

Shawnee State University

TEACHER EDUCATION



2007-08

Clinical Practice Handbook

Associate Degree





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Shawnee State University

Student Handbook for Prekindergarten Associate Teacher Licensure Programs



*The Department of Teacher Education
The Office of Preprofessional Services*





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The Department of Teacher Education office is located on the second floor of Massie Hall. Standard hours of operation are Monday – Friday, 8:00 a.m. to 5:00 p.m. Other hours may be scheduled. Appointments with faculty should be scheduled directly with faculty.



A Message from the Department Chair

Your goal of becoming a teacher is met by the mission of the Department to prepare highly motivated and qualified educators for the important job of teaching children and young adolescents. You are entering a program that has high standards and expectations. You will spend many hours in schools and other clinical settings as you prepare for your chosen profession.

The Teacher Education program at Shawnee State is designed to promote reflective practice. You will experience repeating cycles of observation and practice in the classroom followed by reflection toward continuous improvement of your professional skills. An important goal you should have is to become a life-long *learner-centered, inquiring professional*. You should be committed to constantly seeking better ways to maximizing student learning.

The faculty and staff in the Department of Teacher Education are here to help you achieve your goal of a teaching career. We look forward to learning and growing together.

Sincerely,
Paul M. Madden, Ph.D,
Chair

OFFICE OF PREPROFESSIONAL SERVICES

Welcome to the teacher preparation programs at Shawnee State University. We in the Office of Preprofessional Services welcome the opportunity to work with you in meeting your goal of becoming an educator. We are here to help you from the very beginning to the very end of your initial teacher licensing program.

Debbie Weber, M.A.Ed.
Director

This is an exciting time to be a student in Shawnee State's Teacher Education Program. I am fortunate to be a member of the team that will help to provide the field experiences necessary to prepare you for the profession of teaching. See you in class!

Kathy Webb, MA.
Coordinator, Field & Clinical Experiences

Kevin LeMaster, A.A.S.
Representative



Table of Contents

Staff and Office Information	2
Department Faculty & Staff Phone Email	2
Office of Preprofessional Services	2
Welcome	3
Table of Contents	4
Licensure Programs at SSU	5
State Licensure Performance Standards for Prekindergarten Associate License	6
Teacher Preparation Sequence & Professional Development Cycle	7
Associate in Applied Sciences in Child Development Program Information	8
Recommended Sequence for 2-year Completion	9
Portfolio Information.....	9
Domains of Teacher Capacity	10
Prekindergarten Associate License Candidates Admission	11
Admission to Teacher Education Status	11
Admission to Clinical Practicum Criteria	12
Recommendation for licensure	13
Praxis series tests	14
PRAXIS I.....	15
Transfer, Articulation, Post-baccalaureate, SSU Graduates	15
Program curricula overviews	16
Laboratory Experiences	17
Field & Clinical Experiences,	18
Academic Advising	19
Due process	20
Student services	21
Teacher Candidate Responsibilities for EDEC2290	22
Disclaimer of Responsibility	23



Licensure programs at SSU

The Department of Teacher Education at Shawnee State University has been approved by the State of Ohio Department of Education to offer the following licensure programs at the undergraduate level:

Prekindergarten Associate	Pre-Kindergarten	Children age three through five
Early Childhood Education	Grades P-3	All subjects/learners
Middle Childhood Education Social Studies Reading/Language Arts Mathematics Science	Grades 4-9	Two content areas
Adolescent to Young Adult Integrated Language Arts Integrated Mathematics Integrated Social Studies Integrated Science Life Science Earth Science Physical Science	Grades 7-12	One content area
Multi-Age Visual Arts	Grades P-12	Visual Arts
Multi-Age Intervention Specialist	Grades K-12	Special Needs
Early Childhood Intervention Specialist	Grades P-3	All Special Needs



State Licensure Performance Standards

Ohio Department of Education - Teacher Preparation

Mission

To ensure, through licensing standards, that each student is served by caring, competent, and qualified education professionals who meet the highest academic and ethical standards of the profession.

Prekindergarten Associate License

The prekindergarten associate license, valid for five years, shall be issued to an individual by the Ohio Department of Education who fulfills all state and university requirements. Shawnee State University students, who have an Associate of Applied Science in Early Childhood Development, are deemed to be of good moral character, and have completed all requirements may apply through the Office of Pre-professional Services for the license.

3301-24-08 Professional or Associate License Renewal

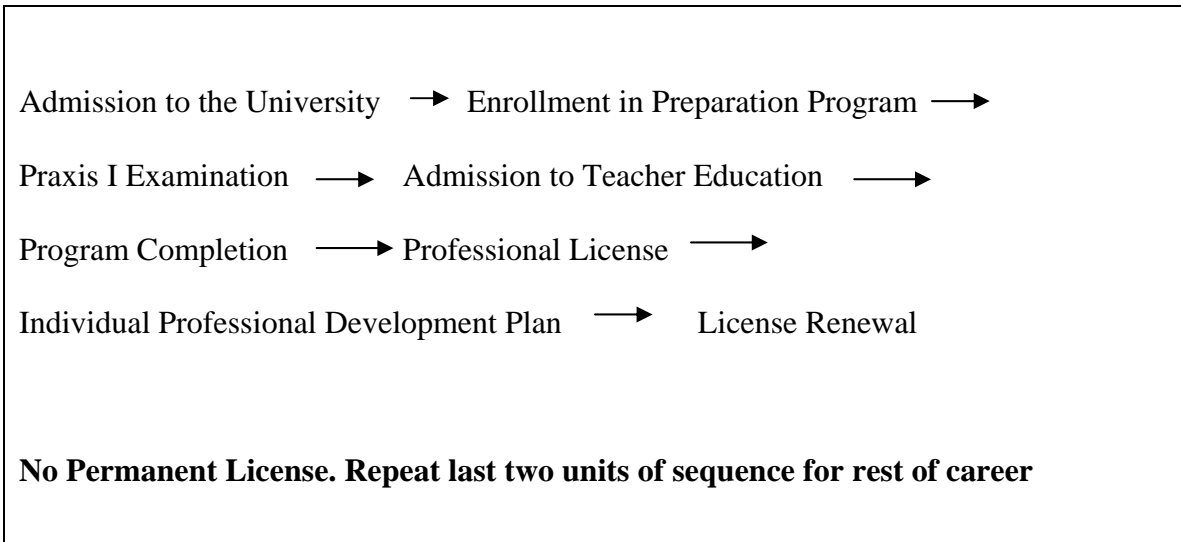
The associate license is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the following requirements have been completed since the issuance of the license to be renewed:

- (1) Six semester hours of coursework related to the area of licensure; or
- (2) Eighteen continuing education units (one hundred and eighty contact hours) or other equivalent activities related to the area of licensure as approved by the local professional development committee of the employing school or school district.



Teacher Preparation Sequence & Professional Development Cycle

Teacher preparation in Ohio is a planned and structured sequence of education, testing and performance assessment. Professional Development is a continuous cycle of education/development and practice. The following flow chart exemplifies the teacher preparation and professional development sequence of an associate educator in the State of Ohio.



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Degree Requirements for Associate in Applied Sciences in Early Childhood Development with Prekindergarten Associate Licensure

<i>General Education</i>		15 semester hours
English		6-8
ENGL 1101	Discourse and Composition OR	
ENGL 1102	Composition and Research	
ENGL 1105	Composition and Literature	
Quantitative Reasoning		3
MATH 1100	Mathematics Core Course	
Natural Science		3
NTSC 1110	Scientific Reasoning & Methods	
Fine Art		3
See Catalog for Choices		
<i>Professional Education Core</i>		14 semester hours
EDIS 2250	Exceptional Learning Needs	2
EDUC 1115	Introduction to the Profession of Teaching	3
EDUC 2230	Educational Media, Technology & Computers	3
EDUC 2240	School and Society	3
EDUC 2245	Teaching Individuals in a Pluralistic Society	2
EDUC 2248	Diversity: Culture and Exceptionalities	1
<i>Early Childhood Component</i>		18 semester hours
EDEC 1150	Introduction to Early Childhood Education and Child Development	3
EDEC 2255	Educational Environments	3
EDEC 2283	Early Childhood Programs and Family/Community	3
EDEC 2284	Music and movement in Early Childhood Education	3
EDEC 2289	Instructional Methods Practicum	3
EDEC 2290	Directed Teaching and Seminar	3
<i>Reading Requirement</i>		6 semester hours
EDRE 2202	Foundations of Literacy	3
EDRE 2204	Teaching Phonics and Word Study	3
<i>Related Studies Component</i>		6 semester hours
PSYC 1101	Introduction to Psychology	3
PSYC 2130	Human Growth & Development	3
<i>Content Area Component</i>		6 semester hours
ARTH 1801	Art in the Curriculum 1	3
SSPE 2210	Health & Nutrition	4



Recommended Sequence for 2-year Program Completion

YEAR ONE		YEAR TWO	
ENGL1101 (5 hrs) OR	ENGL1105 (3 hrs)	EDIS2250 (2 hrs)	EDEC2283 (3 hrs)
ENGL1102 (3 hrs)	EDEC1150 (3 hrs)	EDUC2230 (3 hrs)	EDEC2255 (3 hrs)
EDUC1115 (3 hrs) w/field	PSYC2130 (3 hrs)	EDUC2240 (3 hrs)	EDEC2284 (3 hrs)
PSYC1101 (3 hrs)	ARTP2801 (3 hrs)	EDUC2245 (2 hrs)	EDEC2289 (3 hrs)
MATH1100 (3 hrs)	SSPE2100 (3 hrs)	EDUC2248 <i>w/field</i>	EDEC2290 (3 hrs)
FINE ART (3 hrs) 1 course	NTSC1110 (3 hrs)	EDRE2202 (3 hrs)	EDRE2204 (3 hrs)

Portfolio Information

At Shawnee State University each student pursuing prekindergarten associate licensure will complete a professional portfolio as one component of his/her program and recommendation for licensure. This portfolio is based upon the Ohio Department of Education Content Standards, the Shawnee State University, Department of Teacher Education's Conceptual Framework Capacity Domains, and National Association for the Education of Young Children standards. Each student will collect and display, through the portfolio, artifacts to support his/her competency in each area.

Students will be introduced to the professional portfolio concept in EDUC1115: Introduction to the Teaching Profession. Students will be introduced to Performance Standard areas and the concept of "artifact" collection to provide evidence of competency. The course instructor will guide the students through the beginning stages of the portfolio development process. Students will begin collecting artifacts for their "working portfolio" to be reviewed in EDEC 2290. Students will continue to compile a "working portfolio" if they do not choose to continue to get their bachelor's degree. Otherwise they will convert their working portfolio to a presentation portfolio for interviews.

The prekindergarten associate licensure candidate may choose to use the working portfolio to create a "teaching portfolio" for professional development purposes and a "presentation portfolio" that is similar to a professional portfolio that is a tool in seeking employment. The prekindergarten associate licensure candidate will find the experience of portfolio development invaluable for renewal of the license; as well as for submission at the time the individual elects to pursue a Bachelor of Science in Education.



Domains of Teacher Capacity

“Preparing learner-centered, inquiring professionals”

The Shawnee State University prekindergarten associate teacher candidates are expected to possess knowledge, skills, and dispositions in the following five domains of teacher capacity:

Domain I

- ◆ The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).
 - *Understand the discipline they teach and how to teach it to students.*

Domain II

- ◆ The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.
 - *Know how children learn and develop and can provide learning opportunities that support that development.*
 - *Understand that students learn differently, and adapt their instruction to diverse learners.*

Domain III

- ◆ The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.
 - *Create environments that encourage positive social interaction, active learning, and self-motivation.*
 - *Understand effective communication techniques and use them in the classroom.*
 - *Foster relationships with colleagues, parents and community agencies to support students' learning and well-being.*

Domain IV

- ◆ The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome.
 - *Use a variety of instructional strategies to encourage critical thinking, problem solving, and performance skills.*
 - *Plan instruction based on knowledge of subject, students, the community and curriculum goals.*
 - *Use formal and informal assessment strategies to evaluate and insure the continuous development of the learner.*

Domain V

- ◆ The SSU teacher candidate practices professionalism.
 - *Continually evaluate their own practice and seek opportunities to grow professionally.*



Prekindergarten Associate Licensure Candidate's Admission

Admission to Teacher Education

Although Shawnee State University is an open enrollment institution, the Teacher Education program is a selective admissions program. Admission to the University does not guarantee admission to Teacher Education. In order for a prekindergarten associate teacher candidate to be considered for admission a student must complete the following criteria:

1. Satisfactorily complete at least 24 semester hours of university/college coursework
2. Maintain all program grade point average requirements: 2.75 Overall GPA
 - A grade of C or higher in all completed GEP courses
ENGL 1101 or ENGL 1102 and MATH 1100
 - A grade of C or higher in completed Related Studies component courses
PSYC 1101 required
 - A grade of C or higher in completed Professional Education Core and Licensure Component courses
EDUC 1115 required
 - A grade of C or higher in Curriculum Content
3. Satisfactory evaluations for all completed teacher education field experiences
4. Satisfactory scores on all portions of the Praxis I OR ACT examinations

Praxis 1	ACT
Reading, Writing & Math 172	Reading, English, Math 19 & Composite of 21
6. Completed Background Check (BCII)
7. Completed Early Childhood Packet : 3 Reference Forms, Health Exam, TB test

Applications for Admission to Teacher Education are to be submitted to the Director of Preprofessional Services in the Department of Teacher Education. Following a review, applicants will be notified by mail regarding the status of their application. Students will be granted Full Admission, or not admitted status.

Students receiving Full Admission may continue to take coursework toward their licensure programs. Students are eligible to register for upper division courses in their licensure program as they meet necessary prerequisites. Admitted students may apply for student teaching when appropriate. If a student is not admitted s/he may not enroll in 2200 level courses or apply for Methods/Student Teaching.



Prekindergarten Associate

Admission to Clinical Practicum

Students wishing to student teach must apply and be accepted for the experience. Students must submit an application to the Director of Preprofessional Services in the Department of Teacher Education. Applications for student teaching must be submitted at least two semesters prior to the anticipated student teaching semester. The following schedule must be followed:

Fall Semester – December 1 of the year prior to student teaching

Spring Semester – May 1 of the year prior to student teaching

Any student who submits application after the stated deadline will be placed on a waiting list and will be considered as faculty supervision workload permits. Placement cannot be guaranteed, however, to anyone submitting a late application.

Admission to Pre-Kindergarten Clinical Practicum Criteria

1. Full admission to the teacher education program
2. Program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in all completed GEP courses
 - A grade of C or higher in Related Studies components
 - 3.00 and a grade of C or higher in Professional Education Core and Licensure component courses
 - 3.00 in Curriculum Content components
3. Satisfactory completion of all field experiences
4. Continued satisfactory progress toward professional portfolio development with approval signature from advisors.
5. Evidence of ability to integrate technology into the curriculum (EDUC 2230)
6. Two letters of recommendation – one personal and one professional.
7. Current BCII



Recommendation by SSU for Prekindergarten Associate License

The following criteria are required for prekindergarten associate licensure recommendation:

1. Satisfactory completion of an approved A.A.S. degree
2. Satisfactory completion of an approved licensure program
Program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in all GEP courses
 - A grade of C or higher in Related Studies courses
 - 3.00 and a grade of C or higher in Professional Education Core and Licensure component courses
 - 3.00 in Content Component
 - Satisfactory completion of clinical practice/seminar
3. Satisfactory completion of all portions of the Praxis I Examination
4. Satisfactory completion of professional portfolio with approval signature from faculty advisor
5. Current BCII Clearance on file



Testing

Shawnee State University utilizes the PRAXIS series as one element of our student assessment program. Students complete the PRAXIS I prior to admission to teacher education. PRAXIS I is a standardized test completed at testing centers.

Test information and registration booklets are available in the office of The Department of Teacher Education. Test dates are limited and should be planned well in advance. Score reports are received within four to six weeks after test completion.

Students should have their registration forms reviewed by department staff prior to mailing the forms to Educational Testing Services. The tests are expensive and any inaccurate information on the registration form could result in a delay or a non-report of test scores. A fee is assessed for additional score reports.

PRAXIS I

Students must demonstrate their competency in the basic skills of reading, writing, and mathematics prior to full admission to the teacher preparation programs offered by the University. Basic competency in the required areas is demonstrated, partially, by achieving the minimum scores on the PRAXIS I examination. All students must earn a score of at least 172 on each test taken.

The PRAXIS I examination may be taken computer based. Computer based testing is available at testing center. You must register directly with the center at which the test will be taken. Additional fees apply for completing the PRAXIS I. A score of 172 in Math, 172 in Reading, and 172 in Writing is required for the Praxis I test.

To assist with the preparation for the PRAXIS I examination, The Department of Teacher Education has study guides available for student use. Study guides may be “checked-out” for four days: Monday through Thursday or Friday through Monday. Tutorials are also available in the Student Success Center.

ACT

Students may choose to use the scores from their ACT tests. Required passing scores of Reading 19, English 19, Math 19, and Composite of 21 will also satisfy the Level 1 requirement for admission.

Test information and test packages are available in the Teacher Education Department and the Student Success Center.



Transfer, Articulation, Post-baccalaureate, SSU Graduates

Transfer students

Please review the SSU catalog for transfer credit information. A grade of C or higher is required for all transfer credit. No exceptions will be made for any student entering a teacher preparation program.

Articulation

The Associate of Applied Science in Early Childhood Development was planned for SSU students seeking the prekindergarten associate license. Although it is considered a 2-year preparation program, the vision of the Department of Teacher Education is that individuals who obtain the A.A.S will, at some point, wish to pursue the B.S, Ed. Most courses articulate and prepare the Associate graduate for the baccalaureate course of study. See an advisor for further information.



Program Curricula Overviews

Information related to each licensure has been developed by the Department of Teacher Education. Checklists and program brochures are available upon request from the department secretary.

Students should arrange to meet with their advisor upon declaring a major/license area. During this initial advising session, a checklist of coursework or degree audit should be reviewed and a copy provided for the student's reference. A copy of this checklist/audit will be included in the student's licensure file and maintained in the Office of Preprofessional Services.

Program checklists and degree audits provide information related to required courses and overall program grade point averages. It is highly recommended that the student and his/her faculty advisor develop a sequence of courses appropriate to the student's academic and professional goals.



Laboratory Experiences

Most courses in the teacher preparation programs include laboratory experiences. These experiences are completed under the supervision of the university faculty in a somewhat controlled environment. Laboratory experiences give students an opportunity to put theory into practice while getting direct feedback regarding their performance. Students are able to “try out” what they are learning in order to make modifications or changes before going into a classroom setting. With the experience gained through this supervised practice students can approach their field experiences with the confidence that comes from a successful, supervised, trial process.

The hours spent in laboratory experiences vary according to the course in which they are completed. The student should refer to the course syllabus for a detailed description of the laboratory activities that may be assigned for each course.



Field and Clinical Experiences

Practicum & Seminar

Clinical Practicum

The teacher preparation program at Shawnee State University is very firmly grounded in the application of theory to practice. Students begin field experience with the first education course, EDUC1115.

Prekindergarten associate license teaching practicum is the culminating field experience the A.A.S. at Shawnee State University. The student assumes responsibility in the classroom under the direct supervision of a qualified, experienced classroom teacher and a University faculty supervisor. The student teaching experience is at least twelve weeks in length and 196 hours. The placement for this experience is arranged through the Office of Preprofessional Services in the Department of Teacher Education.

Evaluations for each field experience, practicum/seminar, and clinical practice experience are placed in the student's licensure file. The Office of Preprofessional Services in the Department of Teacher Education maintains licensure files. Students may review their files at any time. The files may not, however, be removed from the office.



Academic Advising

Faculty in the student's degree area are the primary providers of academic advising. Students are assigned a faculty advisor upon qualifying for level 1. Transfer students will meet with the Director of the Preprofessional Services Office to determine a course of study. These students will be assigned a faculty advisor upon registration.

The advising process allows students to work with informed faculty members to develop a general academic plan and a quarterly schedule that enables the student to proceed through a chosen academic program in an appropriate manner. Academic advisors also assist students who seek help in areas of academic difficulty. They help identify referral sources within the University, and direct students to these services when needs are identified.

The University requires all students to get an advisor's signature prior to enrolling in courses each semester. The Department of Teacher Education has extended that requirement throughout the licensure program. The teacher licensure programs have many external requirements and it is in the best interest of the student to maintain very close contact with his/her advisor. The Department of Teacher Education requires students to meet with their advisor at least once a semester.

Faculty maintain regular office hours each quarter for student advising. Office hours are posted on the faculty's door. The department secretary maintains all faculty schedules. Meetings with faculty outside of listed office hours are arranged directly with the faculty. The department secretary does not keep faculty calendars.



Due Process

I. Purpose

The purpose of these guidelines is to assist in the maintenance of legitimate rights and obligations of both students and institutional representatives and to assist in the maintenance of academic integrity. The climate of the institution is one of service to the students and assists them in reaching their established goals. The institution seeks to establish an atmosphere of openness. It is in this spirit that these guidelines are offered.

II. Procedures

A. Investigation and Findings

1. Any complaint against a faculty member that is received by any member of the university faculty, staff, or administration shall be referred to the appropriate chair/dean/director.
2. The chair/dean/director shall attempt to informally resolve any matter that does not constitute a serious charge as set forth in paragraph 3.
3. The student shall be requested to submit and sign a written statement detailing the nature of any serious charge, including, but not limited to, unfair grading policies or unprofessional behavior. The chair/dean/director shall forward a copy of the complaint to the Office of the Provost. Such written complaint shall constitute an “Official Complaint” within the meaning of the agreement between Shawnee State University and the Shawnee Education Association. Any complaint of alleged misfeasance or malfeasance of duties must refer to actions of the faculty member done in the performance of his employment duties.
4. The chair/dean/director and provost shall investigate said written complaint within ten (10) working days. If the complaint appears to have merit, then the provost and chair/dean/director shall discuss the complaint with the faculty member.
5. After such investigation, the chair/dean/director shall either dismiss the complaint, or take other appropriate action.
Regardless of the disposition of the complaint, the chair/dean/director shall explain his/her actions to the complainant, either in a personal conference, in the case of minor complaints, or by letter in serious cases. The chair/dean/director shall also send a copy of his or her letter to the university provost.

B. Appeal

1. If the student is unsatisfied with the decision of the of the chair/dean/director, the student may, within ten (10) calendar days of receiving the decision, appeal the decision to the university provost.
2. Within ten (10) calendar days of the provost’s decision, the student may appeal to the president, whose decision is final.

C. Records

All records relating to the complaint and subsequent proceedings shall be retained until final disposition of the matter.



Student Services

Counseling and Psychological Services

Counseling and assessment for personal, social, marriage, and family concerns are provided for students experiencing problems which interfere with their academic progress or success. These services are provided on a confidential basis and are available by appointment. The center is staffed with a Licensed Professional Clinical Counselor and is located in the University Center. The phone number is (740) 351-3213.

Career and Placement Services

Career and Placement Services staff maintain extensive contacts on and off campus which can help you secure employment, either while you're enrolled at the University or after graduation. They help you develop job search, interviewing, resume, and cover letter writing skills, which you can use as you seek employment. Their annual Job Fair, held every February, grows larger every year, and staff in the center can help you transfer to graduate or professional school. You are encouraged to take full advantage of these services, which are available to students, staff, and alumni of the University at no charge. The center is located on the second floor of the University Center and may be reached at (740) 351-3213.

Student Success Center

The Student Success Center, located on the first floor of Massie Hall, provides services to students which promote a successful learning experience at Shawnee State University. The Center provides advising and referral services in cooperation with university faculty. Learning assistance is offered by the Center through tutoring programs, computer labs, and placement testing services. International students, minority students, and students with disabilities may find help through the Center's special needs services at (740) 351-3594.

Student Support Services Program

Student Support Services, funded through a grant from the U.S. Department of Education, offers a variety of assistance to a limited number of qualified Shawnee State University students. To qualify for the program, you must meet income guidelines, be a first generation college student, or have a documented physical or learning disability.

A short application form and a conference with program staff are required. Once accepted into the program, you can take advantage of the following services: academic assistance, assessment, personal counseling, and cultural experiences.

The office is located on the first floor of the Commons , in the Trio Center, and services are free to eligible students they can be reached at (740) 351-3307.



Teacher Candidate Responsibilities for EDEC 2290

The teacher candidate in the Early Childhood Associate degree program will gradually assume the duties of the supervising teacher in the pre-school setting. The candidate will be in the school 4 half days each week for 14-15 weeks. The responsibilities will be phased in until the entire morning is planned and implemented by the teacher candidate.

The teacher candidate will participate in two, three-way conferences with the cooperating teacher and the university supervisor.

EDEC 2289 will be taken as a co-requisite course for EDEC 2290.

Phase-in Schedule

Week 1-4 Orientation

1. Become familiar with the rules, regulations, and procedures of classrooms.
2. Observe the classroom routine.
3. Participate in activities such as center transitions, circle time, playground, lunch, etc.
4. Interact with the students.
5. Become involved in any other activities at the cooperating teachers discretion.

Week 5-9 Assume Partial Responsibility

1. With the guidance of the teacher, plan and implement a different center each week.
2. Gradually assume more responsibility within the classroom including record keeping and classroom management.
3. Compile lessons plans in a binder for the supervising faculty to view.

Week 10-13 Full Responsibility

1. Plan, prepare and conduct instruction for the entire morning.
2. Implement classroom management.
3. Demonstrate knowledge of the Five Domains of Teacher Capacity within the lesson plans.

Week 13-15 Transition

1. Phase out of full responsibility by shifting individual centers back to the cooperating teacher.
2. Complete record keeping and evaluations.
3. Gather ideas and personal materials for future use.



Disclaimer of Responsibility

The Department of Teacher Education issues this Handbook as a general guideline for students in its licensure programs. Students will be held accountable for meeting the guidelines listed herein.

The information included in this Handbook is accurate according to the information available at the time of publication. The Department of Teacher Education reserves the right to make any necessary changes in order to remain in compliance with all State mandated licensure requirements, NCATE guidelines for the preparation of teachers, and all applicable learned society guidelines for the preparation of teachers in particular subject areas.

All students are responsible for meeting Department, University, State and National guidelines in order to be recommended for licensure. The student is solely responsible for remaining informed regarding program requirements and the adherence to them. The Department of Teacher Education has adopted an advising policy which exceeds the University requirements. Department faculty and staff of the Office of Preprofessional Services provide advising. It is, however, the responsibility of the student to initiate and maintain the advising process.