and essential for the majority of teachers.

Many of the challenges of teaching involve issues such as management and motivation, which have little to do with knowledge of content and more to do with pedagogical technique. Effective classroom management is essential to learning. (Good & Brophy, 2003; Marzano, 2003). Effective management produces a positive classroom climate, which allows students to engage themselves in meaningful activities and reduces distractions. Positive classroom climates, those which are safe, orderly and focused, are essential to learning (Krauchak & Eggen, 2007). Such climates allow students to know they are valued (Emmer, Evertson & Worsham, 2003; Evertson, Emmer, Clements & Worsham, 2000). Motivating students to learn is often the most pervasive challenge for teachers at every level of ability (Zahoric, 1996) and it too has little to do with knowledge of subject matter.

- **Enlightened educators are literate, articulate, and technologically learned. They communicate with students, parents and partners in communities of learning.**

We believe that teachers must be able to communicate effectively and positively with a variety of audiences and by employing a variety of modalities. Skilled teachers are capable of effective verbal communication. They use precise language which is focused and logically connected (Krauchak & Eggen, 2007). Teachers who are confident about their understanding of the subject matter they teach are more effective classroom communicators. Their language is easier to understand than that of teachers who are not as knowledgeable about content. (Carlsen, 1987; Cruickshank, 1985).

Technological competence and computer literacy are now essential tools for teachers (Forcier & Descy, 2005). The ability of computer-based technology to store large amounts of data, retrieve and process information rapidly, and transmit it instantaneously has become an essential part of education (Newby, Stepich, Lehman & Russell, 2000; Roblyer, 2003).

- **Enlightened educators have a sense of efficacy about their profession. They believe in education and in the prospect that it can be effective. They are committed to their colleagues and to their profession.**

Efficacy is a sense of confidence in the ability of an individual or a process or an institution to be successful. We believe that efficacy, both self-efficacy and professional efficacy, is an essential trait for teachers. Teachers who possess it increase student learning more than do those without it (Bruning, Schraw, Norby & Ronning, 2004). High efficacy teachers have a sense of mission. They believe in the ability of students to learn and have higher expectations for them. These teachers work harder and are more active in the classroom (Weinstein, 2002). They also tend to experiment with new instructional strategies and materials more readily and they are more flexible in their approach to teaching (Poole, Okeafor & Sloan, 1989). High-efficacy teachers share knowledge with their colleagues and with the profession at large. They willingly serve as mentors and supervisors for developing teachers and they have an extraordinary and infectious capacity for generosity and for belief.

- **Enlightened educators reflect on their practice and they embrace growth and positive change.**

We believe that teachers should be capable of thinking critically about their own performance, should make that process of reflection a regular habit, and should use its outcomes to modify their classroom practice. We encourage reflective teaching in our candidates by including it as a written activity during coursework and in candidate portfolios. Research indicates that reflective teaching can be an effective tool for developing teacher skills and efficacy (Schon, 1987; Stewart, 1994).

- **Enlightened educators value learners, respect their individuality and appreciate the potential for positive outcomes which is inherent in diversity. They have the ability and the desire to engage all students in learning.**

We believe that teachers must care about the students they teach and that they must believe in those students. Acceptance and caring are essential ways for teachers to communicate

that students are valued (Certo, Cauley & Chafen, 2002; Davis, 2003). Noddings describes the significance of caring:

I do not mean to suggest that the establishment of caring relations will accomplish everything that must be done in education, but these relations provide the foundation for successful pedagogical activity. First, as we listen to our students, we gain their trust and, in an on-going relation of care and trust, it is more likely that students will accept what we try to teach. They will not see our efforts as “interference” but, rather, as cooperative work proceeding from the integrity of the relation (Noddings, 2005, ¶ 11).

Students recognize caring and uncaring teachers and there is an inverse relationship between teacher disapproval and student achievement (Gage & Giaconia, 1981). Accepting and valuing students can create a positive classroom climate and invite all students to learn.

Teachers need to take special care to understand the cultures from which their students come and to use positive approaches in language and behavior which emphasize the values inherent in diversity. This approach is called “culturally responsive teaching” (Gollnick and Chinn, 2004; Villegas & Lucas, 2002).

Research indicates that schools are not effectively sponsoring minority student achievement (Macionis, 2006). Socioeconomic status consistently predicts classroom performance and achievement test scores (Byrnes 2003; Macionis, 2006). Several explanations have been proposed, including linguistic differences, differences in teacher expectations and variations in interactive styles and standards for appropriate behavior between the cultures of home and school. Shirley Heath (1983) identified the problem of cultural language discontinuity in her study of rural African-American students in the Piedmont area of the Carolinas. The students she studied had difficulty in a teacher-centered question-and-answer classroom structure. Heath found that parents in the rural African-American culture she studied did not engage in legitimate conversation with younger children. The children were accustomed to receiving directives, not questions. Gollnick and Chinn (2004) suggested that “bidialecticism”, the alternate use of Standard English and dialect, might help bridge the cultural divide which exists for some students between home and school.

- **Enlightened educators are responsible citizens. They possess a sense of emotional maturity, personal integrity, and social responsibility.**

The American people have looked to their schools not only for the teaching of reading, writing, and figuring but also for the civilizing of their offspring. They have said over and over that they want it all from their schools: the development of personal, social, vocational, and academic attributes. It takes a nation to ensure the necessary apprenticeship in democracy for all of us. And we, the people, appear to understand that the linchpin of this apprenticeship is a qualified, caring, competent teacher in every classroom (Goodlad, 2002, p.23).

The deliberate inclusion of values and standards for behavior in the school curriculum is controversial (Wynne, 1997). Particularly within a multicultural environment, the question often

becomes, “Whose values?” Deliberately or not, teachers influence students through the process called modeling (Good & Brophy, 2003). Observational learning occurs when people change their behaviors as a result of imitating the actions of others. Modeling is one of the most important aspects of observational learning. Research indicates that modeling is a powerful process available to teachers for modifying the behavior of students (Bandura, 1993). Powerful and deliberate lessons, such as tolerance and respect for other people, can be taught by modeling. Even if the teacher chooses not to use the modeling tool, he or she must be aware that it cannot be switched off. “Values are often caught, not taught.... Teacher behavior should reflect such values as tolerance, compassion, forgiveness, and open-mindedness” (Sadker, 2008, p. 413).”

Programs and Standards

The Teacher Education Program at Limestone College is committed to meeting the standards of the National Council for Accreditation of Teacher Education and of the State of South Carolina. The unit made a commitment in 2003, as part of its South Carolina re-accreditation process, to meet the six standards of the National Council for Accreditation of Teacher Education: (a) candidate knowledge, skills, and dispositions; (b) assessment system and unit evaluations; (c) field experiences and clinical practice; (d) diversity; (e) faculty qualifications, performance, and development; (f) unit governance and resources. In 2005, the College committed itself to seek full NCATE accreditation for its Teacher Education Program. For more information about the alignment of Teacher Education program outcomes with national and state standards, please see Table A2. on page 35.

In 1998, the South Carolina Department of Education adopted performance standards as a basis of the state’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). ADEPT standards are modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for professional teaching for what beginning teachers should know and be able to do. The ADEPT standards provide the descriptions and expectations for competent practice and are required of all South Carolina teacher education programs for teacher evaluation and improvement. The ADEPT Standards have been revised and the new Standards are currently being piloted and implemented by colleges and universities and by the public schools of South Carolina.

Limestone College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and associate degrees. The music program is accredited by the National Association of Schools of Music. The College holds membership in the South Carolina Association of Colleges and Universities, the Council of Independent Colleges, the South Carolina Independent Colleges and Universities, the South Carolina Association of Colleges of Teacher Education, the South Carolina Association of Colleges and Employers, the National Association of Independent Colleges and Universities, and the Council for the Advancement and Support of Education.

The Limestone College Teacher Education Program is approved through July, 2008 by the South Carolina State Department of Education in accordance with the Standards for State Approval of Teacher Education established by the National Association of State Directors of

Teacher Education and Certification. Limestone College currently offers approved programs in the following areas:

Art Education (K-12)

Biology Education (9-12)

Elementary Education (2-6)

English Education (9-12)

Mathematics Education (9-12)

Music Education (K-12)

Physical Education (K-12)

Social Studies Education (9-12)

The teacher education programs in art education, biology education and social studies education have been discontinued and no new candidates have been admitted since Fall 2006. All candidates previously admitted to those programs have either completed them or have withdrawn from them.

For a detailed description of the status of all programs in Teacher Education at Limestone College, please refer to Table A1. on pages 34 of this document.

Assessment of Candidate Performance

The unit assessment system provides a plan for the continuous and regular assessment of performance for all students in teacher preparation programs. The decision points of the system and the events which must occur during each of them are described below. More detail about specific assessments follows this overview. For an alignment of outcomes and unit assessments, please refer to Table A3., page 36 and 37 of this document.

I. Admission to the College

Standards for admission to the College include a minimum SAT score of 850 or a minimum ACT score of 17, a high school GPA minimum of 2.0 on a 4 point scale, and a recommendation from high school faculty/staff. Candidates who do not meet these criteria may be accepted provisionally.

II. During status as an Applicant

- A. Information about the Program and its requirements are provided by Faculty Academic Advisors and are available in the *College Catalogue* and in the *Teacher Education Handbook*, both of which are available to students in print and on the College website.
- B. Declaration of a major in a Teacher Education program, which may occur at any point during the student's status as an applicant.
- C. Successful completion of Education 200 with a grade of C or better.
- D. Submission of required passing scores on the three sections of Praxis I.
- E. Completion of 60 semester hours of coursework with a cumulative

Grade-Point Average of 2.50 or higher.

- F. Submission to the student's faculty advisor of a completed Application for Admission to the Teacher Education Program accompanied by three letters of recommendation and/or evaluation forms, one each from a member of the College's Education Faculty, a public school teacher or administrator with knowledge of the student's prospective ability as a teacher, and any other general education faculty member.
- G. Approval of the Application for Admission by the faculty of the academic division which houses the program for which the student is applying and final approval by the Teacher Education Committee.

III. During status as a Candidate

- A. Successfully complete the majority of the required coursework for the program. Students are expected to complete all field experiences and methods coursework prior to the student teaching semester.
- B. Submission of the Application for Student Teaching to the Faculty Advisor.
- C. Approval of the Application for Student Teaching by the faculty of the academic division which houses the program and final approval by the Teacher Education Committee.
- D. Submission by the required deadline the completed South Carolina Application for Educator Certificate, the state-required application fee, the completed fingerprint card and a photocopy of the student's social security card.
- E. Clearance by the State Department of Education after an FBI/SLED background check.
- F. Submission of passing scores on the required Praxis II. content area examinations and the appropriate Principles of Learning and Teaching examination. Praxis II. content area examinations and the Principles of Learning and Teaching examination must be passed prior to student teaching.

IV. During status as a Student Teacher

- A. Submission and approval of the student teaching portfolio.
- B. Successful completion of supervised student teaching.
- C. Submission of the completed Survey of Student Teachers.
- D. College Graduation

ADEPT Evaluation

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) was implemented statewide in 1998. Teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate. All approved teacher education programs at institutions of higher education (IHE's) in South Carolina must adhere to the ADEPT requirements. All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice. During the first phase of their careers, candidates enrolled in teacher education programs focus on developing the requisite knowledge, skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs. Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career. (South Carolina Department of Education, 2006)

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term "classroom-based teachers" refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education, and special education.) The ten ADEPT Performance Standards (APS's) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

- APS 10 Fulfilling Professional Responsibilities

The Teacher Education Portfolio

Assessment and evaluation of candidate performance is conducted through the candidates' professional portfolio. This portfolio contains samples of the students' work and reflective thinking expressed in writing and should provide evidence that candidates know the content they will teach, know how to teach that content, and have appropriate professional dispositions. Portfolios are submitted via LiveText in electronic format.

The Praxis Series Tests Required for Certification in South Carolina

All applicants for admission to the Teacher Education Program must pass the Praxis I. examinations before their applications can be considered. All candidates for Student Teaching must pass the Praxis II. content area examinations required by the State of South Carolina and the Principles of Learning and Teaching examination prior to beginning the Student Teaching Experience.

Praxis II: Subject Assessments/Specialty Area Tests

Area of Certification	Required Specialty Examination	Passing Score
Elementary Education	Elementary Ed: Content Area Exercises (0012)	145
	Elementary Ed: Curriculum Instruction & Assessment (0011)	164
English Education	English Lang. Lit, & Comp: Content Knowledge (0041)	162
	English Lang. Lit & Comp: Essays (0042)	150
Mathematics Education	Mathematics: Content Knowledge (0061)	131
	Mathematics: Proofs, Models and Problems, Part 1 (0063)	137
Music Education	Music: Content Knowledge (0113)	151
	Music: Concepts and Processes (0111)	145
Physical Education	Physical Education: Content Knowledge (0091)	146
	Physical Education: Movement Forms– Video Evaluation (0093)	160

Principles of Learning and Teaching

Area of Certification	Required Examination	Passing Score
Elementary Education	Principles of Learning and Teaching: Grades K-6 (0522)	165
Secondary Education	Principles of Learning and Teaching: Grades 9-12 (0524)	165
K-12 Certificates	Select one of the following three tests: (0522, 0523, or 0524)	165

Assessment of Candidate Performance in Field Experiences

All education majors are required to take at least two field experience courses. Each course requires forty hours of work in a public school classroom (thirty hours for elementary education majors, because they take three field experience courses instead of two). These courses are sequential and incremental allowing the student to first work with individual students, then plan and conduct instruction for small groups before teaching the whole class.

Music and Physical Education majors are required to take Education 301 and 302. Generally, the work for Education 301 is done in an elementary school, and Education 302 assignments are completed in a middle school or high school. English and Mathematics majors also are required to take Education 301 and 302. Elementary Education majors are required to take three field experience courses, Education 300, 301 and 302. Generally, Education 300 students are placed in a first or second grade class. For Education 301 students typically work in a third, fourth or fifth grade class. Education 302 students usually are assigned a sixth grade classroom. Each elementary education major goes to a different school for each field experience. Therefore, students are exposed to a variety of school settings and diversity in school populations. When the thirty or forty hours in the classroom are completed, the student's work is evaluated by the cooperating teacher and the college supervisor.

College supervisors of field experiences must meet the following criteria:

1. Have two years' experience in the schools germane to the area of supervision.
2. Have had advanced study in professional education.
3. Have appropriate training in supervising field experiences.

Cooperating teachers for field experiences must meet the following criteria:

1. Be certified in the area of assignment.
2. Have a minimum of three years teaching in the subject area for which supervision is assigned.
3. Be willing to attend an orientation session provided by the College.
4. Participate in the evaluation of the Limestone College student.

The Student Teaching Experience

All students enrolled in student teaching meet the following criteria:

1. Have been formally accepted by the Limestone College Teacher Education Committee into the Teacher Education Program.

2. Have a cumulative grade point average of 2.50 or higher prior to admission to the Teacher Education Program.
3. Have completed appropriate prerequisites for student teaching, including passing the Praxis II. content area examinations, passing the Principles of Learning and Teaching examination and successfully completing the required incremental, sequential field experiences.

Limestone College teacher education students are placed in schools in which principals and teachers demonstrate commitment to participating in the professional development of pre-service teachers. Student teaching placements are made under the direction of the central administration of Cherokee County School District according to the following criteria:

1. The schools chosen are accredited by the State Department of Education and the Southern Association of Colleges and Schools.
2. The administration works toward maximum professional growth of the faculty and development of the total school program.
3. The administration and faculty are qualified, certified, and interested in working with teachers and education students.
4. The schools provide opportunities for teacher education students to experience professional relationships and a classroom environment featuring the use of a variety of instructional strategies, methods, assessments, and materials.
5. Although the School District has final authority on placements, the College may suggest geographical areas, grade levels, and particular schools for students.

Student teachers from the K-12 certification programs in Music and Physical Education have separate elementary and secondary placements. The first six weeks of their student teaching is in an elementary setting and the final six weeks is in a secondary setting.

Cooperating Teachers for Student Teaching must meet the following criteria:

1. The teacher must be certified in the area of assignment.
2. The teacher must have a minimum of three years of public school teaching experience in the subject area for which supervision is assigned.
3. The teacher must be recommended by the Superintendent or his/her designee for service as a cooperating teacher.
4. The teacher must have completed the ADEPT Seminar or a higher level of ADEPT training.

5. The teacher must participate in the evaluation of the Limestone College candidate, the college supervisor, and the clinical experience program.
6. Cooperating teachers possess the following competencies:
 - a. Knowledge of and competency in the teaching field.
 - b. Competence in long and short term planning.
 - c. Skill in varying instructional strategies for students with diverse backgrounds and abilities.
 - d. Competence in the use of a variety of assessments, including alternative assessments.
 - e. Skill in maintaining a positive, pleasant learning environment.
 - f. Assumption of school responsibilities beyond teaching.

College supervisors of student teachers meet the following criteria:

1. Have two years of teaching experience in the certification area in a PK-12 school setting.
2. Have a minimum of a Master's Degree with advanced preparation in the area of certification or professional education.
3. Have ADEPT Seminar or a higher level of ADEPT training in supervising clinical experiences.

Evaluation of Student Teachers

The evaluation process for student teachers includes the following procedures:

1. The cooperating teacher provides daily information feedback and written weekly feedback on progress in the ADEPT performance standards to the student teacher.
2. The college supervisor visits at least eight times to collect and record information about the student teacher's performance in the ADEPT standards.
3. The student teacher is rated on the competencies in each ADEPT Performance Standard using C for competent, D for developing and ND for not developed. A rating of C indicates the competency is demonstrated correctly consistently and with authority and assurance. A rating of D indicates the competency is demonstrated at least half of the time with authority and assurance or the competency is demonstrated most of the time but hesitantly and with mistakes. A rating of ND indicates the competency was not demonstrated.
4. The cooperating teacher's written evaluation of the student teacher's work in each of the ten ADEPT performance standards.
5. The college supervisor's written evaluation of the student teacher's work in each

of the ten ADEPT performance standards.

6. Mid-term and final ADEPT conference sheets completed by the college supervisor, the cooperating teacher, and the student teacher with the conference summary sheet completed by the college supervisor.
7. To receive a grade of satisfactory in student teaching a student must be evaluated competent in 7 of the 10 ADEPT performance standards.
8. The overall rating for student teaching will be determined through consensus between the college supervisor and the cooperating teacher. If consensus between these two cannot be reached, the Director of Teacher Education reviews all ADEPT evaluation forms, written summaries of performance, and makes the final decision on the overall rating in conference with the college supervisor, the cooperating teacher, and the student teacher.

How candidates are informed

Achievement expectations are provided for applicants and candidates throughout their progress through the program. Check sheets listing necessary materials for acceptance into the program are reviewed during Education 200 where each student receives a copy of the *Teacher Education Handbook*. The *Handbook* is also available on the College website. The *Handbook* is the official policy manual for the Teacher Education Program. It is designed to be used as a guide by teacher education majors, student teachers, faculty advisors, cooperating teachers, school administrators, and college supervisors. The *Handbook* includes descriptions of the program's structure, goals, program admission and program completion requirements, participation guidelines, procedures for the evaluation of candidate performance, and expectations for clinical experiences and student teaching.

Portfolio expectations and requirements are included in the syllabi for each course in which a portfolio is required. Portfolio workshops for candidates and faculty members are conducted regularly. A formal orientation session is held each semester for Student Teachers, Cooperating Teachers and College Supervisors. Written notification is provided to applicants and candidates relative to their status at each benchmark.

Data Management Procedures

All records of candidate performance are maintained in the office of the Director of Teacher Education. A file is created for each candidate who submits Praxis I scores to the college. Documentation of progress is maintained in candidate files. Upon program completion, data of graduates are compiled and kept on permanent record.

Resources

Education majors are encouraged to make use of the resources available in the Eastwood Library, which include ETS Study Guides for all required examinations and PLATO Praxis I.

preparation software. Equipment available for students and faculty members includes: a laminator, a photocopy machine, video recorders, a tape duplicator, portable VCR's and DVD players, a slide projector, overhead projectors, computers, a computer projection system and an Active Board system.

The Curriculum Lab in the Library contains material that students may use in presenting mini-lessons in class or in working with groups of students in public school classrooms during clinical experiences. Materials include kits, games, posters, curriculum guides, state-adopted textbooks, and a variety of teaching materials to be used in planning instructional units. There is a separate catalog of the holdings of the Curriculum Lab available in the Library.

Use of Assessment Results for Program Improvement

The Limestone College Teacher Education Committee is the official College administrative unit charged with the responsibility of designing, developing, approving, and evaluating teacher education programs. The Teacher Education Committee meets formally once a month during the school year to review education programs, review assessment systems, admit students to both the Teacher Education Program and to Student Teaching, and consider recommendations for program changes. The Teacher Education Committee reviews assessment data and considers program modifications based on that information.

Program Review, Program Revision and Curriculum Development

Each academic division is responsible for planning and designing its program. Curriculum-related matters, policies, procedures, and suggestions may be presented or proposed to divisions by individual faculty members and by students. Once approved by the academic division, teacher certification proposals or related matters are presented to the Teacher Education Committee. Final approval of any curricular change is made by the Curriculum Committee of the College.

Fairness of Assessments

Students are informed about the components of the assessment system in the *Teacher Education Handbook*, which describes the stages of progress through the program, the assessments and proficiencies required for admission to and completion of each stage and all other expectations of teacher applicants and candidates. The *Handbook* also includes a schedule of annual due dates and deadlines and Praxis I. and II. Tests and passing scores required for each program. The Teacher Education Handbook is available online and can be downloaded from the College website. Each prospective education major receives a printed version of the *Handbook* during Education 200, Principles of Education, where the *Handbook* is used as a textbook for a detailed discussion of the requirements to be admitted and to successfully complete the Teacher Education Program. Information about required assessments is also provided in course outlines, in portfolio development workshops, bulletin board postings, faculty advising, e-mail, Student Teaching Orientation, Cooperating Teacher and College Supervisor Orientation and ADEPT Seminars. Curriculum Maps for each Teacher Education Program have been constructed by the departments involved and specify where during the curriculum expected outcomes are addressed.

Accuracy of Assessments

Several of the assessments employed in the Teacher Education Unit are standardized, for example, Praxis I, Praxis II, Principles of Learning and Teaching, and the South Carolina ADEPT System Assessments. These assessments are regularly reviewed for their accuracy and appropriateness by the agencies which develop them. The non-standardized assessments used in the program are reviewed by academic division and program area faculty members, by Teacher Education Committee members, and by the Director of Teacher Education on a yearly basis during the revision of the Teacher Education Handbook. The alignment of unit assessments with standards is illustrated in the table which follows this section.

Consistency of Assessments

The assessments of performance in field experiences and student teaching are conducted by College Supervisors and Cooperating Teachers. All of these evaluators must be trained in the South Carolina ADEPT System. The majority of our College Supervisors and many of our Cooperating Teachers are ADEPT Evaluators. ADEPT Evaluator training is a three-day experience designed to ensure reliability among evaluators who employ the ADEPT instrument. College Supervisors and Cooperating Teachers who are not certified as ADEPT Evaluators are required to participate in the ADEPT Seminar, a modified four-hour version of ADEPT Evaluator training, which is offered each semester on our campus and is conducted by the ADEPT Trainer for the local school district in which our student teachers are placed. ADEPT training is required for Student Teaching Cooperating Teachers. It is strongly recommended for Field Experience Cooperating Teachers. The ADEPT process is also evaluated in writing each semester by Student Teachers, Cooperating Teachers and College Supervisors.

In addition to required ADEPT training, the Teacher Education Program conducts orientation sessions each semester for Student Teachers, Cooperating Teachers and College Supervisors during which assessment processes are explained and discussed. Portfolio preparation workshops are also conducted each semester by College faculty members.

Avoidance and Elimination of Bias

The yearly process during which assessments are reviewed by the academic division, by program faculty members, by the Teacher Education Committee, and by the Director of Teacher Education considers the potential for bias as a factor for review in all assessments. Particular attention is paid during this review to clarity and precision of language and to the selection of language which is free of bias relative to gender, sexual orientation, racial and ethnic identity, disability, and age. The unit is committed to developing more objective systems for detecting bias in its written materials and assessments.

Procedures and Policies Related to Candidates Who are Not Successful

The Teacher Education Program includes three stages of progress toward program completion. Each stage has associated assessments and performance expectations associated with it. Students do not progress to the new stage until they have met all preliminary requirements and expectations. The deficiencies of students who fail to meet those requirements are dealt with by different processes and individuals.

Students may request special exceptions in writing to the Teacher Education Committee. Exceptions are not made to formal unit assessment requirements, but are made on rare occasions for such matters as substituting equivalent courses. Students may appeal decisions of the Teacher Education Committee to the Academic Dean of the College.

All unit and program assessments, policies and requirements are reviewed each year by members of the Teacher Education Committee during the process of revising the Teacher Education Handbook. The Director of Teacher Education is responsible for maintaining records on every applicant to the Teacher Education Program and for certifying a student's passage through each stage of progress through the program (Application, Candidacy, Student Teaching, Program Completion).

At Decision Point 1 - Application, students are required to submit passing scores on Praxis I. examinations, to complete Education 200 (Principles of Education) with a grade of C or better, to procure three letters of recommendation or recommendation forms from college and public school faculty members, to have completed 60 semester hours of college course work with a cumulative grade-point ratio of 2.5 (four-point scale), and to submit a written application for admission to the program. Applicants must provide evidence to satisfy each of these requirements to the faculty of the academic division which houses the program, and to the Teacher Education Committee. No exceptions are made for these requirements and there are no provisional admissions. Faculty advisors and Education 200 instructors provide assistance for those who are unable to meet the requirements. Students are not allowed to enroll in methods courses or in any education courses above Education 300 until they have satisfied these requirements. Applicants who are unable to pass Praxis I. are directed by their faculty advisors to study guides in the College Library and to PLATO preparation software. When all available assistance has failed, students are generally advised to consider a change of major.

At Decision Point 2– Candidacy, students are required to complete all required course work for their specific area of certification, to begin the development of a professional portfolio, to successfully complete the required field experiences, to pass the Praxis II. Content Area Examinations and the Principles of Learning and Teaching examination, to formally apply to the South Carolina Department of Education for an initial Educator Certificate, to formally apply to the academic division and to the Teacher Education Committee for approval to student teach, and to pass FBI and South Carolina Law Enforcement Division background checks. Faculty advisors, Cooperating Teachers, College Supervisors, program area faculty members, and the Director of Teacher Education are involved. Candidates are required to submit evidence of successful completion of the requirements above to the Director of Teacher Education. Candidates who are unable to meet all of these expectations are directed to available resources

for help. They are unable to proceed to the student teaching semester until all requirements are complete. When all sources of assistance have failed, students are generally advised to consider a change of major.

At Decision Point 3– Student Teaching, candidates are expected to attend a full-day orientation session, to complete sixty full days of student teaching, and to successfully complete mid-term and final ADEPT evaluations. Students who experience difficulty in the student teaching placement are asked to discuss problems with the Cooperating Teacher, the School Principal, the College Supervisor, and the Director of Teacher Education. If problems persist, the student may be moved to another placement or may be removed from student teaching at the discretion of the Director of Teacher Education.

At Decision Point 4 - Program Completion, candidates are required to complete and submit an electronic portfolio and to complete all required coursework for graduation from the College. They must complete an exit interview with the Director of Teacher Education. The Director of Teacher Education does not recommend the student for certification by the state until all requirements have been met.

Conclusion

This document is an attempt to articulate our beliefs as an institution and as a program about the preparation of teachers and to formally express our commitment to that process. We believe in the value of a general education. We believe that successful teachers share certain characteristics which can be identified, assessed, and enhanced. We believe that teachers are best prepared in college and university programs of teacher education and that, while the preparation we offer is only a beginning, it is the best beginning.

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APPENDIX A. TABLES

Table A1. Status of Teacher Education Programs Currently Offered by Limestone College

PROGRAM	DEGREE	LEVEL OF CERTIFICATION	REVIEWING AGENCY	Program Report submitted to SPA	State Approval Status	National Recognition Status (Pending NCATE Unit Approval)
Art Education	B.A.	K-12	Not Applicable	No	Approved (NASDTEC Standards) through July 2008	This program is being discontinued.
Biology Education	B.A.	9-12	Not Applicable	No	Approved (NASDTEC Standards) through July 2008	This program is being discontinued.
Elementary Education	B.A.	2-6	ACEI	Yes	Approved (NASDTEC Standards) through July 2008	Nationally Recognized Pending NCATE Unit Approval
English Education	B.A.	9-12	NCTE	Yes	Approved (NASDTEC Standards) through July 2008	Nationally Recognized with Conditions Pending NCATE Unit Approval
Mathematics Education	B.A.	9-12	NCTM	Yes	Approved (NASDTEC Standards) through July 2008	Nationally Recognized with Conditions Pending NCATE Unit Approval
Music Education	B.A.	K-12	NASM	Not Applicable	Approved (NASDTEC Standards) through July 2008	NASM Accredited through 2010
Physical Education	B.S	K-12	NASPE	Yes	Approved (NASDTEC Standards) through July 2008	Not Recognized Report has been resubmitted
Social Studies Education	B.A	9-12	Not Applicable	No	Approved (NASDTEC Standards) through July 2008	This program is being discontinued.

Table A2. Alignment of Outcomes for Teacher Education Candidates with Professional Standards

LIMESTONE COLLEGE TEACHER EDUCATION PROGRAM CANDIDATE OUTCOMES	INTASC PRINCIPLES	NBPTS PROPOSITIONS	ADEPT PERFORMANCE STANDARDS
Enlightened educators have a sense of enthusiasm about learning which is exemplified by their own successful accomplishments as learners and by their continued interest in learning.	9. Commitment	2. Teachers know the subjects they teach and how to teach those subjects to students 4. Teachers think systematically about their practice and learn from experience.	APS 6 Providing Content for Learners APS 10 Fulfilling Professional Responsibilities
Enlightened educators demonstrate competence in a specific content area and in the study of pedagogy.	1. Knowledge of Subject 2. Learning & human development 4. Strategies 5. Motivation & management 7. Planning 8. Assessment	2. Teachers know the subjects they teach and how to teach those subjects to students 3. Teachers are responsible for managing and monitoring student learning	APS 4 Establishing and Maintaining High Expectations for Learners APS 5 Using Instructional Strategies to Facilitate Learning APS 6 Providing Content for Learners APS 7 Monitoring, Assessing, and Enhancing Learning
Enlightened educators are literate, articulate, and technologically learned. They communicate with students, parents and partners in communities of learning.	6. Communication Skills 10. Partnership	3. Teachers are responsible for managing and monitoring student learning 5. Teachers are members of learning communities.	APS 1 Long-Range Planning APS 2 Short-Range Planning of Instruction APS 3 Planning Assessments and Using Data
Enlightened educators have a sense of efficacy about their profession. They believe in education and in the prospect that it can be effective. They are committed to their colleagues and to their profession.	9. Commitment 10. Partnership	1. Teachers are committed to students and their learning. 4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.	APS 10 Fulfilling Professional Responsibilities
Enlightened educators reflect on their practice and they embrace growth and positive change.	9. Commitment	4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.	APS 3 Planning Assessments and Using Data APS 4 Establishing and Maintaining High Expectations for Learners
Enlightened educators value learners, respect their individuality and appreciate the potential for positive outcomes which is inherent in diversity. They have the ability and the desire to engage all students in learning.	2. Learning & human development 3. Adapting Instruction	1. Teachers are committed to students and their learning. 2. Teachers know the subjects they teach and how to teach those subjects to students	APS 7 Monitoring, Assessing, and Enhancing Learning APS 8 Maintaining an Environment That Promotes Learning
Enlightened educators are responsible citizens. They possess a sense of emotional maturity, personal integrity, and social responsibility.	9. Commitment	4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.	APS 8 Maintaining an Environment That Promotes Learning APS 9 Managing the Classroom APS 10 Fulfilling Professional Responsibilities

Sources:

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Table A3. Alignment of Outcomes for Teacher Education Candidates with Unit Assessments

TEACHER EDUCATION PROGRAM CANDIDATE OUTCOMES	DECISION POINTS	UNIT ASSESSMENT
Enlightened educators have a sense of enthusiasm about learning which is exemplified by their own successful accomplishments as learners and by their continued interest in learning.	Application Candidacy Program Completion	Submission of required passing scores on the three sections of Praxis I. Completion of 60 semester hours of coursework with a cumulative Grade-Point Average of 2.50 or higher. Successfully complete the required coursework for the program. ADEPT Formal Evaluation of graduates employed in South Carolina.
Enlightened educators demonstrate competence in a specific content area and in the study of pedagogy.	Application Candidacy Student Teaching Program Completion	Successful completion of Education 200 with a grade of C or better. Field Experience Evaluations Successful completion of the required coursework for the program. Submission of passing scores on the required Praxis II, content area examinations. Submission of passing scores for the Principles of Learning and Teaching Examination Cooperating Teacher's Weekly Progress Reports Midterm and Final Clinical Experience ADEPT Evaluations Submission and approval of the student teaching portfolio organized around ADEPT Performance Standards. Certification as a Professional Educator by the State of South Carolina ADEPT Formal Evaluation of graduates employed in South Carolina.
Enlightened educators are literate, articulate, and technologically learned. They communicate with students, parents and partners in communities of learning.	Application Candidacy Student Teaching Program Completion	Submission of required passing scores on the three sections of Praxis I. Completion of 60 semester hours of coursework with a cumulative Grade-Point Average of 2.50 or higher. Field Experience Evaluations Cooperating Teacher's Weekly Progress Reports Midterm and Final Clinical Experience ADEPT Evaluations Submission and approval of the student teaching portfolio organized around ADEPT Performance Standards. Submission of passing scores on Principles of Learning & Teaching Examination College Graduation Certification as a Professional Educator by the State of South Carolina ADEPT Formal Evaluation of graduates employed in South Carolina.
Enlightened educators have a sense of efficacy about their profession. They believe in education and in the prospect that it can be effective. They are committed to their colleagues and to their profession.	Application Candidacy Student Teaching Program Completion	Successful completion of Education 200 with a grade of C or better. Field Experience Evaluations Submission of passing scores on Principles of Learning & Teaching Examination Cooperating Teacher's Weekly Progress Reports Midterm and Final Clinical Experience ADEPT Evaluations College Graduation Certification as a Professional Educator by the State of South Carolina ADEPT Formal Evaluation of graduates employed in South Carolina

Enlightened educators reflect on their practice and they embrace growth and positive change.	Candidacy	Field Experience Evaluations Successful completion of the required coursework for the program. Submission of passing scores on Principles of Learning & Teaching Examination
	Student Teaching	Cooperating Teacher's Weekly Progress Reports Midterm and Final Clinical Experience ADEPT Evaluations Submission and approval of the student teaching portfolio organized around ADEPT Performance Standards.
	Program Completion	College Graduation Certification as a Professional Educator by the State of South Carolina ADEPT Formal Evaluation of graduates employed in South Carolina.
Enlightened educators value learners, respect their individuality and appreciate the potential for positive outcomes which is inherent in diversity. They have the ability and the desire to engage all students in learning.	Candidacy	Field Experience Evaluations Submission of passing scores on Principles of Learning & Teaching Examination
	Student Teaching	Cooperating Teacher's Weekly Progress Reports Midterm and Final Clinical Experience ADEPT Evaluations Submission and approval of the student teaching portfolio organized around ADEPT Performance Standards.
	Program Completion	Certification as a Professional Educator by the State of South Carolina ADEPT Formal Evaluation data on graduates employed in South Carolina.
Enlightened educators are responsible citizens. They possess a sense of emotional maturity, personal integrity, and social responsibility.	Application	Submission and approval by the faculty of the academic division and by the Teacher Education Committee of the Application for Admission to the Teacher Education Program.
	Candidacy	Field Experience Evaluations Submission and approval by the faculty of the academic division and by the Teacher Education Committee of the Application for Student Teaching. Clearance by the State Department of Education after an FBI/SLED background check.
	Student Teaching	Submission of passing scores on Principles of Learning & Teaching Examination
	Program Completion	Cooperating Teacher's Weekly Progress Reports Midterm and Final Clinical Experience ADEPT Evaluations Submission and approval of the student teaching portfolio organized around ADEPT Performance Standards. College graduation Certification as a Professional Educator by the State of South Carolina ADEPT Formal Evaluation data on graduates employed in South Carolina.

Section 2

Policies and Procedures

Navigating the Teacher Education Program

The teacher education major is complex and has specific requirements, sequences and timelines. It is the student's responsibility to be aware of the processes and deadlines. A student may stay informed about the requirements of the Teacher Education Program by reading this Handbook, by reading the college Catalog, by meeting with an assigned faculty advisor, and by addressing inquiries to the Director of Teacher Education.

Majors in all programs must satisfy the college's general education requirements, complete all the specialized courses for the major, meet all requirements for admission to the Teacher Education Program, and fulfill all other requirements specified by the college.

Admission to the Teacher Education Program

Admission to the Teacher Education Program is by written application. Students seeking teacher certification must successfully complete courses in general education, professional education, and the area of specialization. Prior to the application for entrance into the Student Teaching Program, students should successfully complete institutional requirements in verbal and quantitative skills.

The following steps must be completed by students seeking admission:

1. Submit passing scores on all three sections of the Praxis I. examination as required by the State of South Carolina. Praxis I. is a test of basic skills in reading, writing and mathematics which state law requires a student to pass before being admitted to a Teacher Education Program. No student will be allowed to register for any education course numbered above ED 300 or for any content area methods course until he/she submits passing scores on all three sections of Praxis I. A student may be excused from the Praxis I. requirement if he/she documents a score of 1100 or higher on the two-part Scholastic Aptitude Test, 1650 on the three-part Scholastic Aptitude Test or 24 on the American College Test.
2. Complete Education 200 with a grade of C or better. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 60 semester hours of college credit which appears on the advisory records with a cumulative Grade Point Ratio of 2.5 on a 4.0 scale.
4. Submit an application form and three letters of recommendation, one from a professor of general education, one from a professor in the education program,

and one from a public school professional. The Application for Admission to the Teacher Education Program Form can be found on page 91 of this Handbook.

5. Gain approval by the faculty of the academic division of Limestone College in which the degree program is administered.
6. Gain approval by the Teacher Education Committee.

Approval to Student Teach

After admission to the Teacher Education Program, the student must submit a written application to his/her academic division and to the Teacher Education Committee for approval to student teach. Elementary, secondary, and K-12 majors must complete all methods courses, all professional education courses, and all content area required courses prior to the semester of student teaching. Students must receive the grade of “C” or better in all professional education and area of specialization courses. The Student Teaching application form is provided on page 93 of this *Handbook*.

Candidates may submit requests for specific school and grade level student teaching placements. These requests will be considered, but students are not assured placements at the schools or grade levels they request. Student teaching assignments are made within the Cherokee County School district. Candidates will be placed outside the district only when there is no placement available which is suitable to the College and to the school district. Candidates will not be placed in schools where a conflict of interest may exist. For example, they will not be placed in schools where a relative is employed. The Assistant Superintendent of Cherokee County Schools works with principals and teachers to assign candidates to appropriate student teaching placements.

The Teacher Education Committee will review applications for entrance into student teaching. If students do not receive favorable recommendations from the committee and/or from the specific division, they will be unable to student teach until deficiencies are eliminated. In some cases, students may be advised to pursue a degree in another area.

Once the student has been approved to student teach, he/she must pass the specific Praxis II. content area examinations required by the state of South Carolina and the appropriate Praxis Principles of Learning and Teaching examination prior to the submission deadline. The student must designate Limestone College as a score recipient on all Praxis examination applications. Application forms and details about specific deadlines for applications and score submissions can be found on pages 42 and 91-93 of this *Handbook*.

Prior to the deadline (see page 42), students must complete an electronic fingerprint scan and submit to the Director of Teacher Education the completed South Carolina Application for Educator certificate, a check for the application fee payable to the South Carolina Department of Education and a copy of the social security card.

Program Completion

After successfully completing student teaching, the candidate must schedule an exit interview with the Director of Teacher Education to finalize the certification application process. The Verification Forms for South Carolina or North Carolina initial teacher certification cannot be completed until all of the processes listed below are finished and properly documented.

Prior to graduation:

- The application for a degree must be completed and submitted to the Registrar's Office.
- The College Supervisor must submit the following completed documentation to the Director of Teacher Education:
 1. The 60-day attendance form
 2. The ADEPT Mid-term and Final Conference Forms
 3. The midterm and final ADEPT written evaluations for each performance standard from the college supervisor and the cooperating teacher
 4. The College Supervisor's Evaluation of the Cooperating Teacher and the ADEPT Process
 5. The Student Teaching Portfolio Evaluation form
 6. The record of the College Supervisor's visits
- The Cooperating Teacher's Evaluation of Limestone College's Directed Student Teaching Program must be submitted directly to the Director of Teacher Education.
- The candidate must submit the following completed documentation to the Director of Teacher Education.
 1. Completed SC State Department of Education Request for Transcript
 2. Blank Institutional Verification Form
 3. Completed Survey of Student Teachers

Transfer students must also request transcripts from any previous institution(s) they and submit them directly to the State Department of Education. A candidate cannot be recommended for certification until all forms are on file and all required courses are completed.

Annual Deadlines and Due Dates for Teacher Education

Fall Student Teaching Deadlines

- November Division Meeting: Last day for division action on applications for Student Teaching in the Fall semester. Applications submitted after this date will not be eligible for Fall student teaching.
- November TEC Meeting: Last day for Teacher Education Committee action on applications for Student Teaching in the Fall semester. Applications submitted after this date will not be eligible for Fall student teaching.
- January 20: Last day to submit required materials to the Director of Teacher Education to qualify for Fall student teaching during the upcoming academic year. Materials which must be submitted are:
1. SC State Department of Education Application for Educator Certificate.
 2. Check payable to "South Carolina Department of Education" for the non-refundable application fee.
 3. Receipt from a completed electronic fingerprint scan. Procedures are available from Faculty Advisors and from the Director of Teacher Education.
 4. Photocopy of the Social Security card.
- March 1: Student Teaching placement requests for Fall will be submitted to the Cherokee County School District.
- August 15: Passing scores on all required sections of Praxis II. and Principles of Learning and Teaching must be received by the Director of Teacher Education in order for a candidate to qualify for Fall Student Teaching. Candidates who do not submit passing scores by August 15 will be dropped from their Fall student teaching placements.

Spring Student Teaching Deadlines

- April Division Meeting: Last day for division action on applications for Student Teaching in the Spring semester. Applications submitted after this date will not be eligible for Spring student teaching.
- April TEC Meeting: Last day for Teacher Education Committee action on applications for Student Teaching in the Spring semester. Applications submitted after this date will not be eligible for Spring student teaching.

- May 20: Last day to submit required materials to the Director of Teacher Education to qualify for Spring student teaching during the upcoming academic year. Materials which must be submitted are:
1. SC State Department of Education Application for Educator
 2. Check payable to “South Carolina Department of Education” for the non-refundable application fee.
 3. Receipt from a completed electronic fingerprint scan. Procedures are available from Faculty Advisors and from the Director of Teacher Education.
 4. Photocopy of the Social Security card.
- October 1: Student Teaching placement requests for Spring will be submitted to the Cherokee County School District.
- January 10: Passing scores on all required sections of Praxis II. and the Principles of Learning & Teaching examination must be received by the Director of Teacher Education in order for a candidate to qualify for Spring Student Teaching. Candidates who do not submit passing scores by January 10 will be dropped from their Spring student teaching placements.

Field Experience PRAXIS I Deadlines

Passing scores on each of the three sections of Praxis I. must be received by the Director of Teacher Education on or before the last date for enrollment changes as specified in the college calendar for the semester in question in order for a student to be enrolled in any Education course numbered 301 or higher or in any methods course during that semester. Students who are enrolled in those courses and who do not submit passing scores by the last date for enrollment changes will be dropped from the courses and may not re-enroll in them during the given semester even if they pass Praxis I. after the last date for enrollment changes.

Revised August 1, 2008

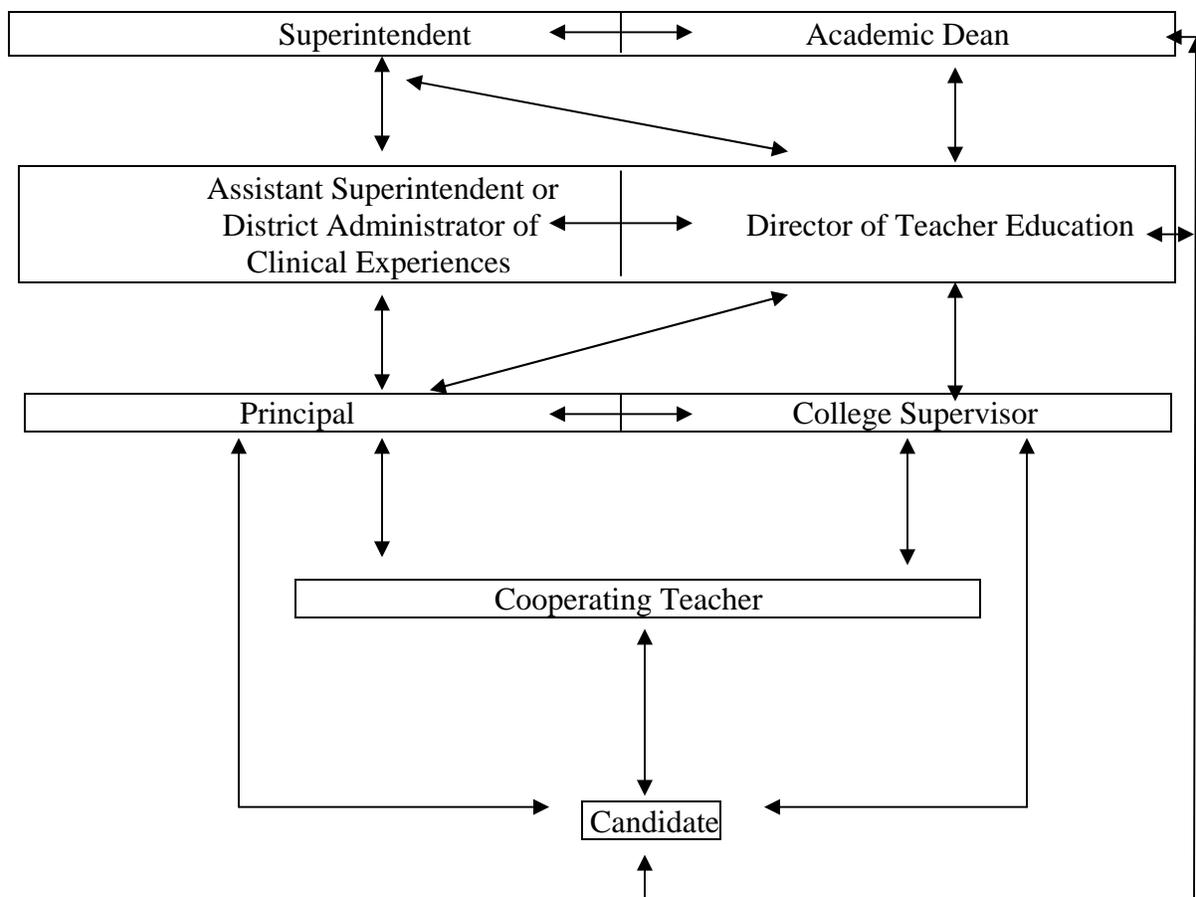
Channels of Communication

Channels of communication exist through which students, administrators and faculty members and public school participants may express concerns and/or make recommendations about the Teacher Education Program. A student may have the student representatives present the matter to the Teacher Education Committee meetings, have his or her academic advisor bring the matter to the attention of the Teacher Education Committee, give a written statement to the Director of the Teacher Education Program, or make arrangements with the Director of Teacher Education to appear at a regularly scheduled Teacher Education Committee meeting.

The channels of communication for faculty members with concerns or recommendations about the Teacher Education Program are similar to those for the students. A faculty member may have the Teacher Education Committee teaching area representative bring the matter to the attention of the committee or make arrangements with the Director of Teacher Education to appear at regularly scheduled meetings of the committee. Curriculum-related matters, policies and procedures may be proposed to the academic divisions by individual faculty members. Once approved by the academic division, the proposal is presented to the Teacher Education Committee. Final approval of any curricular change is made by the Curriculum Committee.

The Assistant Superintendent for Instruction or district level coordinator and the Director of Teacher Education at the College are responsible for coordination and communication regarding the clinical experiences program. The following channels of communication are open to all involved.

CHANNELS OF COMMUNICATION FOR CLINICAL EXPERIENCES



Resources

Completing these requirements effectively and efficiently requires knowledgeable use of the materials and media available in the Eastwood Library. The Curriculum Laboratory houses materials that students may use in presenting mini-lessons in class or in working with groups of students in public school classrooms during clinical experiences. Materials include kits, games, posters, videotapes and DVD's, curriculum guides, state-adopted textbooks, and a variety of teaching materials to be used in planning instructional units. There is a separate catalog of the holdings of the Curriculum Lab available in the Library. Other equipment and materials available in Eastwood Library for students and faculty members include: a laminator, a photocopy machine, a tape duplicator, portable VCR's and cameras, DVD players, a slide projector, overhead projectors, computers, a computer projection system, a Promethean Board, a document camera, and access to LiveText and United Streaming software. Study Guides for the Praxis I. and II. Examinations and PLATO preparation software are also available in the Library.

Personnel and Procedures

Faculty Advisors

Each student is assigned a faculty advisor upon entering Limestone College. The faculty advisor is responsible for (1) assisting the student in choosing the appropriate courses for teacher certification, (2) counseling in general academic matters, and (3) career planning. Other roles of the faculty advisor are providing information related to admission to the Teacher Education Program, advice on student teaching placements, and information related to student teaching. The faculty advisor plays an integral role in the academic life in matters of concern to the student and brings guidelines and deadlines to the student's attention.

Academic Divisions

Each academic division is responsible for planning and designing its program in accordance with the South Carolina State Department of Education standards for accreditation. Curriculum-related matters, policies, procedures, and suggestions may be presented or proposed to divisions by individual faculty members and students. Once approved by the academic division, teacher certification proposals or related matters are presented to the Teacher Education Committee. Final approval of any curricular change is made by the Curriculum Committee.

The Teacher Education Committee

The Limestone College Teacher Education Committee is the official College administrative unit charged with the responsibility of designing, developing, approving, and evaluating teacher education programs. In addition, the Committee's function is to coordinate and clarify for the entire faculty and student body the Teacher Education Program at the College. Other responsibilities of the Committee are (1) to establish

admission requirements and to accept each candidate into the Teacher Education Program according to the established criteria, (2) to review and act upon special requests of students pertaining to course requirements for certification in their major disciplines, (3) to maintain a current teacher education handbook, (4) review data on candidate performance, (5) to evaluate curriculum changes and make recommendations to the Curriculum Committee for its consideration, and (6) to review the teacher education program for strengths, weaknesses and needed revisions. The Committee, acting as the governing body of the Teacher Education Program, serves as the agency responsibility for achieving and maintaining program and unit accreditation.

The Teacher Education Committee is composed of faculty representatives from each area of teacher certification, at least two public school representatives from area schools, the Director of Teacher Education, and two education majors selected by the Teacher Education Committee. The Teacher Education Committee meets monthly to review the program, admit students to the program, approve students for student teaching and to discuss concerns, suggestions and recommendations from students, faculty and committee members.

Curriculum Development, Revision, and Evaluation

The Teacher Education Committee has the primary responsibility for the development and implementation of the teacher education curriculum. Individual faculty members and others are encouraged to provide information and suggestions for developing and revising the curriculum. Faculty members in the teaching major areas are responsible for developing and revising their content programs in compliance with College requirements and Teacher Education Program standards and in cooperation with the Teacher Education Committee Chairperson.

Specifically, numerous individuals and groups contribute to the development and revision of the teacher education curriculum. Included are the Teacher Education Committee, professional education faculty, general education faculty, students majoring in education, graduates, and cooperating teachers. Information on candidate performance and program evaluation is used by the Teacher Education Committee in the curriculum development process. Recommendations for curriculum development and change are carefully considered. The Director of Teacher Education continually reviews the curriculum, program implementation, and candidate performance as a basis for identifying program strengths and weaknesses.

The professor and division chairpersons implement curriculum recommendations to improve individual courses. Adding or dropping courses or changes in program or major requirements require approval of the division, the Curriculum Committee and the faculty. In the case of the Teacher Education Program, the Teacher Education Committee makes recommendations to the Curriculum Committee.

Objectives for the Teacher Education Program, including specific objectives for each teaching major, are to be reviewed periodically by the Teacher Education Committee. These objectives are included in this Handbook, which is available to all education candidates, all faculty members, and cooperating school district personnel.

Curriculum experiences in the Teacher Education Program are planned to provide a systematic and coordinated program of study. Theory, higher order thinking, and practical application experiences, including real and simulated situations, are present in the program offerings. As part of the requirements for Education 200 (Principles of Education), each education major spends twenty hours in the public schools observing and assisting teachers. Each education major takes a series of incremental and sequential field experience courses. Elementary education majors take three thirty-hour field experience courses. PK-12 and Secondary Education majors take two forty-hour field experience courses. Each of the field experiences requires participating in public school classrooms and leading activities suggested by the college supervisor and the cooperating teacher.

The Teacher Education Program undergoes continuous review to determine its strengths, weaknesses and needed revisions. Students may make suggestions for program development or improvement through course evaluations, student teaching evaluations, and the student representatives to the Teacher Education Committee, or directly to the Chairperson of the Teacher Education Committee. Each suggestion is discussed and given serious consideration.

Faculty members are involved in program review and improvement through their study of students' Praxis I and II scores and/or their assessment of students' progress in courses, and their suggestions are delivered within academic divisions or to the Teacher Education Committee.

Section 3

Candidate Assessment Processes and Policies

ADEPT Performance Standards

(The following section was adapted from the ADEPT System Guidelines Document issued by the State Department of Education in June 2006.)

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) was implemented statewide in 1998. Teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate. All approved teacher education programs at institutions of higher education (IHE's) must adhere to the ADEPT requirements. All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice. During the first phase of their careers, candidates enrolled in teacher education programs focus on *developing* the requisite knowledge, skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs.

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education.

The ten ADEPT Performance Standards (APS's) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

APS 1 Long-Range Planning

APS 2 Short-Range Planning of Instruction

APS 3 Planning Assessments and Using Data

Domain 2: Instruction

APS 4 Establishing and Maintaining High Expectations for Learners

APS 5 Using Instructional Strategies to Facilitate Learning

APS 6 Providing Content for Learners

APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8 Maintaining an Environment That Promotes Learning

APS 9 Managing the Classroom

Domain 4: Professionalism

APS 10 Fulfilling Professional Responsibilities

The Teacher Education Portfolio

Assessment and evaluation of candidate performance is conducted through the candidate's professional portfolio. This portfolio contains samples of the students' work and reflective thinking expressed in writing and should provide evidence that candidates know the content they will teach, know how to teach that content, and have appropriate professional dispositions.

The portfolio development system begins in Education 200, Principles and Problems of Education. Candidate portfolios are assessed at four points in students' progression through the program: at the completion of ED 200, ED 301, ED 302, and ED 452.

Stage 1 of the assessment phase occurs when the student completes ED200, the introductory education course. In this phase candidates are required to show the potential for success through Praxis I. scores, grade point averages, communication ability levels in speech and writing, and dispositional commitments to be prompt, reliable, responsible, respectful and sensitive to all learners. Portfolios are assessed for writing style, evidence of reflective thinking, content knowledge, and understanding of the demands of the teaching profession. Items included in the portfolio at this stage are listed in the syllabus for ED 200.

Stage 2 of the assessment phase occurs when the student completes ED 301, the first field experience for all education majors except elementary education majors. Praxis I. scores and grade point averages are required to show potential for success. Candidates are assessed on their proficiency in: knowing the facts and principles of their subject matter; knowing how to teach the subject matter; using appropriate and varied strategies, planning assessment appropriate for the learning goals; and in their dispositional commitments to showing respect for and sensitivity to all learners, setting high expectations for all learners, and encouraging students to develop a sense of responsibility for their learning.

In stage 2 these proficiencies are assessed through unit plans or lesson plans, samples of their students' work, reflections on the field experience, and comments provided by the cooperating teacher. Candidates have some freedom in deciding which

lesson plans, unit plans, or other artifacts to include in the portfolio. The essential items are the reflective writing explanations of why each item was included in the portfolio.

Stage 3 of the assessment phase occurs when the student completes ED 302, the final field experience prior to student teaching for all education majors. At this stage Praxis scores and grade point averages are still required to show potential for success. Candidates are assessed on their competency in: knowing the facts and principles of their subject matter; knowing how to represent content accurately; using appropriate and varied instructional strategies to present content, to actively involve all students in the learning experience, to address differences in backgrounds and abilities of learners, and to promote varied levels of thinking; planning assessment that is appropriate for the learning goal; using the results of the assessment to improve instruction; and in their dispositional commitments to showing respect for and sensitivity to all learners, setting high expectations for all learners, encouraging students to assume responsibility for their own learning, and promoting cooperation, teamwork, and respect among their students.

These competencies are assessed through unit/lesson plans, observations, samples of their students' work, reflective writings, and comments of cooperating teachers. The candidate and major professor should discuss which items to include in the portfolio. Once again the key element is the reflective writing which explains why each item was selected for presentation.

Stage 4 of the assessment phase occurs when the student has completed student teaching. In this phase candidates present Praxis II scores, ADEPT evaluations, and recommendations from their cooperating teachers and college supervisors. Students are assessed on their competency in the ADEPT performance standards and their dispositional commitments to life long learning and acting with integrity, fairness and an ethical manner.

Policies for Clinical Experiences

Clinical experiences include both field experiences and student teaching.

Field Experiences: Education 300, 301, 302

All education majors are required to take at least two field experience courses. Each course requires forty hours of work in a public school classroom (thirty hours for elementary education majors, because they take three field experience courses instead of two). These courses are sequential and incremental allowing the student to first work with individual students, then plan and conduct instruction for small groups before teaching the whole class. (See the syllabus for each course for details.)

Music and Physical Education majors are required to take Education 301 and 302. Generally, the work for Education 301 is done in an elementary school, and Education 302 assignments are completed in a middle school or high school.

English and Mathematics majors also are required to take Education 301 and 302.

Elementary Education majors are required to take three field experience courses, Education 300, 301 and 302. Generally, Education 300 students are placed in a first or second grade class. For Education 301 students typically work in a third, fourth or fifth grade class. Education 302 students usually are assigned a sixth grade classroom.

Each elementary education major goes to a different school for each field experience. Therefore, students are exposed to a variety of school settings and diversity in school populations.

When the thirty or forty hours in the classroom are completed, the student's work is evaluated by the cooperating teacher and the college supervisor.

College supervisors of field experiences must meet the following criteria:

1. Have teaching experience in the public schools germane to the area of supervision.
2. Have had advanced study in professional education.
3. Have appropriate training in supervising field experiences.

Cooperating teachers for field experiences must meet the following criteria:

1. Be certified in the area of assignment.
2. Be willing to attend an orientation session provided by the College.
3. Participate in the evaluation of the Limestone College student.

The Student Teaching Experience

Every effort is made to ensure that education majors are prepared for a successful student teaching experience. All students enrolled in student teaching will meet the following criteria:

1. Will have been formally accepted by the Limestone College Teacher Education Committee into the Teacher Education Program.
2. Will have a cumulative grade point average of 2.5 to be admitted to the Teacher Education Program.
3. Will have completed appropriate prerequisites for student teaching, including passing the required Praxis II. content area examinations and the appropriate Principles of Learning and Teaching examination, and will have successfully completed the required incremental, sequential field experiences.

Limestone College teacher education students are placed in schools in which principals and teachers demonstrate commitment to participating in the professional development of pre-service teachers. Student teaching placements are made under the direction of the central administration of Cherokee County School District according to the following criteria:

1. The schools chosen are accredited by the State Department of Education and the Southern Association of Colleges and Schools.
2. The administration works toward maximum professional growth of the faculty and development of the total school program.
3. The administration and faculty are qualified, certified, and interested in working with teachers and education students.
4. The schools provide opportunities for teacher education students to experience professional relationships and a classroom environment featuring the use of a variety of instructional strategies, methods, assessments, and materials.
5. Although the School District has final authority on placements, the College may suggest geographical areas, grade levels, and particular schools for students.
6. Conflicts of interest, such as placement in a school where a relative is employed, are always to be avoided.

Student teachers from the K-12 certification programs in Music and Physical Education have separate elementary and secondary placements. The first six weeks of their student teaching will be in an elementary setting and the final six weeks will be in a secondary setting.

Cooperating Teachers for Student Teaching must meet the following criteria:

1. The teacher must be certified in the area of assignment.
2. The teacher must have a minimum of three years of public school teaching experience in the subject area for which supervision is assigned.
3. The teacher must be recommended by the Superintendent or his/her designee for service as a cooperating teacher.
4. The teacher must complete the ADEPT Seminar or higher level of ADEPT training.
5. The teacher must participate in the evaluation of the Limestone College student, the college supervisor, and the clinical experiences program.
6. Cooperating teachers possess the following competencies:
 - a. Knowledge of and competency in the teaching field.
 - b. Competence in long and short term planning.
 - c. Skill in varying instructional strategies for students with diverse backgrounds and abilities.
 - d. Competence in the use of a variety of assessments, including alternative assessments.
 - e. Skill in maintaining a positive, pleasant learning environment.
 - f. Assumption of school responsibilities beyond teaching.

College supervisors of student teachers meet the following criteria:

1. Have three years of teaching experience in the certification area in a K-12 school setting.
2. Have a minimum of a Master's Degree with advanced preparation in the area of certification or professional education.
3. Have ADEPT Seminar or a higher level of ADEPT training in supervising clinical experiences.

Schedule Requirements for Student Teaching

The student teaching experience must last for 60 full days. If a student teacher is absent, the day must be made up. Intersession days are not included in the required number of days for year-round calendar school student teachers and attendance is not expected on these days. Intersession days may be counted. Each intersession day is the equivalent of one-half (½) of a regular school day. K-12 student teachers will have two placements, one at the elementary (2-6) level and one at the middle (7-8) or secondary (9-12) level, and will spend thirty full days at each level completing one assignment and making up any absences there before moving to the next.

Suggested Schedule for Student Teaching

First Week	Observation and assistance in the classroom.
Second Week	Observation and assistance in the classroom. Assumption of small part of teaching load.
Third Week	Assumption of some of the teaching load.
Fourth Week	Assumption of some or a major part of the teaching load.
Fifth Week	Assumption of a major part of the teaching load.
Sixth Week	Assumption of full teaching load: Attend ADEPT mid-term conference and complete ADEPT mid-term forms.
Seventh Week	Continuation of teaching load and work on any ADEPT performance standards that need improvement.
Eighth Week	Continuation of teaching load.
Ninth Week	Continuation of teaching load.
Tenth Week	Continuation of teaching load.
Eleventh Week	Give back some classes to cooperating teacher.
Twelfth Week	Give back most classes to cooperating teacher. Attend ADEPT Final Conference and complete final conference forms.
Thirteenth Week	Make-up times if necessary and continuation of teaching load to complete 60 days.

Suggested Schedule for Split Semester Student Teaching

First Week	Observation and assistance in the classroom. Assumption of part of the teaching load.
Second Week	Gradual assumption of a major part of the teaching load.
Third Week	Gradual assumption of the full teaching load.
Fourth Week	Continuation of the full teaching load.
Fifth Week	Continuation of full teaching load; conduct ADEPT mid-term (first placement) or final (second placement) conference and complete the appropriate ADEPT forms.
Sixth Week	Give back most classes to cooperating teacher. Make-up time and continuation of teaching load as necessary to complete 30 days.

Student Teaching Policies

1. Student teaching is a twelve-week or 60-day course. The student teacher must spend 60 full days in the classroom duplicating the schedule of the classroom teacher. School district holidays are not to be counted in the 60-day requirement. If a student chooses to attend a teacher in-service day or to participate in a workday, it is allowed to count in the 60 days. Students in year-round schools are not required to attend intersession days, but may use them to make up absences. Intersession days count as $\frac{1}{2}$ of a regular day.
2. Student teachers are to adhere to the rules and regulations of regular teachers in their school, including dress codes and any other restrictions on behavior.
3. Student teachers should determine the school's procedure regarding absences and follow that procedure. The college supervisor and the cooperating teacher must be notified in advance of an absence.
4. Any absence, for illness or otherwise, must be made up in the same semester as the student teaching. K-12 student teachers must makeup all absences in the first placement before proceeding to the second placement. If more than five absences have been necessary, the student teacher will be withdrawn from student teaching.
5. A student teacher may be withdrawn at the request of the school principal, the cooperating teacher, the college supervisor, or the Director of Teacher Education. A student so withdrawn may be readmitted to student teaching through the normal process with the approval of the Director of Teacher Education.
6. Student teachers may not be employed in any instructional role by a school while student teaching. If a cooperating teacher is absent, the school must employ a substitute teacher. Student teachers may not act as substitute teachers.
7. Student teachers are not to assume duties for which the cooperating teacher receives an additional stipend.

Evaluation of Student Teachers

The evaluation process for student teachers includes the following procedures:

1. The cooperating teacher provides daily information feedback and written weekly feedback on progress in the ADEPT performance standards to the student teacher.
2. The college supervisor visits at least eight times to collect and record information about the student teacher's performance in the ADEPT standards.
3. The student teacher is rated on the competencies in each ADEPT Performance Standard using C for competent, D for developing and ND for not developed. A rating of C indicates the competency is demonstrated correctly consistently and with authority and assurance. A rating of D indicates the competency is demonstrated at least half of the time with authority and assurance or the competency is demonstrated most of the time but hesitantly and with mistakes. A rating of ND indicates the competency was not demonstrated.
4. The cooperating teacher's written evaluation of the student teacher's work in each of the ten ADEPT performance standards.
5. The college supervisor's written evaluation of the student teacher's work in each of the ten ADEPT performance standards.
6. Mid-term and final ADEPT conference sheets completed by the college supervisor, the cooperating teacher, and the student teacher with the conference summary sheet completed by the college supervisor.
7. To receive a grade of satisfactory in student teaching a student must be evaluated competent in 7 of the 10 ADEPT performance standards.
8. The overall rating for student teaching will be determined through consensus between the college supervisor and the cooperating teacher. If consensus between these two cannot be reached, the Director of Teacher Education reviews all ADEPT evaluation forms, written summaries of performance, and makes the final decision on the overall rating in conference with the college supervisor, the cooperating teacher, and the student teacher.

Roles and Duties of the Cooperating Teacher

Cooperating Teachers for clinical student teaching agree to meet the following criteria:

1. To attend and participate in the Orientation Session and, if required, the ADEPT Seminar on campus preceding student teaching.
2. To acquaint student teachers with rules and regulations governing local school policy.
3. To serve as a mentor or coach for the student teacher by providing informal feedback daily on the student teacher's progress in the ADEPT Performance Standards.
4. To hold regular sessions with the student teacher to discuss strengths and weaknesses in each of the ADEPT Standards, to make recommendations for improvement, and to provide weekly written feedback on progress in ADEPT.
5. To supervise and evaluate plans for instruction and assessment.
6. To observe student teachers regularly until they are considered capable of assuming full teaching responsibilities.
7. To allow student teachers to assume as many classroom responsibilities as possible. Student teachers are required to maintain complete control of the classroom for a minimum of three weeks, during which time cooperating teachers may serve as aides for individual and group assignments.
8. To assist in the evaluation of the student teacher's progress by completing the ADEPT mid-term and final evaluation sheets.
9. To provide written evaluations of the student teacher's performance in each of the ten ADEPT performance standards.
10. To complete and return The Cooperating Teacher's Evaluation of Limestone's Student Teaching Program and the ADEPT process.

Roles and Duties of the College Supervisor

1. Participate in the Orientation Sessions for student teachers and Cooperating Teachers.
2. Either be certified as an ADEPT Evaluator or complete the ADEPT Seminar.
3. Visit the student teacher at least eight times to collect and document information on progress in the ADEPT Performance Standards.
4. Provide written evaluations of student teachers' progress in each of the ADEPT performance standards.
5. Provide the student teacher with suggestions for improvement.
6. Meet with the student teacher, as needed, to provide advice and assistance.
7. Conduct the midterm and final ADEPT conferences, completing the Conference Discussion Sheet before the conference and the Conference Summary form after the conference.
8. Determine the student teacher's overall rating by reaching consensus with the cooperating teacher on the student teacher's performance on the ADEPT evaluation.
9. Collect all paperwork from the cooperating teacher and the student teacher and turn it in to the Director of Teacher Education.
10. Complete and return the College Supervisor's Evaluation of the Cooperating Teacher and of the ADEPT process.

Section 4

Objectives, Course Requirements & Course Sequences for Teacher Education Programs

Elementary Education (Grades 2-6)

Purpose: The purpose of the program in elementary education is to produce well-qualified elementary teachers with a strong background of study in the liberal arts and more specialized study in methodology courses, which correspond to the curriculum usually found in elementary schools. Elementary education majors must meet the requirements for admission to the Teacher Education Program and complete all requirements specified by the college.

Objectives: In addition to the common objectives established for the Teacher Education Program, the following are the objectives of the program in elementary education. The student with an elementary education major shall:

1. Demonstrate an understanding of child development from birth to adolescence.
2. Plan an appropriate instructional program and an effective learning environment based on knowledge of child behavior.
3. Demonstrate an understanding of the development of self-concept in a child.
4. Exhibit competency in using appropriate language arts methods and choosing appropriate language arts materials with an emphasis on language development in listening, speaking, writing, and reading.
5. Explain the psychological and sociological concepts and generalizations dealing with group responsibility and relationships.
6. Use methods and materials appropriate for the elementary student in the areas of math, social studies, biological and physical sciences, health and safety practices, the fine arts, and physical education.
7. Demonstrate knowledge of children's literature and strategies for using it to provide enjoyment and instruction in the elementary classroom.
8. Exhibit competency in enhancing students' critical thinking abilities in any content area.
9. Demonstrate knowledge of ways to foster independent learning and decision-making skills in students.

10. Describe the characteristics of different learning environments appropriate for children of differing ages and abilities.
11. Demonstrate the ability to work with parents and other adults in the home, school, and community.
12. Exhibit the ability to develop and encourage creativity in students.
13. Demonstrate the ability to make short and long-term plans for instruction, communicate effectively, have a positive attitude toward students and learning, and use classroom management skills.
14. Explain the implications of working with students of varying economic, social, racial, ethnic and religious backgrounds as learned from clinical experiences in different grade levels and at different schools.
15. Explain the uses of computers in the classroom as learned from experiences using computers for instruction in practicum courses as well as selecting, evaluating and using computer software in methods courses.

Requirements for Bachelor of Arts Degree: Major in Elementary Education (2008-2009)

General Education (60 Credits)

Students Transferring with A.A./A.S. Degrees:

Please note that all general education requirements must be completed.

PRAXIS I EXAM

Must be passed prior to enrollment in any course ED301 or higher or in any program area methods course

INTERDISCIPLINARY STUDIES

ID 100 or ID 201 _____ 1.00 _____

FINE ARTS AND HUMANITIES

*EN 090/091 (If Needed). Placement exam or transfer of college English courses required prior to enrollment in EN 101 or 102.

*EN 090 Developmental Reading and Study Skills 0.00 _____

*EN 091 Developmental Writing 0.00 _____

EN 101 Freshman Composition 3.00 _____

EN 102 Expository Prose or EN 103H Honors Writing Seminar
_____ 3.00 _____

EN 105 Fundamentals of Public Speaking 3.00 _____

EN 201 Experiences in Literature 3.00 _____

Religion or Philosophy

EXCEPT RE 180,181,280,281,380,381,480,481
_____ 3.00 _____

AR 240 Art Appreciation 3.00 _____

MU 205 Music Appreciation 3.00 _____

SOCIAL SCIENCES AND HISTORY

EC/GE 211 Economic Geography
_____ 3.00 _____

PS 101 Introduction to Psychology 3.00 _____

HI 110 World Civilizations I. or 111 World Civilizations II.

HI _____ 3.00 _____

HI 112 United States History I. or 113 United States History II.

HI _____ 3.00 _____

Choose 1: EC203 Microeconomics, EC204 Macroeconomics, HI303 Critical Issues of the New Millennium, PO242 American National Government, SO201 Introduction to Sociology, or SO202 Contemporary Social Problems

_____ 3.00 _____

SCIENCE AND MATHEMATICS

*MA 090/091 if needed. Placement exam or transfer waiver required prior to enrolling in any other math courses.

*MA 090 Arithmetic 0.00 _____

*MA 091 Elementary Algebra 0.00 _____

MA 110 Mathematics for the Liberal Arts 3.00 _____

MA 115 College Algebra 3.00 _____

*CST091 if needed. Placement exam or transfer of college computer course required prior to enrolling in any computer courses.

*CST 091 Computer Literacy 0.00 _____
CST/CO/BA 102 Microcomputer Applications
_____ 3.00 _____

BI 101 General Biology 4.00 _____
BI 102 General Biology 4.00 _____
Any Physical Science
_____ 4.00 _____

PHYSICAL EDUCATION (Any 2 activity courses)

PE _____ 1.00 _____
PE _____ 1.00 _____

Major Courses (51 Credits)

Praxis I and ED 200 must be passed prior to Admittance into the Teacher Education Program. Other requirements apply. This major requires 3 hours of Writing Intensive Courses.

ED 200 Principles of Education 3.00 _____
ED 209 Multimedia in the Classroom 3.00 _____
ED 303 Teaching Reading in the Elementary School 3.00 _____
ED 310 History & Philosophy of Education 3.00 _____
ED 345 Teaching Math in the Elementary School 3.00 _____
ED 346 Teaching Science in the Elementary School 3.00 _____
ED 355 Principles of Effective Teaching in the Elementary Classroom 3.00 _____
ED 358 Teach Social Studies & the Language Arts in the Elementary School 3.00 _____
ED 412 Diagnostic & Prescriptive Teaching of Reading 3.00 _____
PS 204 Human Growth and Development 3.00 _____
PS 320 The Exceptional Child 3.00 _____
ED 300 Field Experiences for Elementary Education 1.00 _____
ED 301 Field Experiences for Education Majors 1.00 _____
ED 302 Field Experiences for Education Majors 1.00 _____
ED 352 Fine Arts for the Elementary Education Teacher 2.00 _____
ID 301 Critical Thinking 3.00 _____
PE 315 Physical Education for the Elementary Teacher 1.00 _____
EN328/ED328 Literature for Children
_____ 3.00 _____
PS/ED/HR 309 Tests and Measurements
_____ 3.00 _____

Praxis II content area examinations and Praxis Principles of Learning and Teaching examination must be passed prior to Student Teaching.

ED 452 Student Teaching 12.00 _____

Suggested Course Sequence Elementary Education: Grades 2 – 6

Semester 1

English 101
Biology 101
Psychology 101
History 110 or 111
ID 100 or ID 201
Art 240

Semester 2

English 102
Biology 102
Math 110
History 112 or 113
Music 205

Semester 3

Education 200
Computer Science 102
English 105
Psychology 204
Social Science
PE Activity

Semester 4

English 201
Education 209
Science Elective
Math 115
Religion or Philosophy

Semester 5

Education 303
Geography 211
Education 300
Education 310
Psychology 309
Education 355

Semester 6

Education 412
Education 358
Education 345
Education 301
Education 346
English 328

Semester 7

ED 352
PE Activity
Education 302
PE 315
PS 320
ID 301
Elective

Semester 8

Education 452

English Education: Grades 9-12

Purpose: To prepare students to teach English in grades 9-12.

Objectives:

1. Comprehensive knowledge of the structure and history of the English language; its phonology, morphology, syntax, and semantics; varieties and levels of usage; basic differences and similarities in various attributes of written and oral discourse; and the processes of language acquisition, understanding, and usage.
2. Acquisition of skills to help secondary school students at different grade levels develop an accurate appreciation of the nature of language and the verbal skills to effectively express themselves for the purposes of informing, entertaining, and persuading a variety of different audiences.
3. Comprehensive knowledge of representative bodies of British and American literature, both ancient and modern world literature, literature of minority groups of the United States, including study of the literary genres, as well as approaches to literary analysis and criticism.
4. Acquisition of skills and attitudes to make literature a substantive and worthwhile part of the student's education, specifically to make the students knowledgeable about the breadth and depth of human experience in a variety of social, regional, and cultural settings.
5. Up-to-date knowledge of approaches to English curriculum evaluation, design, and development; acquisition of ability to articulate the nature and purposes of the English curriculum to professional peers, school administrators, and parents; in short, acquisition of attitudes and skills to deal effectively with all components of a school system.
6. Acquisition of attitudes to have a healthy respect for the worth of all students, their language and desires, and their individual uniqueness.
7. Demonstration of competence in the 10 Performance Standards of the ADEPT Evaluation, including the following: long-range and short-range planning of instruction; development and use of assessments; establishing and maintaining high expectations for students; using a variety of instructional strategies to deliver instructional content; communicating effectively; maintaining a learning environment; managing behavior and classroom routines; and fulfilling professional responsibilities.

Requirements for Bachelor of Arts Degree: Major in English Education (2008-2009)

General Education (49 Credits)

Students Transferring with A.A./A.S. Degrees:

Please note that all general education requirements must be completed.

PRAXIS I EXAM

Must be passed prior to enrollment in any education course ED301 or higher or any program area methods course.

INTERDISCIPLINARY COURSE

ID 100 or ID 201 _____ 1.00 _____

ID 301 Critical Thinking _____ 1.00 _____

FINE ARTS AND HUMANITIES

*EN 090/091 (If Needed). Placement exam or transfer of college English courses required prior to enrollment in EN 101 or 102.

EN 090 Developmental Reading and Study Skills 0.00 _____

EN 091 Developmental Writing 0.00 _____

EN 101 Freshman Composition 3.00 _____

EN 102 Expository Prose or EN 103H Honors Writing Seminar
_____ 3.00 _____

EN 105 Fundamentals of Public Speaking 3.00 _____

Religion or Philosophy

EXCEPT RE 180,181,280,281,380,381,480,481

_____ 3.00 _____

AR 240 Art Appreciation 3.00 _____

MU 205 Music Appreciation 3.00 _____

Foreign Language (6 credits from same language)

_____ 3.00 _____

_____ 3.00 _____

SOCIAL SCIENCES AND HISTORY

PS 101 Introduction to Psychology 3.00 _____

PS 204 Human Growth & Development 3.00 _____

HI 110 World Civilization I. or 111 World Civilization II.

HI _____ 3.00 _____

HI 112 United States History I. or 113 United States History II.

HI _____ 3.00 _____

SCIENCE AND MATHEMATICS

*MA 090/091 if needed. Placement exam or transfer waiver required prior to enrolling in any other math courses.

MA 090 Arithmetic 0.00 _____

MA 091 Elementary Algebra 0.00 _____

MA 110 Mathematics for the Liberal Arts 3.00 _____

*CST091 if needed. Placement exam or transfer of college computer course required prior to enrolling in any computer courses.

CST 091 Computer Literacy 0.00 _____
CST/CO/BA 102 Microcomputer Applications
_____ 3.00 _____

BI 101 General Biology I. or BI 102 General Biology II.
BI _____ 4.00 _____

Choose 1: CH 105, PH201, SC 101, or SC 130
_____ 4.00 _____

PHYSICAL EDUCATION (Any 2 activity courses)

PE _____ 1.00 _____
PE _____ 1.00 _____

Major Courses (74 Credits)

ENGLISH EDUCATION

Praxis I and ED 200 must be passed for acceptance into the Teacher Education Program. "C" or better required in all major courses. This major requires 21 hours of Writing Intensive Courses.

EN 202 Major British Authors I. or EN 203 Major British Authors II.

EN _____ 3.00 _____

EN204 Major American Authors I. or EN 205 Major American Authors II.

EN _____ 3.00 _____

EN 206 Continental European Literature 3.00 _____

EN 302 Shakespeare 3.00 _____

EN 305 Introduction to the British Novel 3.00 _____

EN 310 Contemporary Literature of the Non-Western World 3.00 _____

EN 311 Studies in African-American Literature 3.00 _____

EN 324 Literary Criticism 3.00 _____

EN 326 Advanced Composition, Rhetoric, and Style 3.00 _____

EN 327 Studies in English Language 3.00 _____

EN 329 Literature for the Adolescent 3.00 _____

EN 430 Methods of Teaching Language Arts in the Secondary School 3.00 _____

EN 416 Studies in Modern Poetry or EN 418 Studies in Modern Fiction

EN _____ 3.00 _____

Professional Education

ED 200 Principles of Education 3.00 _____

ED 209 Multimedia in the Classroom 3.00 _____

ED 304 Teaching Reading and Writing in the Content Areas 3.00 _____

ED 310 History & Philosophy of Education 3.00 _____

PS 101 Introduction to Psychology 3.00 _____

PS 204 Human Growth And Development 3.00 _____

PS 309 Tests & Measurements 3.00 _____

PS 320 The Exceptional Child 3.00 _____

Clinical Experiences/Student Teaching

Praxis II. content area examinations and Principles of Learning and Teaching examination must be passed prior to Student Teaching.

(47) ED 301E Field Experiences for Education Majors 1.00 _____

(48) ED 302E Field Experiences for Education Majors 1.00 _____

(49) EN 452 Directed Student Teaching 12.00 _____

Suggested Course Sequence English Education Majors

Semester 1

English 101
Biology 101 or 102
History 110 or 111
Foreign Language
ID 100

Semester 2

English 102
History 112 or 113
Science Elective (Lab Science)
Foreign Language
Art 240

Semester 3

English 204 or 205
Music 205
English 206
Math 110
English 105
PE Activity Course

Semester 4

English 202 or 203
Education 200
Psychology 101
Religion or Philosophy
Computer 102
PE Activity Course

Semester 5

English 329
English 326
English 302
Psychology 204
Psychology 320
Psychology 309

Semester 6

English 416 or 418
English 327
English 324
Education 310
English 305
Education 301
Education 209

Semester 7

English 430
English 311
Education 304
English 310
Education 302
Social Science Elective
ID 301

Semester 8

English 452

Mathematics Education: Grades 9-12

Purpose: To prepare students to teach Mathematics in grades 9-12.

Objectives: In addition to the objectives and competencies required of all teachers and of secondary (grades 7-12) teachers in particular, secondary teachers of mathematics are expected to meet specific academic objectives.

1. The Mathematics Education major will demonstrate competence in understanding the basic concepts, both theoretical and applied, of the following areas of mathematics:
 - a) Algebra and trigonometry.
 - b) Euclidean and non-Euclidean geometry
 - c) Analytic geometry and calculus
 - d) Probability and statistics
 - e) Modern linear and abstract algebra
2. The Mathematics Education major will demonstrate an appreciation of the importance of mathematics in the content of other disciplines, and will demonstrate competence in methods of applying mathematics to other disciplines.
3. The Mathematics Education major will demonstrate an understanding of the historical, intellectual, and philosophical nature of mathematics.
4. The Mathematics Education major will demonstrate competence in the understanding of number concepts and computational algorithms, including estimation and approximation.
5. The Mathematics Education major will be able to select or create appropriate mathematical models, and to apply appropriate mathematical concepts, principles, and problem-solving techniques to solve these problems.
6. The Mathematics Education major will write computer programs and will use calculators and computers in doing mathematics.
7. The Mathematics Education major will demonstrate an understanding of the standard vocabulary and symbols used in mathematics and an ability to understand and write logical mathematical proofs.
8. The Mathematics Education major will demonstrate the possession of those competencies included in ADEPT such as appropriate planning, effective instructional techniques, classroom management, effective communication and appropriate attitudes to students and learning.
9. The Mathematics Education major will keep a portfolio that includes journal entries, professional literature, mathematics articles, lesson plans, tests, and other materials related to the teaching and learning of mathematics.

Requirements for Bachelor of Science Degree: Major in Mathematics Education (2008-2009)

General Education (40 Credits)

Students Transferring with A.A./A.S. Degrees:

Please note that all general education requirements must be completed.

PRAXIS I EXAM

Must be passed prior to enrollment in any course above ED 300 or any program area methods course

INTERDISCIPLINARY COURSE

ID 100 Freshman Seminar is required for all students during their first semester on campus. Requirement is waived if 24 or more credits have been completed.

ID _____ 1.00 _____

FINE ARTS AND HUMANITIES

*EN 090/091 (If Needed). Placement exam or transfer of college English courses required prior to enrollment in EN 101 or 102.

EN 090 Developmental Reading and Study Skills 0.00 _____

EN 091 Developmental Writing 0.00 _____

EN 101 Freshman Composition 3.00 _____

EN 102 Expository Prose or EN 103H Honors Writing Seminar

_____ 3.00 _____

EN 105 Fundamentals of Public Speaking 3.00 _____

EN 201 Experiences in Literature 3.00 _____

Religion or Philosophy

EXCEPT RE 180,181,280,281,380,381,480,481

_____ 3.00 _____

AR 240 Art Appreciation 3.00 _____

MU 205 Music Appreciation 3.00 _____

SOCIAL SCIENCES AND HISTORY

Choose 1: EC203 Microeconomics, EC204 Macroeconomics, EC/GE 211 Economic Geography, ,PO242 American National Government, SO201 Introduction to Sociology, or SO202 Contemporary Social Problems

_____ 3.00 _____

OR

Two Psychology Courses

_____ 3.00 _____

_____ 3.00 _____

HI 110 World Civilization I. or 111 World Civilization II.

HI _____ 3.00 _____

HI 112 United States History I. or 113 United States History II.

HI _____ 3.00 _____

SCIENCE

BI 101 General Biology I. or BI 102 General Biology II. or BI 114 Human Biology

BI _____ 4.00 _____

*CST091 if needed. Placement exam or transfer of college computer course required prior to enrolling in any computer courses.

CST 091 Computer Literacy 0.00 _____
CST/CO/BA 102 Microcomputer Applications
_____ 3.00 _____

PHYSICAL EDUCATION (Any 2 activity courses)

PE _____ 1.00 _____
PE _____ 1.00 _____

Major Courses (73 Credits)

Professional Education

Praxis I and ED 200 must be passed prior to Admittance into the Teacher Education Program. "C" or better required in all major courses. This major requires 3 hours of Writing Intensive Courses.

ED 200 Principles of Education 3.00 _____
ED 304 Teaching Reading and Writing in the Content Areas 3.00 _____
ED 310 History & Philosophy of Education 3.00 _____
PS 101 Introduction to Psychology 3.00 _____
PS 204 Human Growth And Development 3.00 _____
PS 320 The Exceptional Child 3.00 _____
ED 301MA Field Experiences in Mathematics Education 1.00 _____
ED 302MA Field Experiences in Mathematics Education 1.00 _____

Praxis II. content area examinations and Principles of Learning and Teaching examination must be passed prior to Student Teaching.

MA 452 Directed Student Teaching 12.00 _____

Area of Specialization

MA 160 Mathematical Logic and Set Theory 3.00 _____
MA 200 Elementary Statistics 3.00 _____
MA 201 Calculus I 4.00 _____
MA 202 Calculus II 4.00 _____
MA 203 Calculus III 4.00 _____
MA 302 Linear Algebra 3.00 _____
MA 304 The History of Mathematics 3.00 _____
MA 310 Modern Geometries 3.00 _____
MA 315 Probability & Statistics 3.00 _____
MA 320 Modern Algebra 3.00 _____
MA 350 Methods of Teaching Mathematics in the Secondary School 3.00 _____
PH 201 General College Physics 4.00 _____
PH 202 General College Physics 4.00 _____
CST 209 Multimedia in the Classroom 3.00 _____

Suggested Course Sequence Mathematics Education: Grades 9 – 12

Semester 1

English 101
Biology 101 or 102
Math 120
History 110 or 111
Psychology 101
ID 100
16

Semester 3

English 201
Math 202
Physics 201
Education 200
Computer Science 101
17

Semester 5

Math 302
Education 304
Math 310
Social Science Elective
Psychology 204
PE Activity Course
16

Semester 7

Math 350
Math 320
Math Elective (upper level)
Computer Science 201
Education 302 (MA)
13

Semester 2

English 102
History 112 or 113
Math 201
Religion or Philosophy Elective
Math 110
16

Semester 4

English 105
Math 203
Physics 202
Music 205
PE Activity Course
CST 209

16

Semester 6

Math 315
Art 240
Education 310
Social Science Elective
Psychology 320
PE Activity Course
Education 301 (MA)
16

Semester 8

Education 452
12

Music Education: Grades K-12

Purpose: The program in Music Education at Limestone prepares K-12 teachers for both vocal/choral and instrumental music.

Objectives: The following are the objectives of the music education program. Music education students shall demonstrate knowledge of:

1. Language and grammar of music.
2. The common elements of music – rhythm, harmony, timbre, texture, dynamics, form and their interaction and experience in applying these elements in both aural and visual analysis.
3. Music history and literature with emphasis on the relationship of music to other arts and humanities in contemporary and past cultures.
4. The place of compositions in historical and stylistic perspectives.

Students will be expected to develop the following competencies:

1. Basic conducting skills, score reading, and rehearsal techniques.
2. Ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
3. Proficiency on piano sufficiently advanced for demonstration and accompaniment.
4. Advanced ability sufficient to assure accurate and musically expressive performance.
5. Ability to perform in large ensembles and a variety of small ensembles.

The “vocal/choral” specialization requires study and experience in:

1. Knowledge of and performance ability on keyboard sufficient to employ these instruments as teaching tools.
2. Ability to harmonize melodies.
3. Basic knowledge of “vocal/choral” problems and strategies and sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique.
4. Performing vocally in solo and in ensemble.
5. Using wind, string, and percussion instruments.
6. Teaching various “vocal/choral” types of classes such as choruses, ensemble as well as general music.

Programs directed toward instrumental specialization require studies and experiences designed to develop the knowledge and performance ability on wind, string, and

percussion instruments sufficient to teaching students in heterogeneous and homogeneous groups.

The student must have experiences in the following:

1. Performing on an instrument in solo and in small and large ensembles.
2. Using the singing voice as a teaching tool and conducting choral as well as instrumental ensembles.
3. Teaching instrumental students individually and in small and large groups.
4. Knowledge of and performance ability on keyboard sufficient to employ these instruments as teaching tools.
5. Ability to harmonize melodies.

Music Education students shall demonstrate a knowledge of the main elements of teaching, such as:

1. Short and long-term planning.
2. Use of effective instructional techniques and materials.
3. Classroom management skills.
4. Effective communication skills.
5. The effects of teacher attitude on classroom climate and student learning.

Requirements for the Bachelor of Arts Degree: Major in Music Education (2008-2009)

General Education (44 Credits)

Piano Proficiency Exam

Piano Proficiency Exam

EXAM 400 Piano Pro Exam 0.00 _____

PRAXIS I EXAM

Must be passed prior to enrollment in any education course ED301 or higher or any program area methods course

Students Transferring with A.A./A.S. Degrees:

Please note that all general education requirements must be completed.

INTERDISCIPLINARY COURSE

ID 100 Freshman Seminar is required for all students during their first semester on campus. Requirement is waived if 24 or more credits have been completed.

ID _____ 1.00 _____

FINE ARTS AND HUMANITIES

*EN 090/091 (If Needed). Placement exam or transfer of college English courses required prior to enrollment in EN 101 or 102.

EN 090 Developmental Reading and Study Skills 0.00 _____

EN 091 Developmental Writing 0.00 _____

EN 101 Freshman Composition 3.00 _____

EN 102 Expository Prose or EN 103H Honors Writing Seminar
_____ 3.00 _____

EN 105 Fundamentals of Public Speaking 3.00 _____

EN 201 Experiences in Literature 3.00 _____

Religion or Philosophy

EXCEPT RE 180,181,280,281,380,381,480,481

_____ 3.00 _____

AR 240 Art Appreciation 3.00 _____

SOCIAL SCIENCES AND HISTORY

Choose 1: EC203 Microeconomics, EC204 Macroeconomics, EC/GE 211 Economic Geography, PO242 American National Government, SO201 Introduction to Sociology, or SO202 Contemporary Social Problems

_____ 3.00 _____

HI 110 World Civilization I. or 111 World Civilization II.

HI _____ 3.00 _____

HI 112 United States History I. or 113 United States History II.

HI _____ 3.00 _____

SCIENCE AND MATHEMATICS

*MA 090/091 if needed. Placement exam or transfer waiver required prior to enrolling in any other math courses.

MA 090 Arithmetic 0.00 _____

MA 091 Elementary Algebra 0.00 _____

MA 110 Mathematics for the Liberal Arts 3.00 _____

*CST091 if needed. Placement exam or transfer of college computer course required prior to enrolling in any computer courses.

CST 091 Computer Literacy 0.00 _____

CST/CO/BA 102 Microcomputer Applications
_____ 3.00 _____

BI 101 General Biology I. or BI 102 General Biology II.

BI _____ 4.00 _____

Choose 1: CH 105, PH201, SC 101, or SC 130

_____ 4.00 _____

PHYSICAL EDUCATION (Any 2 activity courses)

PE _____ 1.00 _____

PE _____ 1.00 _____

Major Courses (91 Credits)

Professional Education (39 Credits)

Praxis I and ED200 must be passed prior to Admittance to Teacher Education Program. "C" or better required in all major courses. This major requires 9 hours of Writing Intensive Courses.

ED 200 Principles of Education 3.00 _____

ED 310 History & Philosophy of Education 3.00 _____

PS 101 Introduction to Psychology 3.00 _____

PS 204 Human Growth And Development 3.00 _____

PS 309 Tests & Measurements 3.00 _____

PS 320 The Exceptional Child 3.00 _____

Field Experiences/Student Teaching

ED 301MU Field Experiences for Education Majors 1.00 _____

ED 302MU Field Experiences for Education Majors 1.00 _____

MU 333W General and Elementary Music Methods 3.00 _____

MU 400W Materials and Methods of Teaching Secondary Music 4.00 _____

Praxis II. content area examinations and Principles of Learning and Teaching examination must be passed prior to Student Teaching.

MU 452 or 453 Directed Student Teaching 12.00 _____

AREA OF SPECIALIZATION (52 credits)

MU 119 or Passing Score of Departmental Entrance Exam

MU 119 Fundamentals of Music Theory 3.00 _____

MU 129 Beginning Aural Skills 2.00 _____

MU 229 Intermediate Aural Skills 2.00 _____

MU 329 Advanced Aural Skills 2.00 _____

MU 139 Music Theory I 3.00 _____

MU 239 Music Theory II 3.00 _____
MU 339 Music Theory III 3.00 _____
MU 305W Medieval-Baroque Music History 3.00 _____
MU 306W Classical-Romantic Music History 3.00 _____
MU 307W Modern/Non-Western Music History 3.00 _____

Piano:

Must Pass Piano Proficiency Exam
MU 102 Class Piano I 1.00 _____
MU 103 Class Piano II 1.00 _____
MU 203 Class Piano III 1.00 _____
MU 204 Class Piano IV 1.00 _____

If Vocal/Choral Emphasis:

MU 214 Woodwind Techniques 1.00 _____
MU 215 String Techniques 1.00 _____
MU 216 Brass Techniques 1.00 _____
MU 217 Percussion Techniques 1.00 _____
MU 312W Advanced Vocal Techniques and Diction 2.00 _____
Vocal/Choral - Choose 1: 310,311 or 313 and 320 or 410
MU _____ 2.00 _____

If Instrumental Emphasis:

MU 213W Vocal Techniques and Diction 2.00 _____
MU 214 Woodwind Techniques 1.00 _____
MU 215 String Techniques 1.00 _____
MU 216 Brass Techniques 1.00 _____
MU 217 Percussion Techniques 1.00 _____
MU 310 Basic Conducting 2.00 _____
MU 311 Instrumental Conducting 2.00 _____
Instrumental Emphasis - Choose 1: 320 or 410
(60) MU _____ 2.00 _____

Applied Lessons (6 Credits)

Participation required each semester

Primary Musical Ensemble (4 Credits)

Participation required each semester

Secondary Ensemble (2 Credits)

Participation required each semester

Senior Recital (1 Credit)

Suggested Course Sequence: Music Education Grades K-12

Schedule of Courses for Graduation in 4 Years – Music Education Degree

Please note: In order for the Music Education major to graduate in 4 years, it is necessary to take overloads each semester due to requirements of the State Department for teacher certification. By taking appropriate General Education courses during the summer or in the evening Block program, it may be possible to avoid overloads. This also assumes the student is able to avoid remedial work through the entrance examinations in Music, Math, and English. In addition, students may be able to abbreviate this time period through exemption from courses by examination (Aural Skills, Class Piano, etc). **This is only a suggested course of study, and makes assumptions on which courses are offered in the fall and spring semesters.**

Freshman – Fall

122- Aural Skills I	2	
101 – Class Piano I (or voice/inst. for piano/organ majors)	1	
Applied	1	TOTAL OF 7
Primary Ensemble	2	HOURS MUSIC
Secondary Ensemble	1	11 HOURS OTHER
English 101	3	
Math 110	3	
ID 100	1	
PE Activity	1	
History 110 or 111	3	

Total of 18 hours

Freshman – Spring

130 – History and Theory of Music 1	3	
124 – Aural Skills II	2	
103 – Class Piano II (or voice/inst. for piano/organ majors)	1	
Applied	1	TOTAL OF 10
Primary Ensemble	2	HOURS MUSIC,
Secondary Ensemble	1	8 HOURS OTHER
English 102	3	
Biology 101 or 102	4	
PE Activity	1	

Total of 18 hours

Sophomore – Fall

135 – History and Theory of Music II	3	
222 – Aural Skills III	2	
Applied	1	TOTAL OF 11
213 or 312 – Vocal Techniques and Diction	2	HOURS MUSIC,
203 Class Piano III	1	7 HOURS OTHER
English 105	3	

Total of 18 hours

Sophomore – Spring

230 – History and Theory of Music III	3	
224 Aural Skills IV	2	
Applied	1	TOTAL OF 11
Primary Ensemble	2	HOURS MUSIC,
214 and 215 – Woodwind/String Techniques	2	6 HOURS OTHER
Class Piano IV	1	
English 201	3	
Education 200	3	
Total of 17 hours		

Junior – Fall

235 – History and Theory of Music IV	3	
Applied	1	
310 – Basic Conducting	2	TOTAL OF 11
216 and 217 – Brass/Percussion Techniques	2	HOURS MUSIC,
320 Music composition	3	7 HOURS OTHER
History 112 or 113	3	
Art 240	3	
Education 301	1	
Total of 18 hours		

Junior – Spring

311 or 313 – Instrumental or Choral Conducting	2	
333 – General and Elementary Music Methods	3	
Applied	1	TOTAL OF 6
Psychology 204	3	HOURS MUSIC,
Religion or Philosophy	3	13 HOURS OTHER
Education 310	3	
Education 302	1	
Computer course	3	
Total of 19 hours		

Senior – Fall

400 – Secondary Methods	3	
410 – Orchestration and Arranging	2	
Applied – Senior Recital	2	TOTAL OF 7
Psychology 204	3	HOURS MUSIC,
Psychology 320	3	10 HOURS OTHER
Econ 201, 204, 211, Geo 211, Pol Sc 242, Soc 101, 102 (any one)	3	
Psychology 309	1	
Total of 17 hours		

Senior – Spring

Supervised Student Teaching	12	
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Suggested Schedule of Courses for Graduation in 4.5 Years – Music Education Degree

Please note: This is intended primarily as a guide and may be adjusted at the discretion of the advisor or under special circumstances, as they arise. Circumstances such as 090 level remedial courses, summer classes and music courses listed, it is strongly suggested that this schedule be followed closely. For the General Education courses listed, appropriate substitutions are acceptable, as is interchanging courses between semesters, attempting to keep total hours consistent with this guide.

Freshman – Fall

122- Aural Skills I	2	
101 – Class Piano I (or voice/inst. for piano/organ majors)	1	
Applied	1	TOTAL OF 7 HOURS MUSIC
Primary Ensemble	2	
Secondary Ensemble	1	9 HOURS OTHER
English 101	3	
Math 110	3	
ID 100	1	
PE Activity (2)	2	
Total of 16 hours		

Freshman – Spring

130 – History and Theory of Music 1	3	
124 – Aural Skills II	2	
103 – Class Piano II (or voice/inst. for piano/organ majors)	1	
Applied	1	TOTAL OF 10 HOURS MUSIC,
Primary Ensemble	2	
Secondary Ensemble	1	6 HOURS OTHER
English 102	3	
Biology 110 or 111	3	
Total of 18 hours		

Sophomore – Fall

135 – History and Theory of Music II	3	
222 – Aural Skills III	2	
Applied	1	TOTAL OF 11 HOURS MUSIC,
213 or 312 – Vocal Techniques and Diction	2	
203 Class Piano III	1	6 HOURS OTHER
Primary Ensemble	2	
Education 200	3	
English 105	3	
Total of 17 Hours		

Sophomore – Spring

230 – History and Theory of Music III	3	
224 Aural Skills IV	2	
Applied	1	TOTAL OF 9 HOURS MUSIC,
Primary Ensemble	2	
Biology 101 or 102	4	7 HOURS OTHER
Class Piano IV	1	
English 201	3	
Total of 16 Hours		

Junior – Fall

235 – History and Theory of Music IV	3	
Applied	1	
310 – Basic Conducting	2	TOTAL OF 11
214 and 215 – Woodwind/String Techniques	2	HOURS MUSIC,
320 Music composition	3	6 HOURS OTHER
Computer course	3	
Art 240	3	

Total of 17 hours**Junior – Spring**

311 or 313 – Instrumental or Choral Conducting	2	
333 – General and Elementary Music Methods	3	
Applied	1	TOTAL OF 8
216 and 217 – Brass/Percussion Techniques	2	HOURS MUSIC,
Psychology 101	3	9 HOURS OTHER
History 112 or 113	3	
PE 201	3	

Total of 17 hours**Senior – Fall**

410 –Orchestration and Arranging	3	
Applied	1	
Psychology 204	3	TOTAL OF 4
Education 301	1	HOURS MUSIC,
Econ 201, 204, 211, Geo 211, Pol Sc 242, Soc 101, 102 (any one)	3	11 HOURS OTHER
PS 309	3	
	1	

Total of 14 hours**Senior – Second semester**

400 – Secondary Methods	4	
Senior Recital	2	TOTAL OF 6
Chem 105, SC 201, SC 130 (any one)	3	HOURS MUSIC,
ED 302	1	10 HOURS OTHER
Religion or Philosophy	3	
Psychology 320	3	

Total of 16 hours

<u>Final semester</u> – Supervised Student Teaching	12	
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Physical Education: Grades K-12

Purpose: To prepare students to teach Physical Education classes for K-12 students.

Objectives: Upon completion of the requirements for a major in physical education the student should be able to:

1. Demonstrate a foundational level of knowledge in human anatomy, human physiology, and the mechanical principles pertaining to the structure and function of the human body.
2. Demonstrate a foundational level of knowledge in motor development and the function of the body in exercise and movement.
3. Demonstrate at least a recreational level of knowledge and performance skills in a variety of physical activities.
4. Demonstrate a practical level of knowledge related to conditioning, exercise and health-related fitness.
5. Demonstrate a practitioner's competence for adapting physical education activities for handicapped learners.
6. Be certified in first aid and cardiopulmonary resuscitation (CPR).
7. Demonstrate a practitioner's level of competence in organizing, planning, implementing, administering and evaluating a total school program of physical education.
8. Demonstrate a knowledge of the main elements of teaching, such as long and short range planning and use of assessments, establishing and maintaining high expectations for students, communicating effectively, managing behavior and classroom routines, and fulfilling professional responsibilities.

Requirements for the Bachelor of Science Degree: Major in Physical Education Teacher Education (2008-2009)

General Education (62 Credits)

Students Transferring with A.A./A.S. Degrees:

Please note that all general education requirements must be completed.

PRAXIS I EXAM

Must be passed prior to enrollment in any education course ED301 or higher or any program area methods course.

INTERDISCIPLINARY COURSE

ID 100 Freshman Seminar is required for all students during their first semester on campus. Requirement is waived if 24 or more credits have been completed.

ID _____ 1.00 _____

FINE ARTS AND HUMANITIES

*EN 090/091 (If Needed). Placement exam or transfer of college English courses required prior to enrollment in EN 101 or 102.

EN 090 Developmental Reading and Study Skills 0.00 _____

EN 091 Developmental Writing 0.00 _____

EN 101 Freshman Composition 3.00 _____

EN 102 Expository Prose or EN 103H Honors Writing Seminar
_____ 3.00 _____

EN 105 Fundamentals of Public Speaking 3.00 _____

EN 201 Experiences in Literature 3.00 _____

Religion or Philosophy

EXCEPT RE 180,181,280,281,380,381,480,481

_____ 3.00 _____

AR 240 Art Appreciation 3.00 _____

MU 205 Music Appreciation 3.00 _____

SOCIAL SCIENCES AND HISTORY

PS 101 Introduction to Psychology 3.00 _____

PS 204 Human Growth and Development 3.00 _____

HI 110 World Civilization I. or 111 World Civilization II.

HI _____ 3.00 _____

HI 112 United States History I. or 113 United States History II.

HI _____ 3.00 _____

SCIENCE AND MATHEMATICS

*MA 090/091 if needed. Placement exam or transfer waiver required prior to enrolling in any other math courses.

MA 090 Arithmetic 0.00 _____

MA 091 Elementary Algebra 0.00 _____

MA 110 Mathematics for the Liberal Arts 3.00 _____

*CST091 if needed. Placement exam or transfer of college computer course required prior to enrolling in any computer courses.

CST 091 Computer Literacy 0.00 _____

CST/CO/BA 102 Microcomputer Applications
_____ 3.00 _____

BI 101 General Biology I. 4.00 _____

BI 205 Human Anatomy 4.00 _____

BI 206 Human Physiology 4.00 _____

Choose 1: CH 105, PH201, SC 101, or SC 130
_____ 4.00 _____

Major Courses (62 Credits)

Professional Education

Praxis I and ED 200 must be passed prior to Admittance into the Teacher Education Program. "C" or better required in all major courses. This major requires 3 hours of Writing Intensive Courses.

ED 200 Principles of Education 3.00 _____

ED 304 Teaching Reading and Writing in the Content Areas 3.00 _____

ED 310 History & Philosophy of Education 3.00 _____

ED 301PE Field Experiences for Education Majors 1.00 _____

ED 302PE Field Experiences for Education Majors 1.00 _____

Praxis II. content area examinations and Principles of Learning and Teaching examination must be passed prior to Student Teaching.

PE 452 Directed Student Teaching 12.00 _____

Area of Specialization

PE 131 Swimming & Water Safety 1.00 _____

PE 132 Recreational Dance 1.00 _____

PE 200 Foundations of Physical Education 3.00 _____

PE 201 Personal & Community Health 3.00 _____

PE 202 First Aid & Cardiopulmonary Resuscitation 3.00 _____

PE 301 Kinesiology 3.00 _____

PE 302 Exercise Physiology 3.00 _____

PE 304 Motor Learning 2.00 _____

PE 306 Physical Education for the Exceptional Child 2.00 _____

PE 311 Health and Physical Education in the Elementary School 3.00 _____

PE 312 Health and Physical Education in the Secondary School 3.00 _____

PE 320 Measurement & Evaluation in Physical Education 3.00 _____

PE 400 Management of Physical Education, Health and Sports Programs 3.00 _____

Choose One: PE 130 Yoga, PE 133 Tumbling and Gymnastics, PE 134 Weight Training, PE 139 Aerobic Conditioning or PE 129 Special Activities, if the activity is related to conditioning or exercise.

(47) PE _____ 1.00 _____

Practical Studies (6 Credits)

Choose 2 Individual Sport Activities: PE 150-159

PE _____ 1.00 _____

PE _____ 1.00 _____

Choose 2 Team Sport Activities: PE 160-169

(50) PE _____ 1.00 _____

(51) PE _____ 1.00 _____

Choose 2 Activity Courses at large: PE129-170

(52) PE _____ 1.00 _____

(53) PE _____ 1.00 _____

Suggested Course Sequence: Physical Education Teacher Education

Semester 1

English 101
Biology 101
PE 200
Math 110
ID 100
PE Activities

Semester 2

English 102
Psychology 101
History 110 or 111
PE 202
CST 102
PE Activities

Semester 3

English 201
Biology 205
Education 200
PE 201
Psychology 204
PE Activity

Semester 4

English 105
Biology 206
Education 310
Art 240
PE 306
PE Activity

Semester 5

PE 311
Education 301
PE 301
Education 304
Music 205
PE Activity

Semester 6

PE 312
Education 302
PE 302
PE 304
PE 320
PE Activity

Semester 7

Science course
PE 400
History 112 or 113
Philosophy or Religion
PE Activity
Electives

Semester 8

PE 452

Section 4

DOCUMENTS AND FORMS

L I M E S T O N E C O L L E G E
Teacher Education Program

Application for Student Teaching

Full Name _____ Date _____
 Last First Middle (Maiden)

Home Address _____

Social Security Number _____ Birth Date _____ (Zip)

e-mail Address _____ Phone _____

Area of Certification _____ Academic Advisor _____

Anticipated Date of Graduation _____

Anticipated Semester and Year of Student Teaching _____

Signature _____

* * * * *

Date of Admission to the Teacher Education Program _____

Date Praxis II. was passed _____

GPA _____ Hours Completed _____

Preferred School (s) _____

Preferred Grade Level _____

* * * * *

Academic Advisor _____ Date _____

Division Chairperson _____ Date _____

Director of Teacher Education _____ Date _____

Criminal Background Clearance _____

Date of Approval by TEC _____

**Limestone College
Teacher Education Committee**

Student Special Request Form

To be used by students who wish to request a substitution or waiver for a required course

Name of student _____ *Date* _____

Major _____ *Classification* _____ *GPA* _____

Request: _____ *Waiver* _____ *Substitution* _____

Other: _____

Explain the request and the rationale for it:

Required Signatures:

Academic Advisor _____

Division Chair _____

Director of Teacher Education _____

ADEPT Evaluation Report for Teacher Candidates

Teacher Candidate: _____ **Grade/Subject:** _____

District: _____ **School:** _____

Semester: _____ **Mid-Term Formative OR Final Summative (Circle One)**

Classroom Performance OR Portfolio (Circle One)

Performance Indicators:

Not Developed: Documentation is not submitted or is inadequate for meeting the APS.

Developing: Documentation shows development in the area, but more may be needed to determine competency. Presentation may be lacking in professionalism.

Competent: Documentation shows thorough competency in the APS and is presented with great professionalism.

DOMAIN 1: PLANNING

APS 1	Long-Range Planning	Not Developed	Developing	Competent	Rationale
1.A	Obtaining and analyzing student information and using this information to guide instructional planning				
1.B	Establishing appropriate learning and developmental goals for students				
1.C	Identifying and sequencing appropriate instructional units				
1.D	Developing appropriate processes for evaluating and recording students' progress and achievement				

1.E	Planning appropriate procedures for managing the classroom				
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APS 2	Short-Range Planning	Not Developed	Developing	Competent	Rationale
2.A	Developing unit objectives				
2.B	Developing unit plans (content, strategies, materials, resources)				
2.C	Using student performance data to guide instructional planning				

APS 3	Planning Assessments and Using Data	Not Developed	Developing	Competent	Rationale
3.A	Developing, selecting and administering appropriate assessments				
3.B	Gathering analyzing, and using assessment data				
3.C	Using assessment data to reflect student progress and achievement				

DOMAIN 2: INSTRUCTION

APS 4	Establishing and Maintaining High Expectations for Learners	Not Developed	Developing	Competent	Rationale
4.A	Establishing, communicating, and maintaining high expectations for student achievement				
4.B	Establishing, communicating, and maintaining high expectations for student participation				
4.C	Helping students assume responsibility for their own participation and learning				

APS 5	Using Instructional Strategies to Facilitate Learning	Not Developed	Developing	Competent	Rationale
5.A	Using appropriate instructional strategies				
5.B	Using a variety of instructional strategies				
5.C	Using instructional strategies effectively				

APS 6	Providing Content for Learners	Not Developed	Developing	Competent	Rationale
6.A	Demonstrating a thorough command of the subject matter				
6.B	Providing appropriate content				
6.C	Structuring the content to promote meaningful learning				

APS 7	Monitoring, Assessing, and Enhancing Learning	Not Developed	Developing	Competent	Rationale
7.A	Monitoring student learning during instruction				
7.B	Enhancing student learning during instruction				
7.C	Providing appropriate instructional feedback to all students				

DOMAIN 3: ENVIRONMENT

APS 8	Maintaining an Environment That Promotes Learning	Not Developed	Developing	Competent	Rationale
8.A	Creating a safe physical environment				

8.B	Creating and maintaining a positive classroom climate				
8.C	Creating and maintaining a classroom culture of learning				

APS 9	Managing the Classroom	Not Developed	Developing	Competent	Rationale
9.A	Managing student behavior appropriately				
9.B	Making maximum use of instructional time				
9.C	Managing non-instructional routines efficiently				

DOMAIN 4: PROFESSIONALISM

APS 10	Fulfilling Professional Responsibilities	Not Developed	Developing	Competent	Rationale
10.A	Advocating for students				
10.B	Working to achieve organizational goals				
10.C	Communicating effectively				
10.D	Exhibiting professional demeanor and behavior				

10.E	Becoming an active, lifelong learner				
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Overall Judgment	Not Developed	Developing	Competent
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College Supervisor: _____ Date: _____

Cooperating Teacher: _____ Date: _____

Teacher Candidate _____ Date: _____

Limestone College
Student Teaching
ADEPT Conference Discussion Sheet

Student Teacher _____ **Grade Level** _____

Cooperating Teacher _____ **College Supervisor** _____

Signature of person completing this form _____ **Date** _____

Check one: **Midterm**
 Final

The ten performance standards evaluated are:

- | | |
|--|--|
| APS1 Long range planning | APS6 Providing content for learners |
| APS2 Short range planning | APS7 Monitoring, assessing & enhancing learning |
| APS3 Planning assessments & using data | APS8 Maintaining a an environment that promotes learning |
| APS4 Establishing & maintaining high expectations for learners | APS9 Managing the classroom |
| APS5 Using instructional strategies to facilitate learning | APS10 Fulfilling professional responsibilities |

Please reflect on each PS as you formulate strengths, recommendations, questions, and ideas to facilitate growth.

Strengths (3):

Areas needing attention:

Questions:

To be successful the student teacher needs to:

The cooperating teacher and/or supervisor can help by:

**LIMESTONE COLLEGE
ADEPT EVALUATION**

REPORT OF FINAL CONFERENCE

Student: _____

Date of Final Conference: _____

Participants:

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____

This is to certify that conference was held as reported and the consensus of the conferees is that the student:

Satisfactorily met ADEPT requirements for recommendation for certification.

Did not satisfy minimum ADEPT requirements for recommendation for certification.

Final Grade: _____

Date: _____ **Signature:** _____

Limestone College
Teacher Education Program

Student Teaching Verification Form for Full Semester Placements

Student Teacher _____

Cooperating Teacher _____

Date Student Teaching Began _____

Dates Student Was Absent (No more than five): _____

Final Day of Student Teaching _____

I verify that _____ participated in student teaching for 60 full days.

Signature _____
Cooperating Teacher

Date _____

Limestone College
Teacher Education Program

Student Teaching Verification Form for Split Semester Placements

Student Teacher _____

Cooperating Teacher _____

Date Student Teaching Began _____

Dates Student Was Absent:

*Split Semester Student Teachers
are allowed no more than a total
of five absences during both of their
placements. For example, a student
who is absent twice during the first
placement must makeup those two
absences and may not be absent more
than three times during the second
placement.*

Final Day of Student Teaching _____

I verify that _____ participated in student teaching for 30 full days.

Signature _____

Cooperating Teacher

Date _____

Record of College Supervisor's Visits to the Student Teacher

College Supervisor _____ *Student Teacher* _____

Cooperating Teacher _____ *School* _____

Visit Number	Date of Visit	Purpose of Visit
1		
2		
3		
4		
5		
6		
7		
8		

College Supervisor's Signature _____

Date _____

Survey of Student Teachers

Date of Graduation: _____

Please give a general evaluation of your college supervisor, cooperating teacher and the student teaching experience.

College Supervisor:

Cooperating Teacher:

Student Teaching Experience:

Please rate the following aspects of the Teacher Education Program at Limestone.

1 = Excellent

2 = Good

3 = Fair

4 = Poor

_____ 1. Academic (General Education) Courses

_____ 2. Educational Methods Courses

_____ 3. Observations

_____ 4. Field Experience (Participation in Schools)

_____ 5. Student Teaching

_____ 6. Academic Advisement

If you had any difficulties with academic advisement, please describe them.

What were the most beneficial experiences you had at Limestone College relative to your student teaching experience?

What were the least beneficial experiences you had at Limestone College relative to your student teaching experience?

What are the strengths of the ADEPT process?

What are the weaknesses of the ADEPT process?

What changes would you recommend in the Teacher Education Curriculum at Limestone?

Signed _____ (optional)

Date _____

**Cooperating Teacher's Evaluation of Limestone College's
Directed Student Teaching Program**

Name _____ Date _____

Student Teacher _____ Grade/Subject _____

Area of Certification _____

1. Did the student's education prepare him/her for your classroom? The student teacher appeared:

____ a. well prepared ____ b. somewhat prepared ____ c. unprepared

2. Did you have an opportunity to discuss the student's progress with the college supervisor?

____ a, on each visit ____ b. on some visits ____ c. little opportunity was given

3. Was the college supervisor:

____ a. very helpful and supportive ____ b. helpful ____ c. of little help

4. Could the college supervisor have done anything more to help?

5. Could the college's curriculum be improved to better prepare student teachers?

6. What are the strengths of the ADEPT process?

7. How could the ADEPT process be improved?

8. What are the strengths and weaknesses of the student teaching program?

9. Other Comments:

Thank you!

Limestone College
College Supervisor's Evaluation of the Cooperating Teacher and the ADEPT Process

Cooperating Teacher _____ School _____

Grade/subject _____ College Supervisor _____

Please evaluate the cooperating teacher.

E = excellent G = good A = average F = fair P = poor

PLANNING	E	G	A	F	P
INSTRUCTIONAL METHODS	E	G	A	F	P
USE OF ASSESSMENTS	E	G	A	F	P
PROFESSIONALISM	E	G	A	F	P
COOPERATIVE	E	G	A	F	P
ROLE MODEL	E	G	A	F	P

Would you recommend this individual as a cooperating teacher in the future?

Comments:

What do you consider the strengths of the ADEPT process?

What do you consider the weaknesses of the ADEPT process?

Any suggestions for improving the ADEPT process or the student teaching experience?

Date _____ Signature _____

**Institutional/District Agreement
Clinical Experiences
Teacher Education Program
Limestone College/Cherokee County School District**

This statement of agreement is for the purpose of identifying the working relationship between the Teacher Education Program at Limestone College and Cherokee County School District. Limestone College and Cherokee County School District enjoy a cooperative endeavor involving the preparation of future teaching professionals. In order to provide quality clinical experiences the College and the School District agree to comply as follows:

- I. Limestone College teacher education students shall be placed in those schools in which principals and teachers demonstrate commitment to participating in the professional development of pre-service teachers.
- II. Student teaching and other clinical placements will be made under the direction of the central administration of Cherokee County School District. Student teachers from the K-12 certification programs in Music and Physical Education will have separate elementary and secondary placements. The first six weeks of their student teaching will be in an elementary setting and the final six weeks will be in a secondary setting.
- III. The Director of Teacher Education or the designated representative will communicate with the appropriate person(s) at the District Office concerning placements.
- IV. Criteria for Selection of Cooperating Schools
 - A. The schools chosen are accredited by the State Department of Education and the Southern Association of Colleges and Schools.
 - B. The administration works toward maximum professional growth of the faculty and development of the total school program.
 - C. The administration and faculty are qualified, certified, and interested in working with teachers and education students.
 - D. The schools provide opportunities for teacher education students to experience professional relationships and a classroom environment featuring the use of a variety of instructional strategies, methods, assessments, and materials.
 - E. Although the School District has final authority on placements, the College may suggest geographical areas, grade levels, and particular schools for students.
- V. Criteria for Selecting Cooperating Teachers
 - A. The teacher is certified in the area of assignment.
 - B. The teacher has a minimum of three years teaching in the subject area for which supervision is assigned.

- C. The teacher is recommended by the Superintendent or his/her designee for service as a cooperating teacher.
- D. The teacher, when supervising pre-student teaching clinical experiences, will be willing to attend an orientation session provided by the College.
- E. When assigned as a cooperating teacher, the teacher will attend ADEPT training sessions at the College, unless the teacher is certified as an ADEPT Evaluator or has completed an ADEPT Seminar in a previous semester.
- F. The teacher will participate in the evaluation of the Limestone College student, the college supervisor, and the clinical experiences program.

VI. Competencies of cooperating teachers include:

- A. Knowledge of and competency in the teaching field.
- B. Competence in long and short term planning.
- C. Skill in varying instructional strategies for students with diverse backgrounds and abilities.
- D. Competence in the use of a variety of assessments, including alternative assessments.
- E. Skill in maintaining a positive, pleasant learning environment.
- F. Assumption of school responsibilities beyond teaching.

VII. Criteria for Student Teachers. All students enrolled in student teaching will meet the following criteria:

- A. Will have been formally accepted by the Limestone College Teacher Education Committee into the Teacher Education Program and will have been approved for Student Teaching by that committee.
- B. Will have a cumulative grade point average of 2.5 to be admitted to the Teacher Education Program.
- C. Will have completed all appropriate prerequisites for student teaching, including:
 1. Passing the required Praxis II. content area examinations and the appropriate Principles of Learning and Teaching examination
 2. Clearance on a criminal background check
 3. Completion of the required incremental, sequential clinical experiences.

VIII. College Supervisors

A. College supervisors of clinical experiences meet the following criteria:

1. Have three years' experience in the schools germane to the area of supervision.
2. Have had advanced study in professional education.
3. Have appropriate training in supervising clinical experiences.

B. College supervisors of student teachers meet the following criteria:

1. Have three years of teaching experience in the certification area in a PK-12 school setting.
2. Have a minimum of a Master's Degree with advanced preparation in the area of certification or professional education.
3. Have appropriate training in supervising clinical experiences.

IX. Expectations/Activities/Roles/Responsibilities/Services

Cooperating Teachers will be provided written materials outlining specific expectations, activities, roles, and responsibilities of the coordinating teacher, the teacher education student, and the college supervisor.

X. Compensation/Stipends for Clinical Experiences

Teachers who serve as cooperating teachers for student teachers are eligible to receive a check for \$75.00.

XI. Substitute Teachers

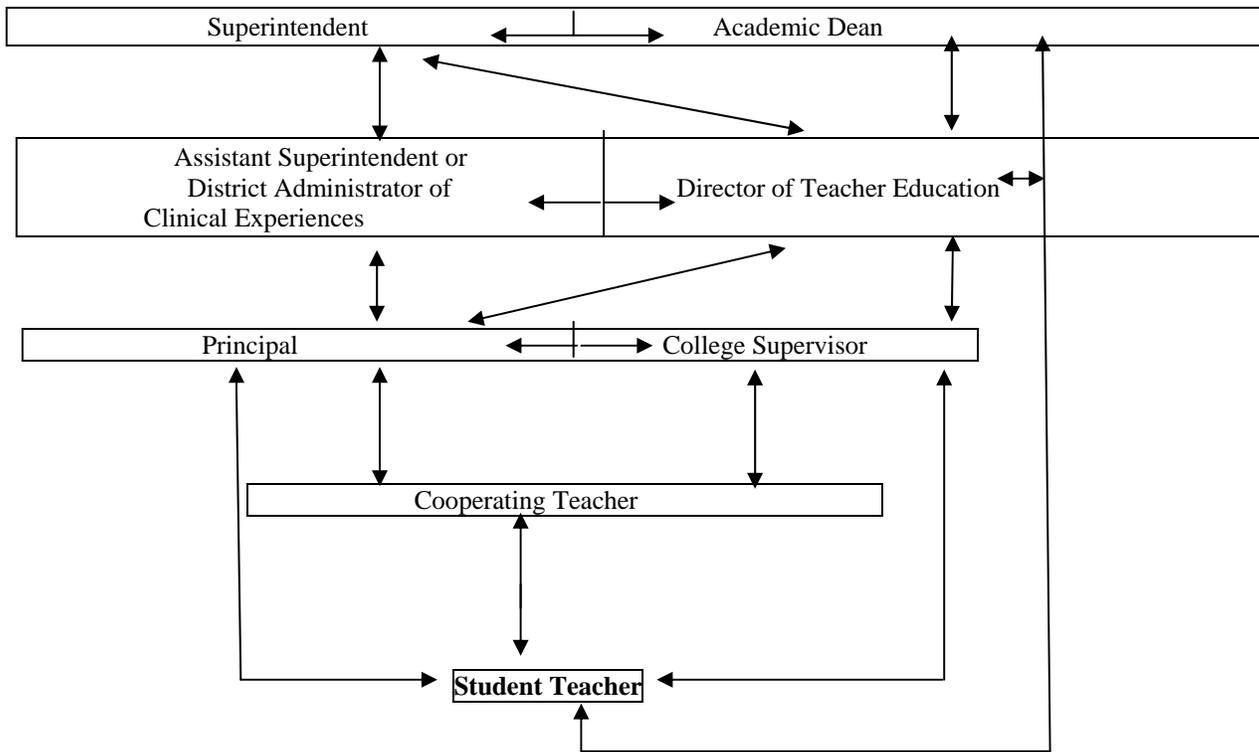
Student teachers and other students engaged in clinical experiences must not be used as substitute teachers. When cooperating teachers are absent, a substitute teacher must be provided by the school district.

XII. Channels of Communication for Program Coordination/Problem Resolution

The Assistant Superintendent for Instruction or district level coordinator and the Director of Teacher Education at the College are responsible for coordination and communication regarding the clinical experience program. Initial communication should be made through the designated coordinators for making revisions in policy/procedures to meet changing needs and conditions.

Channels of communication are open to all involved in solving problems which may occur from time to time. The following diagram depicts the possible flow of communication.

CHANNELS OF COMMUNICATION



XIII. Official Policy Manual

The *Handbook of the Teacher Education Program* is the official policy manual which details policies and procedures for the Limestone College Teacher Education Program. The Handbook will accompany this agreement and may be periodically updated as needed.

XIV. Revision of Written Policies and Procedures

This written document shall serve as the guide to cooperation and collaboration between the School District and the College. This agreement is made in good faith between both parties and will be periodically reviewed and updated as needed.

Assistant Superintendent of Schools

Date

Director of Teacher Education

Date