

ELEMENTARY EDUCATION HANDBOOK



WAKE FOREST
UNIVERSITY

FOR UNDERGRADUATE AND GRADUATE STUDENTS

**WAKE FOREST UNIVERSITY
DEPARTMENT OF EDUCATION**

Revised January 2023

**WAKE FOREST UNIVERSITY DEPARTMENT OF EDUCATION
ELEMENTARY EDUCATION HANDBOOK**

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WFU Department of Education - Mission Statement

The mission of the Wake Forest University Department of Education is to prepare future teachers, school leaders, and educational policy makers. Further, we strive to engage university students from diverse backgrounds and with disparate personal and professional interests in a dynamic exploration of the theoretical, philosophical, historical, and sociological foundations of education that impact teaching and learning at all levels. We commit to developing individuals who are grounded in their respective disciplines for caring and effective service in classroom, school, community, nonprofit, and public policy positions. Further, we encourage equitable and socially just educational opportunities for all students, and we work collaboratively to ensure the high quality of content and pedagogical expertise in future teachers who will enrich the communities in which they work.

WFU Department of Education – Conceptual Framework



This conceptual framework is designed to represent the five central components that guide our department's commitment to supporting current and former students, the university, and the extended community. The pursuit of **Knowledge** sits atop the framework and includes our passion for and engagement in teaching and learning, research-based practices, social and historical foundations, and education policy. **Purpose** drives our decision-making processes, including recruiting faculty, staff, and students who demonstrate caring dispositions and a desire to establish lasting relationships built on equity and social justice through education, service, and

community engagement, all of which support the university's motto of Pro Humanitate (For Humanity). At the root of this purpose, our framework is grounded in three areas: engagement, experience, and leadership. We strive to find multiple, diverse methods of **Engagement** for our undergraduate and graduate students, emerging teacher leaders, and career professionals and alumni. Much of our student engagement is explored through varied forms of professional **Experience**, including placements and positions in classrooms, schools, and school districts as well as opportunities within numerous local, national, and international organizations. As our students and graduates mature and grow, they find themselves well positioned and prepared to become experts and leaders in their field, including but not limited to positions in teacher, school, community, and public policy **Leadership**.

WFU Department of Education - Teacher Education Philosophy

Department of Education faculty, in collaboration with faculty from the Arts & Sciences, embraces the honorable purpose of preparing highly qualified teacher candidates for a variety of educational settings. The university motto, *Pro Humanitate*, pervades all aspects of a Wake Forest education and is evident in the department's mission statement, philosophy, dispositions, guiding principles, and choices of professional commitments. Teaching is inherently for the benefit of others, but to achieve excellence as a professional that will ultimately benefit others, the education of teacher candidates must be built on a strong base of professional knowledge, theories of teaching and learning, and a keen awareness of local, state, and national educational policies. The department embraces a progressive philosophy of education that, while forward-thinking, is firm in its commitment to the dispositions it has identified as fundamental for the development of a highly qualified professional educator.

Diversity Statement

The Department of Education at Wake Forest University recognizes diversity as an important disposition among all our students. We seek to cultivate an environment that fosters the inclusion and engagement of *all people*, regardless of individual differences. The department provides opportunities for all our students to experience, appreciate, and embrace diversity in all its complexities through classroom activities, field experiences, and extra-curricular programs, and events.

Honor System at Wake Forest

The honesty, trustworthiness, and personal integrity of each student is integral to the life and purposes of the Wake Forest community. This statement is embodied in one of our oldest traditions, the honor system (The Honor Code). In signing an application for admission to Wake Forest, a student agrees to live by the honor system at Wake Forest. In specific terms that means that students have agreed not to deceive (lie to) any member of the community, not to steal from one another, not to cheat on academic work, not to plagiarize academic work, and not to engage in any other form of academic misconduct. It means that we can trust each other, and that we willingly accept responsibility for our own conduct and activities. This is a tradition that goes back to the founding of Wake Forest, and with your participation, it continues to be a cornerstone of our community and our interactions with one another.

Undergraduate students are expected to adhere to the Wake Forest Honor System, including the Code of Conduct: <https://studentconduct.wfu.edu/honor-system-wfu/>.

Graduate students are expected to adhere to the Graduate Student Academic Honor Code: https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf.

Graduate students are also expected to adhere to the Non-Academic Code of Conduct: <https://prod.wp.cdn.aws.wfu.edu/sites/275/2019/12/Graduate-School-of-Arts-and-Sciences-Non-Academic-Code-of-Conduct-11.19.19.pdf>

Statement of Principle

Wake Forest is a community of people that seeks the enlightenment and freedom which come through diligent study and learning. An even higher goal, however, is to give life to the University motto, Pro Humanitate, as the passion for knowledge is translated into compassionate service.

A tradition is shared that embraces freedom and integrity and that acknowledges the worth of the individual. This heritage, established by the founders and nurtured by succeeding generations, promotes a democratic spirit arising from open-mindedness and discourse.

Wake Forest fosters compassion and caring for others. Its collective strength and character are derived from the values and distinctive experiences of each individual; therefore, the richness of human intellect and culture is affirmed in its contribution to knowledge, faith, reason, and dialogue. Furthermore, Wake Forest strives toward a society in which good will, respect, and equality prevail. To that end, hatred and bigotry in any form are rejected, and justice, honor, and mutual trust are promoted.

Overview of Elementary Education

The Department of Education at Wake Forest University provides teacher education in both elementary and secondary areas. Beginning Fall 2021, the elementary education major began offering two unique pathways: (1) a 45-credit hour professional licensure pathway that includes a full-semester student teaching internship and (2) a 35-credit hour non-licensure pathway where students substitute fewer elective courses in lieu of the student teaching internship.

Undergraduate students must take the following required courses in the Department of Education. These courses are usually taken during the freshman or sophomore years, or no later than fall of the junior year.

- EDU 102L: Exploring School Communities (2 hr)
- EDU 201: Educational Policy and Practice (3 hr)
- EDU 311: Learning and Cognitive Science (3 hr)

The following courses are strongly recommended to be taken prior to the spring of the junior year for all licensure Elementary Education majors.

- EDU 307: Instructional Design, Assessment, and Technology (3 hr)
- EDU 395: Teaching Diverse Learners (3 hr)

Our teacher education program is proud to meet rigorous state and national standards for educator preparation. We are a member in good standing of the Association for Advancing Quality in Educator Preparation, working toward accreditation of our educator preparation programs under the AAQEP standards with an anticipated Quality Assurance Review in 2023/2024.

Undergraduates have the option to pursue a major with licensure (a North Carolina "A" license) or a major without licensure. Graduate students may also pursue a program with licensure or a program without licensure. Students who complete the licensure requirements for a Master of Arts in Education (M.A.Ed.) degree will be recommended for licensure in their respective teaching areas. Non-degree seeking students include post-baccalaureate licensure-only candidates (for college graduates who are not yet teaching).

Undergraduate Elementary Education Major (Licensure Pathway)

The licensure program has three interrelated components that offer candidates the chance to become excellent teachers and leaders in the profession.

The first component, General Education, involves serious engagement with coursework in each of the major divisions of the curriculum. This component ensures that all prospective students will have a broad knowledge base, a clear sense of the structure of those disciplines, and an awareness of the serious questions that lie at the center of each of them. Students focus on these broader areas of study primarily during the freshman and sophomore years.

The second component is the Academic Concentration in elementary education.

The third component, Professional Studies, begins with three required courses: (1) EDU 102L: Exploring School Communities, a fieldwork course that involves 10-12 hours of field experiences in local schools; (2) EDU 201: Educational Policy and Practice, a foundations of education course that invites students to consider the sociological, philosophical, and historical dimensions of schooling; (3) EDU 311: Learning and Cognitive Science, an educational psychology course that includes in-depth study of theories and principles of cognition applied to teaching and learning.

Students commonly complete two additional required courses prior to spring of junior year. These courses include: (1) EDU 395: Teaching Diverse Learners, a course that addresses cultural diversity in the school setting, including a focus on the needs of English learners and exceptional children. EDU 395 also includes a 15-hour field placement in a low-performing school in which diverse student populations, a wide range of academic abilities, and special teaching/learning styles are encountered. (2) EDU 307: Instructional Design, Assessment, and Technology, a course that addresses a wide range of instructional design and technology applications.

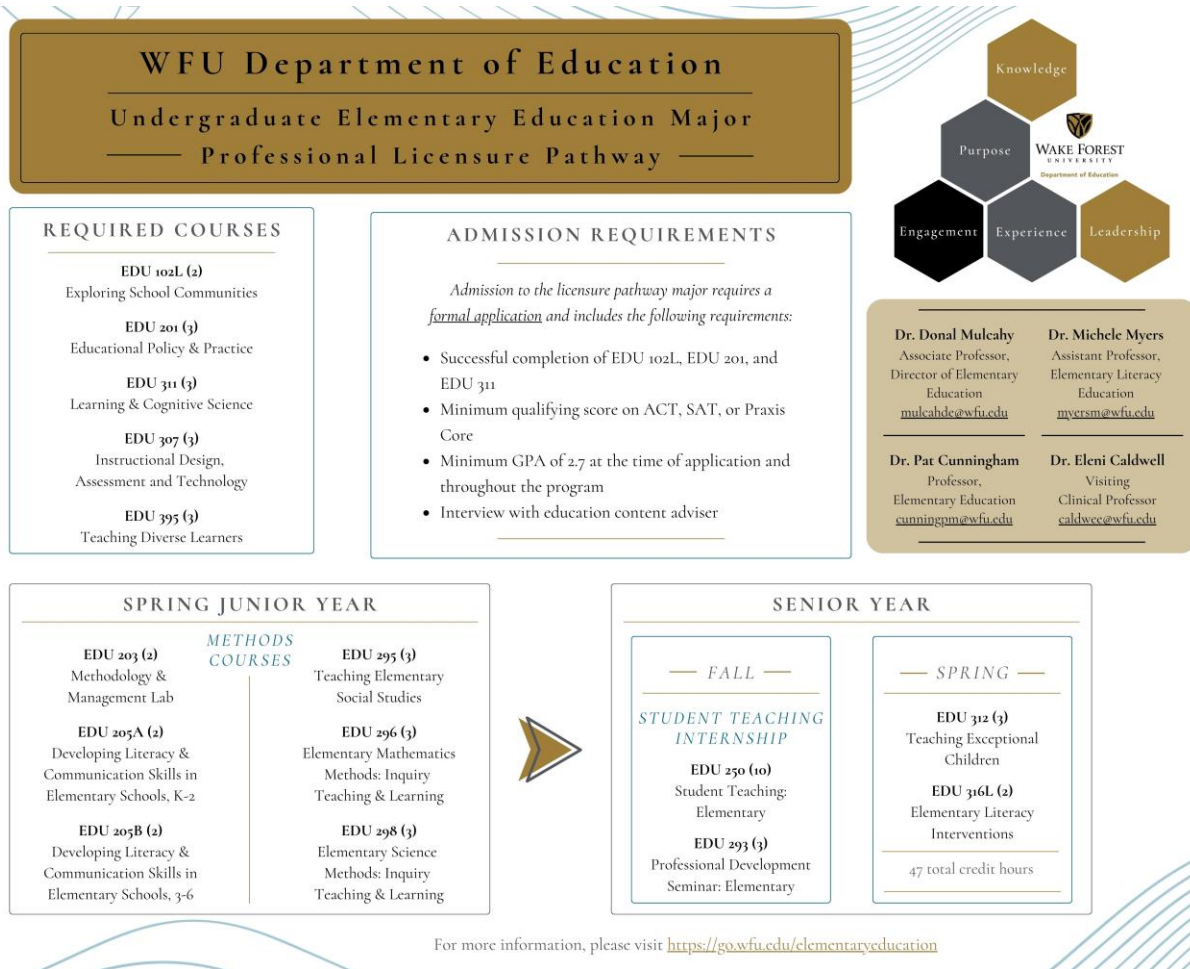
In the spring of junior year, students complete EDU 203: Methodology and Management Lab, which includes a semester-long field experience (30 hours) in a classroom setting within their content area. They also take several foundational teaching courses in the “Methods Block,” including:

- EDU 205A. Developing Literacy & Communication Skills in Elem. Schools, K-2 (2 hr.)
- EDU 205B. Developing Literacy & Communication Skills in Elem. Schools, 3-6 (2 hr.)
- EDU 295. Teaching Elementary Social Studies (3 hr.)
- EDU 296. Elementary Mathematics Methods: Inquiry Teaching and Learning (3 hr.)
- EDU 298. Elementary Science Methods: Inquiry Teaching and Learning (3 hr.)

Student teaching (EDU 250) generally occurs in the fall semester of the senior year. Students are placed in the classes of able mentor teachers where they work for at least 16 weeks, eventually assuming the full teaching responsibility of the mentor teacher. Classroom observations and conferences occur regularly throughout student teaching, and professional development seminars (EDU 293) are held weekly with the content cohort. Students complete edTPA, a performance-based assessment for beginning teachers, as a metric for teacher licensure during the student teaching semester.

Two final required courses usually occur in the spring semester of senior year: (1) EDU 312: Teaching Exceptional Children, a special education course that examines the various types of learning differences in K-12 schools. Emphasis is on instructional planning, identification of interventions, and assessment techniques to support diverse learners. This course includes an 8–10-hour field experience observing and supporting students with special needs. (2) EDU 316L: Elementary Literacy Interventions, a 10-12-hour field experience for elementary education candidates focused on early literacy, including a diagnosis and remediation of reading and writing skills.

Licensure Pathway Infographic



Undergraduate Elementary Education Major (Licensure Pathway) Admission Requirements

The Elementary Education Licensure Pathway is appropriate for undergraduate students who are planning to pursue a career in teaching and hope to obtain a North Carolina teaching license (K-6). This pathway includes a full-semester student teaching internship in a local elementary school.

To earn a North Carolina elementary teaching license (K-6), Wake Forest undergraduates must major in Elementary Education. For more information about major/minor declaration, see the University Registrar's Office at <https://registrar.wfu.edu/declarations/>.

Admission to the licensure pathway major requires a formal application and includes the following requirements:

- Successful completion of EDU 102L, EDU 201, and EDU 311
- Minimum qualifying score on ACT, SAT, or Praxis Core
- Minimum GPA of 2.7 at the time of application and throughout the program
- Interview with education content adviser

The formal application, submission of supporting documentation, and completion of these requirements must be completed by January 1st of the junior year.

Once accepted into a licensure program, students receive letters from the Licensure Officer officially admitting them into the TEP. At that time students become teacher candidates and are immersed in advanced education coursework and fieldwork. Recommendation for licensure in North Carolina occurs upon completion of all program requirements, usually after the spring of the senior year. Teaching licenses are issued through the North Carolina Department of Public Instruction (NCDPI). All licensing questions should be addressed to the WFU Department of Education Teacher Licensure Officer.

Undergraduate Elementary Education Major (Non-Licensure Pathway)

The Elementary Education Non-Licensure Pathway is appropriate for undergraduate students with an interest in teaching and/or grades K-6 education but who are not planning to teach right out of college. This 35-credit hour pathway is different from the licensure pathway in that it does not require a full-semester of student teaching and related coursework and therefore does not lead to a North Carolina teaching license.

Further, this pathway is great for students whose schedules are limited due to studying abroad, double majoring, participating in collegiate athletics, and/or seeking a teaching license as part of an initial licensure graduate school program after graduation.

There is no formal application to the Elementary Education Non-Licensure Pathway. For more information about major/minor declaration, see the University Registrar's Office at <https://registrar.wfu.edu/declarations/>.

Non-Licensure Pathway Infographic

WFU Department of Education

Undergraduate Elementary Education Major Non-Licensure Pathway

REQUIRED COURSES		
EDU 102L (2) Exploring School Communities	EDU 201 (3) Educational Policy & Practice	EDU 311 (3) Learning & Cognitive Science
EDU 307 (3) Instructional Design, Assessment & Technology	EDU 395 (3) Teaching Diverse Learners	

METHODS COURSES		
<i>SPRING OF JUNIOR OR SENIOR YEAR</i>		
EDU 203 (2) Methodology & Management Lab	EDU 295 (3) Teaching Elementary Social Studies	EDU 296 (3) Elementary Mathematics Methods: Inquiry Teaching & Learning
EDU 205A (2) Developing Literacy & Communication Skills in Elementary Schools, K-2	EDU 205B (2) Developing Literacy & Communication Skills in Elementary Schools, 3-6	EDU 298 (3) Elementary Science Methods: Inquiry Teaching & Learning

ELECTIVE COURSES — *SELECT 6 HOURS OF ELECTIVES* —

Electives may be chosen from among a list of approved courses. The major advisor maintains a complete list of these courses. For course descriptions, see the academic bulletin, though note that additional electives may be added as approved by the department.

Dr. Donal Mulcahy Associate Professor, Director of Elementary Education mulcahd@wfu.edu	Dr. Michele Myers Assistant Professor, Elementary Literacy Education mymersm@wfu.edu
Dr. Pat Cunningham Professor, Elementary Education cunningepm@wfu.edu	Dr. Eleni Caldwell Visiting Clinical Professor caldweec@wfu.edu


35 total credit hours

For more information, please visit <https://go.wfu.edu/elementaryeducation>

Schools, Education, and Society Minor

The Department also offers a minor in Schools, Education, and Society (SES), which is intended for students who have an interest in education but who are not pursuing a teaching license. Students are required to complete 17 hours of departmental coursework to complete this minor.

SES Minor Infographic



WFU Department of Education
Schools, Education, and Society Minor

The minor in Schools, Education, and Society (SES) is intended for students who have an interest in education but who are not pursuing a teaching license.

REQUIRED COURSES			
<p>EDU 102L (2) Exploring School Communities</p> <p>Field experience and seminar with a focus on K-12 schools in surrounding communities.</p>	<p>EDU 201 (3) Educational Policy & Practice</p> <p>This course explores philosophical, historical, and sociological foundations of education.</p>	<p>EDU 311 (3) Learning & Cognitive Science</p> <p>This course introduces theories and principles of cognition applied to teaching and learning.</p>	<p>EDU 368 (3) Professional Experiences in Education</p> <p>This capstone course offers students a placement in an educational setting under the supervision of a professional mentor.</p>

ELECTIVE COURSES			
<i>SELECT 6 HOURS OF ELECTIVES</i>			
<i>Electives may be chosen from among a list of approved courses. They include but are not limited to the courses listed below.</i>			
<p>EDU 307 (3) Instr. Design, Assessment, & Technology</p> <p>Introduction to contemporary technologies and their applications for supporting instruction, assessment, and professional practice. P-EDU 311</p>	<p>EDU 304 (3) Social Justice Issues in Education</p> <p>This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives. P-EDU 201.</p>	<p>EDU 373 (3) Comparative & International Education</p> <p>This course examines historical, political, economic, cultural, and social issues shaping education in selected countries throughout the world</p>	<p>EDU 377 (3) Literacy in the 21st Century</p> <p>This course examines the impact of emerging literacy trends on 21st century students in a digital, global world.</p>
<p>EDU 312 (3) Teaching Exceptional Children</p> <p>Examines the various types of learning differences in K-12 schools. Emphasis is on instructional planning, identification of interventions, and assessment techniques to support diverse learners.</p>	<p>EDU 395 (3) Teaching Diverse Learners</p> <p>This course addresses diversity in the classroom and examines differentiated instruction to meet the needs of all students.</p>	<p>EDU 310 (3) Race, Class & Gender in a Color-Blind Society</p> <p>This course examines issues surrounding race, class, and gender in the United States with a focus on patterns of segregation in public education.</p>	<p>EDU 354a-e (3) Teaching Secondary Education</p> <p>Methods and materials used in teaching secondary English, mathematics, social studies, science, or world languages. P-POI</p>
17 total credit hours			

For more information, including a list of additional elective courses, please visit <https://go.wfu.edu/SESMinor>, or contact Dr. Dani Parker Moore (parkerld@wfu.edu).

Non-Degree Programs

Post-Baccalaureate Licensure. The licensure-only program is for students who have an undergraduate degree in the concentration area and desire to obtain teaching licensure.

If the student is a Wake Forest graduate returning for licensure only, they must also have a 2.70 GPA before being formally accepted into the program. If a student did not have a 2.70 GPA upon graduation from Wake Forest, but has taken additional courses since that time, an internal departmental calculation of their grades can be made, combining the two sets of grades as a means of determining if the 2.70 GPA has been achieved. An official transcript of the additional courses taken after graduation must be provided by the candidate under such circumstances.

Non-Wake Forest graduates seeking licensure through Wake Forest must have a 3.0 GPA prior to being formally accepted into the program. Excluding the GPA requirements, all other rules described above apply to this student as well.

Undergraduate Application Procedures

The following steps comprise the application process for the undergraduate Elementary Teacher Education Program (TEP). Formal acceptance, which must be granted by January 1st prior to entering the Professional Semester (spring semester of junior year), occurs upon successful completion of the application steps listed below.

Major Declaration. Candidates declare a major in Elementary Education through the University Registrar at <https://registrar.wfu.edu/program-change-student/>.

Teacher Education Application. Complete an online TEP application for admission. A link can be found at <https://education.wfu.edu/undergraduate-programs/elementary/elementary-education-application/>. This application includes signing the student teaching agreement given on the next page of this handbook.

Course Requirements. Students must successfully complete Exploring School Communities (EDU 102L), Educational Policy and Practice (EDU 201), and Learning and Cognitive Science (EDU 311) before formal acceptance into the TEP will be granted. Graduation requirements for professional licensure candidates include having a minimum grade of C in each course attempted in the Department of Education.

Evidence of NC State Testing Requirements. Candidates must meet the NC State Testing Requirements for admission into the TEP, including a minimum qualifying score on ACT, SAT, or Praxis Core, and submit evidence of completion to the Licensure Officer, Dr. Neelam Awan. More information can be obtained through Wake Department of Education website: <https://education.wfu.edu/wp-content/uploads/Testing-Requirements-for-UG-TEP-Admission.pdf>. Praxis information can be found at www.ets.org. Contact the Licensure Office with any questions about this process.

Minimum Grade Point Average. Students must have a 2.70 cumulative grade point average before being formally accepted into the TEP and must maintain a 2.70 cumulative grade point average throughout the program. If a prospective student has special needs, such as a learning disability, that may impact the grade point average, they should contact the Wake Forest Center for Learning Access, and Student Success for advice and assistance: <https://class.wfu.edu/>.

Education Content Advisor Interview. Schedule an interview with the Department of Education content advisor for your discipline. A TEP evaluation form should be completed by the content area advisor. This form can be submitted online and a link can be found at <https://education.wfu.edu/elementary-education-admissions-procedures/>.

Undergraduate Irregular Admissions

There are minimum requirements for undergraduate licensure programs. On rare occasions, when applicants do not initially meet all requirements and are advised to delay the application or seek irregular admissions, they must write a request and receive written permission for formal acceptance by a faculty committee consisting of the department chair, graduate program director

(if applicable), and elementary or secondary faculty. All licensure program requirements must be met prior to graduation.

Undergraduate Formal Acceptance

After the application materials are received by the Department of Education, candidates will receive a letter stating the decision on their application. There are three responses: formal acceptance, rejection, or acceptance deferred. The deferred decision includes the conditions for formal acceptance.

Graduate Application Procedures

Admission to each graduate program is competitive. Admission and financial aid decisions are based on the following:

- Undergraduate grade point average
- GRE Optional — Scores may be submitted but are not required (Verbal, Quantitative, and Analytic Writing)
- Recommendations
- Essay describing interest
- Finalists are also asked to submit a video-taped interview
- Resumes and writing samples are encouraged but are not required

Applications are due on January 15th each year. Students begin their application on the Wake Forest Graduate School of Arts & Sciences Admissions website:

<https://graduate.wfu.edu/admissions/>. For more information about admissions information, see <https://education.wfu.edu/graduate-program/admissions-info/>.

Student Teaching Agreement

Prior to the student teaching semester, teacher candidates will complete a student teaching application and sign the following agreement:

Employed teachers work under a contract setting forth many of their rights, responsibilities, and obligations as a teacher. By signing this statement, the prospective student teacher signifies that they will abide by it and the spirit of it. Failure to comply will be considered grounds for removal from student teaching.

As a student teacher, I will accept whatever student teaching assignment is made for me regardless of personal preferences and will cooperate with the central administration, school principal, cooperating teacher, and university supervisor.

I will abide by professional ethics and standards of the teaching profession and will make a sincere effort to look and act in a manner consistent with the teaching profession. Furthermore, I will comply with all federal, state, and local regulations at the school to which I am assigned. I will plan, teach, and direct learning experiences to the best of my ability and will participate in the customary non-teaching functions expected of teachers in the school where I am assigned.

As a student teacher, I will abide by the school calendar established for teachers in the school where I am assigned and will be neither absent nor tardy without making suitable arrangements for my school work.

I consent to participate in a criminal background check to ensure that I am not a convicted felon or currently charged with a felony or any other crime that could present a reasonable and adverse relationship to work with children on school premises. I understand that persons charged with felonies or crimes may not be allowed to provide services in K-12 school placements.

I consent to participate in a sex offender registry check to ensure that I am not listed on the North Carolina Sex Offender Registry, the Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry. I understand that persons listed on such registries will not be allowed to provide services in K-12 school placements.

I understand that I will receive no financial remuneration for the student teaching experience.

Graduate Elementary Education

We offer two graduate programs specific to Elementary Education. Both the initial Master Teacher Fellows (MTF) and advanced Master Teacher Associates (MTA) in Elementary Education are fully accredited.

The Elementary Education MTF program, an initial-licensure program, involves coursework and fieldwork, including one semester of full-time student teaching. This program lasts 1.5 years.

The Elementary Education MTA program, an advanced-licensure program, provides an extension of the candidate's current teaching license. It lasts for thirteen months and includes coursework and fieldwork to foster the candidate's development in content, pedagogy, and leadership.

For more information, see the graduate program website at <http://education.wfu.edu/graduate-program/overview-of-graduate-programs/>.

Master Teacher Fellows. The Master Teacher Fellows (MTF) program was created to provide graduate study in education as well as the coursework necessary to obtain a North Carolina teaching license. It is designed to attract talented individuals with strong preparation in a core discipline and whose undergraduate studies did not include teacher licensure. This 1.5-year program provides participants with a rigorous academic curriculum to support subject-area teaching. It includes extensive knowledge of instructional design to support student learning, rich clinical experiences in diverse public schools, and an engaging teacher research component supported by nationally recognized faculty experts in each content area.

Students also pursue advanced graduate study in their core discipline area. The goals of the program are as follows:

1. Ensure greater awareness of the range of materials and methods appropriate for the specialty concentration.
2. Engage in a deeper exploration of learning theories and philosophies of instruction.
3. Understand the basic questions confronting the discipline through a review of educational research.
4. Create and answer a research question centered on classroom instruction.
5. Master the skills of research and statistical analysis to create and understand research in the field.

Master Teacher Associates. Experienced teachers, and occasionally those who have earned a teaching license but who have not yet begun teaching, are eligible for the Master Teacher Associates (MTA) program. MTA candidates undertake advanced study of pedagogy and further their exploration of their core content discipline. Key features of the Master Teacher Associates program include the following:

1. Provide concentrated study in the teacher's subject field or fields.
2. Extend the teacher's understanding of the basic humanistic and behavioral studies relating to teaching and learning.
3. Broaden and deepen the understanding of teaching and learning theory through advanced study accompanied by appropriate clinical experiences.
4. Assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

Master of Educational Studies. The Master of Educational Studies (MES) program is designed for students seeking the flexibility of developing knowledge, skills, and experiences across a diverse range of interests in the field of education. MES students take a range of advanced education courses to further their knowledge and understanding of educational topics and issues.

1. This program provides study in advanced education and content courses.
2. Many electives allow the candidate and adviser to tailor the program to meet interests of the candidate.
3. There is a field experience internship.
4. The program may be appropriate for international students who seek exposure to American education.

Curriculum, Instruction, and Assessment Certificate. The Curriculum, Instruction, and Assessment Certificate is appropriate for Wake Forest graduate students and other education professionals seeking additional educational coursework.

1. This certificate program targets graduate students in disciplines other than education who seek additional preparation for teaching at any level.
2. It essentially functions as a “minor” for those students.
3. There is an optional field experience.
4. The program provides a solid grounding in educational curriculum, instruction, and assessment.
5. Students might come from any graduate program and could take this program concurrently. Applicants could also seek the certificate before or after another graduate degree.
6. The program is especially appropriate for international students who seek exposure to American education.

Licensure Procedures

As a Teacher Education Program (TEP) approved by the North Carolina Department of Public Instruction (NCDPI), Wake Forest University's Department of Education is given authority to recommend licensure for students who have met the expectations and completed the requirements of our program as well as satisfied all licensure requirements set forth by NCDPI. The decision to grant the license is based on evidence produced and submitted by the candidates over the course of the program.

The Department of Education's Licensure Officer makes a presentation to students in the teacher education program each semester about the licensure application process and testing requirements. This information is also shared via email and is available on the Department of Education's website: <http://college.wfu.edu/education/resources/teacher-licensure-office/>. The licensure officer is available by appointment to support students during the academic year.

Anyone seeking a North Carolina License must apply online by using the NCDPI Online Licensure System. A tutorial on how to navigate the system is provided on the Department's website: <https://education.wfu.edu/resources/teacher-licensure-office/licensure-application-process/>.

The following steps are necessary for the application to be submitted to NCDPI.

Student Teaching LEA/IHE Certification of Teaching Capacity. This form verifies successful completion of the student teaching internship and is completed at the end of the teaching semester. The advisor provides students with this form, which must be signed by the candidate, cooperating teacher, principal, and university supervisor. This form will be kept in the student's file.

Final Transcript(s). Official Wake Forest transcript(s) showing all coursework at Wake Forest University and transfer credits from other institutions must be scanned and attached to the online application or a digital copy can be obtained. Official transcripts from other institutions must also be scanned and attached.

Grade Point Average. To obtain a North Carolina Teaching License, an applicant must maintain a minimum cumulative GPA of 2.70.

Testing Requirements. Candidates must pass the Pearson Foundations of Reading and either Pearson Test 203 or Praxis Test 7803 for Mathematics. For more information, visit <http://education.wfu.edu/resources/teacher-licensure-office/praxis-ii-exam-requirements/>. For additional testing information, visit NC Foundations of Reading and General Curriculum at <http://www.nc.nesinc.com/> and ETS Website at <https://www.ets.org/praxis/>. For other questions, please contact the Licensure Officer, Dr. Neelam Awan.

edTPA Requirements. All candidates seeking initial licensure in North Carolina are required to submit qualifying scores on the appropriate edTPA performance-based, subject-specific

assessment. For teacher candidates, submitting the edTPA portfolio is a graduation requirement, though they must receive a passing score on edTPA to be recommended for initial licensure. Please check with your faculty advisor about program-specific edTPA requirements established for a specific year.

Application Fee. NCDPI charges a \$70 processing fee to apply for a license. Students will be asked to enter their credit card information through the online system before they can submit their application.

When licensure candidates have submitted their application through the NCDPI Online Licensure System, they must notify the Department of Education's Licensure Officer via email to authorize the application. Once the application is authorized, it may take NCDPI up to ten weeks to process. Students will receive an email from NCDPI when their license is available. Students will then be able to access and print the license through the NCDPI Online Licensure System. Any questions regarding the status of the application should be directed either to the WFU Licensure Office or to NCDPI at (919) 716-1813, (919) 716-1800, or 800-577-7994.

Reciprocal Licensing Plan

Reciprocity means we have comparable teacher education programs (courses) with other states. It does not imply anything, however, regarding test requirements. Each state sets its own testing requirements. When North Carolina has reciprocity with a state, it usually means licensure candidates will not be required to take additional education courses to be eligible for a license in that state. However, they may still be required to take any special courses required of all applicants in that state, such as a child abuse course, a special education course, a history of the state course, etc. This stipulation varies from state to state. Additionally, licensure candidates are not exempt from any required exams for that state. Usually, candidates who have deficits in either of these areas are issued a provisional license until they meet the requirements for that state. One should consult the posted requirements for licensure found on the state's department of education website; a check of the Department of Education's licensure pages may also be of help: <http://college.wfu.edu/education/resources/teacher-licensure-office/>.

Department Facilities and Resources

Education Library / Curriculum Materials Center. Located in Room A2 of Tribble Hall, the Curriculum Materials Center has North Carolina State Curriculum Guides, state-adopted textbooks, and other educational materials. Equipment, such as cameras and digital video cameras, are available for checkout by education students. The center is open daily; the hours are posted.

Education Work Room. The Education work room is in Tribble Hall A10. Education students have access to this lab with their Wake Forest ID card.

Field Experience Plan – Elementary Education

Field experiences are a planned and meaningful sequence of activities designed to facilitate the candidates' integration of theory and practice in the interrelated learning communities of the public schools. Candidates should have at least one field experience in a low-performing school with students from diverse backgrounds and should have opportunities to use technology as an instructional tool during field experiences.

Fieldwork Requirements: Elementary Undergraduate.

PHASE/SEMESTER	COURSE	Fieldwork Requirements	Focus
Phase 1 Pre-Admission	EDU 102L Exploring School Communities	10-12 hours	Observing variety of school models
Phase 1 Pre-Admission	EDU 395 Teaching Diverse Learners	15 hours	Observing in low-performing school
Phase 2 Pre-Clinical Junior Spring	EDU 203 Methodology and Management Lab	30 hours	Growth in confidence and presence in the classroom
Phase 3 Clinical Senior Fall	EDU 250 Student Teaching: Elementary	Full time, 16 weeks	Full time teaching
Phase 4 Post-Clinical Senior Spring	EDU 316L Elementary Literacy Interventions	10-12 hours	Literacy interventions
Phase 4 Post-Clinical Senior Spring	EDU 312 Teaching Exceptional Children	8-10 hours	Observing and supporting students with special needs

Fieldwork Requirements: Elementary Graduate.

PHASE/SEMESTER	COURSE	Fieldwork Requirements	Focus
Phase 1 Summer 1	EDU 695/745 Teaching Diverse Learners	15 hours	Assisting with Freedom School
Phase 1 Fall 1	EDU 612 Teaching Exceptional Children	8-10 hours	Observing and supporting students with special needs
Phase 2 Pre-Clinical Spring	EDU 642 Teaching Elementary Social Studies	30 hours	Growth in confidence and presence in the classroom
Phase 2-B Pre-Clinical Summer	EDU 668 Professional Experience	15-30 hours	Action research intervention and data collection
Phase 2-C Pre-Clinical Summer	EDU 758 Educational Leadership	12-15 hours	Service learning project
Phase 3 Clinical Fall 2	EDU 650L Student Teaching: Elementary	Full time, 16 weeks	Full time teaching
Phase 3 Co-Clinical Fall 2	EDU 665 Professional Development Seminar	10-12 hours	Literacy interventions

Field Experiences Policy

As part of its programs for undergraduate and graduate students, the Department of Education has collaborative relationships with several local school districts. Winston-Salem/Forsyth County Schools (WSFCS) provides our students with most opportunities for field experiences in school settings. These experiences range from Exploring School Communities (EDU 102L) to Introduction to Secondary Education (EDU 309L) to Content Area Methods courses (EDU 354a-d) to the full-time student teaching internship (EDU 364L). While the relationship between school districts and the Department of Education are often long-standing, we remain visitors to and guests of their schools. Our presence is governed both by expectations set in the individual university classes, of which field experiences are a part, and by the policies and procedures of the school districts and the individual school that our students enter, including but not limited to:

1. WFU students should park in approved spaces and report their presence to the school's main office each time they visit.
2. WFU students should conduct themselves according to professional standards for conduct, dress, and appearance.
3. WFU students should make every effort to coordinate their visits with the assigned teachers, to avoid being disruptive to class activities in arriving or departing, to follow directions of school personnel, and to undertake reasonable assignments as part of their field experiences.
4. Alcohol, illegal drugs, and weapons or firearms are not permitted on school campuses. Vehicles on school property can be subjected to a search by school officials or law enforcement. Tobacco and vaping products must remain in WFU student vehicles.

Prior to beginning any field experience, students will be asked to sign an acknowledgement form that reads as follows:

I, the undersigned Wake Forest student, have been informed of and understand the requirements for my participation in this field work experience. These requirements are as follows:

The Wake Forest student will complete an unpaid field work experience. The student will be required to schedule and keep regular field work hours over an assigned period of time. Working under the guidance of the on-site Field Work Supervisor and the University Supervisor, the student will assume responsibility for substantive educational work. The student will be required to observe all School System policies concerning parking, dress, and deportment. In the event a student fails to observe these requirements, the University may, in their discretion and/or upon request of School System personnel, remove the student from the field work experience. The student will receive guidance from the Field Work Supervisor and be required to attend meetings scheduled by and with the University Supervisor to discuss the student's progress in the experience.

By signing below, I understand and agree to comply with these requirements. If I have any questions regarding my experience, I understand I should contact my University Supervisor or my Field Work Supervisor.

Student Teaching

The 16-week student teaching internship is undertaken in a local public school in cooperation with an experienced teacher and with the supervisory assistance of a university faculty member. It is designed to give teacher candidates an opportunity to apply best practices and methods of instruction encountered in the professional preparation courses leading up to student teaching. It should be noted that student teaching at Wake Forest University is a privilege for those who meet the requirements, not a guaranteed right. It is conducted in the public schools where the student teacher is a professional guest. This fact is emphasized because it is in this context that the internship experience is implemented.

It is also the expectation of the Wake Forest University's Department of Education that student teaching should take place in a fully in-person instructional environment. Online instruction (e.g., via Zoom or other similar platform) should be reserved for temporary situations such as inclement weather or other unforeseen circumstances pending departmental approval.

General Goals of Student Teaching

1. To afford a testing ground for the theories, principles, and ideas studied in the professional preparation program.
2. To provide an opportunity for the student teacher to learn by observing the instruction of an outstanding educator and through planning, teaching, and evaluating under that teacher's guidance.
3. To provide an opportunity for student teachers to test their emerging philosophy as teachers.
4. To provide an opportunity for self-evaluation.
5. To help student teachers develop the ability to reflect, to reason, and to judge as they meet and deal with particular situations.
6. To develop an initial security that will assist in creating enthusiasm for teaching.
7. To provide the student teacher with a firm foundation for additional learning.

General Principles Governing Student Teaching

1. Student teachers learn best when they are focused on student teaching and have eliminated other responsibilities outside of their commitment to the students, the schools, and the university.
2. Student teachers learn best when cooperating teachers support their best efforts and offer specific ways to rearrange or change how they are teaching.
3. Student teachers learn best when they are able to take responsible risks based on what they know about effective teaching.

4. Student teachers learn best when they are first able to work in limited territory. They need sufficient time to study and understand the material, consider how their students learn best, and develop a way to have their students engage and understand that material most fully. They need not take on multiple teaching responsibilities until they do well with one.
5. Student teachers learn best when they are asked to reflect on their teaching, articulate a sense of their positive paths and misguided decisions, and explore new patterns of instruction.
6. Student teachers learn best when they see other students and experienced teachers teach some of the same lessons they are developing.
7. Student teachers learn best when they plan carefully and are able to articulate what they hope to accomplish in a single lesson and in a sequence of classes.
8. Student teachers learn best when their cooperating teachers demonstrate various teaching styles, techniques, methods, and approaches and then explain them.
9. Student teachers learn best when they assume full responsibility for segments or all of the cooperating teacher's teaching load.
10. Student teachers need to work in a way that assumes the cooperating teacher is invisible to the class.

Assignment and Evaluation of Student Teachers

Cooperating teachers mentor a teacher candidate during the student teaching internship and should meet the following state and department qualifications:

State Qualifications for Clinical Educators who Supervise Clinical Practice/Student Teaching

- Is professionally licensed in the appropriate subject and grade level areas
- Has three or more years of successful experience in the appropriate subject and grade level areas
- Has been rated, through formal evaluations, at the “proficient” or “accomplished” levels as part of the North Carolina Teacher Evaluation System
- Has met expectations as part of student growth in the appropriate field of licensure

Department Qualifications for Cooperating Teachers

- Is recommended by university faculty
- Is approved by the teacher’s current principal and the local school system
- Is willing to serve as a cooperating teacher and mentor university student teachers in their classrooms
- Is not a close relative of the student teacher
- Has demonstrated professionalism and ongoing professional growth, such as intensive professional development, graduate-level coursework, or National Board Certification;

- Is willing to attend and participate as able in professional development opportunities. These experiences may include:
 - Annual Workshop for Clinical Educators (if applicable)
 - Elementary/Secondary Clinical Educator Orientation
 - Elementary/Secondary Early Semester Conference
- Has read the student teaching handbook provided by Wake Forest University that defines responsibilities related to instruction, observation, evaluation, assessment, and certification endorsements

Selection of Field Experience Placements

- Content area coordinators should contact principals about potential cooperating teachers. If placing students in Winston-Salem/Forsyth County Schools, content area coordinators should include the approved supervisor, currently Angela Bostic-Phelps from WS/FCS Human Resources, in each email: abosticphelps@wsfcs.k12.nc.us.
- For early field experiences, content area coordinators should make sure clinical educators meet the “Criteria for Clinical Educators” as referenced in the department’s Criteria for Clinical Experiences.
- For student teachers seeking teacher licensure, content area coordinators should ask principals to make sure potential cooperating teachers meet “State Qualifications for Clinical Educators who Supervise Clinical Practice/Student Teaching” and “Department Qualifications for Cooperating Teachers.”
- Once placements are solidified with the school, content area coordinators should follow onboarding steps from the department’s licensure officer, who will update the appropriate internal and external spreadsheets and send explicit instructions and/or procedures for school system onboarding.

Process for Change to Clinical Experiences

If a change in clinical educator is necessitated due to a change in circumstances at the school or through request from the teacher candidate, such change requires approval by the school principal and the appropriate Wake Forest University content area program coordinator. The WFU program coordinator will explain any change of placement to the teacher candidate.

With the approval of the school principal and after consultation with the Wake Forest University program coordinator, a clinical educator may initiate termination of a placement assignment. After consultation with the school principal or clinical educator, the Wake Forest University program coordinator may also initiate termination of a placement assignment. Termination of a placement assignment does not automatically result in the teacher candidate receiving a failing grade for the course, and subsequent actions will be determined by the Wake Forest University program coordinator in consultation with the department chair.

Evaluation of Student Teachers

A student teacher is evaluated by both school district and university personnel, using the exit criteria of the University as well as a North Carolina Department of Public Instruction Teacher

Evaluation Form. Throughout the student teaching internship, the cooperating teacher(s) keeps the student teacher and university supervisor informed regarding progress and performance. A weekly conference between cooperating teachers and student teachers is strongly recommended and can be guided by the evaluation instrument used for Midterm and Final Evaluations of the student teacher.

The final assessment of the teacher candidates' clinical experience will be determined by the evaluation of the cooperating teacher and the university supervisor in addition to required coursework components; however, the final evaluation will be the responsibility of Wake Forest University.

During the student teaching internship, a midterm evaluation adapted from the LEA/IHE Certification of Teaching Capacity is completed and discussed as part of a meeting between the teacher candidate, clinical educator(s), and university supervisor(s). The teacher candidate's signature does not imply agreement with the ratings but awareness of the evaluation.

At the end of the student teaching internship, the university supervisor and clinical educator collaborate to complete the LEA/IHE certification of teaching capacity. A conference will then be held, and the final evaluation will be discussed with the teacher candidate. The LEA/IHE Certification of Teaching Capacity will be signed by the teacher candidate, clinical educators, school principal (or designee), and university supervisor. The teacher candidate's signature does not imply agreement with the ratings but awareness of evaluation. This document is submitted to the Department's Licensure Officer as part of the accumulated record for each teacher candidate. Recommendation for licensure requires endorsements by Wake Forest University and the school partner.

Recommendation for teacher licensure requires each teacher candidate to successfully complete and pass [edTPA](#), a performance-based assessment for beginning teachers. This program requirement is used as a metric for recommending teachers for licensure along with the LEA/IHE Certification of Teaching Capacity during the student teaching semester.

Review Process for Student Teachers

Should any of the three parties involved (teacher candidate, clinical educators, school principal) not agree to recommend the teacher candidate for licensure, the teacher candidate may request a review by an outside panel. This outside panel will be composed of (1) a college/university person who represents the teaching area, (2) an administrator (either a principal or central office representative), (3) a teacher in the specialty area, and (4) a person recommended by the student teacher. Separate university policies and procedures govern disputes regarding the determination of grades for the student teaching course.

Program Changes

If the student teaching semester has already begun, students who believe they cannot complete the requirements for the student teaching internship and/or weekly seminar for any reason should contact their respective content area advisor immediately. The advisor will meet with elementary

education faculty as well as the department chair and, if applicable, the graduate program director to explore potential non-licensure options on a case-by-case basis.

Policy on Substitute Teaching

The student teaching assignment is a demanding, full-time experience. No request should be made of the student teacher to teach in classes other than in the scheduled student teaching program. Substitute teaching is not permitted during student teaching, and student teachers may not receive compensation directly from the school or school district for teaching services.

In rare instances, when a dire need for a teacher is apparent and the student teacher has completed at least 10 weeks of the internship, the student teacher may be allowed to move to a full-time assignment upon the recommendation of the content area advisor. This assignment must be approved by the elementary education faculty and department chair. The student teacher may not be paid during the dates of student teaching and must always have a certified substitute teacher in the room. At the end of the student teaching period, the school may elect to offer the student teacher a paid assignment to complete the remaining days in the school year.

Suggestions for Getting Started

- Obtain copies of the school/pupil handbook, class schedule, faculty handbook, and supplementary materials being used
- Obtain and record the school's phone number and the cooperating teacher's telephone number and email address
- Obtain library and media center policies as well as cafeteria and parking policies
- Obtain procedures for fire drill, assembly, and classroom emergencies (student illness, etc.)
- Learn the school's policies regarding discipline and school absence
- Learn the names of key school personnel such as the principal, assistant principal, media specialist, and school administrative assistant

Student Teaching Responsibilities

General Responsibilities of Student Teachers

1. Act as a professional, both in assuming responsibility as delegated by the cooperating teacher and in being mindful of professional ethics which demand refraining from unfair treatment of students, criticism of colleagues or students, disclosing confidential information, and imposing political, educational, or religious ideas upon others.
2. Follow the policies, procedures, and regulations of the school system and the University. This includes conforming to school regulations and university expectations concerning standards of conduct and dress.
3. Keep every academic day free of other obligations. It is the expectation of the Department that students will not undertake or continue outside activities that appear to interfere with or detract from the primary responsibilities of student teaching.
4. Be punctual and regular in attendance. The student teacher shall follow the school system policy regarding matters of health and emergencies and should inform the principal, the cooperating teacher, and the university supervisor as soon as possible regarding illness or other emergencies. Any days missed for any reason (i.e., illness, interviews) must be made up. Substitute teaching plans must be left for the cooperating teacher.
5. Adhere to the calendar adopted by the school system and the school to which the student teacher is assigned. Spring break will usually be different from the University's calendar. (Dormitory students may need to contact Residence Life & Housing to arrange accommodations during the University spring break.) Please note: The school district's scheduled spring break must be considered tentative; the School Board can order makeup days during that time (and, if need be, on Saturdays) if inclement weather cancellations exceed the pre-determined number of scheduled makeup days.
6. Keep abreast of important information regarding student teaching or on-campus activities by attending and participating fully in the accompanying seminar courses, checking in regularly with the university supervisor, and checking email regularly.
7. Keep an account of hours of observation and teaching. The student teacher is expected to attend and participate in planning days, workshops, and other meetings which would normally be attended by the supervising teacher.
8. Prepare, in conjunction with the cooperating teacher and university supervisor, a plan for gradual assumption of courses and other duties as deemed appropriate.
9. Prepare a weekly teaching schedule to submit to the university supervisor at the beginning of each week.
10. Prepare lesson plans to the satisfaction of the cooperating teacher and the university supervisor.

11. Coordinate with the university supervisor to schedule post-observation conferences if meeting immediately after an observation is not possible.
12. Participate in school-related activities: faculty meetings, sports and social events, assembly programs, parent meetings, in-service workshops, and professional meetings.
13. Strive to know and understand the learning strengths and weaknesses of each student.
14. Collect evidence of work and performance as part of an ongoing portfolio.

General Responsibilities of Cooperating Teachers

1. Become acquainted with the student teacher's personal and professional qualifications and facilitate the adjustment of the student teacher into the school and community.
2. Orient student teachers to the school setting:
 - background of students
 - materials and equipment
 - extracurricular activities
 - curriculum guides
 - class schedules
 - school regulations
 - school policies/procedures
 - program of work
 - reports to parents
 - evaluation/grading procedures
3. Work with the university supervisor in planning a well-balanced program of learning activities.
4. Determine with the university supervisor and student teacher the major criteria for observations, continuous evaluation, and supervisory strategies.
5. Provide the student teacher with a place in the school to work and study.
6. Determine with the university supervisor and student teacher the length of time needed for student teacher observation in the classroom.
7. Plan the schedule for the student teacher to gradually assume the full responsibility for the teaching load, such that a minimum of four weeks is spent in full-time teaching.

8. Assume responsibility for remaining in the classroom in order to assist, advise, and evaluate once the student teacher begins their duties.
9. Coordinate with the university supervisor and student teacher the length of time the student teacher will be in charge without the direct assistance of the cooperating teacher.
10. Plan a schedule whereby the student teacher will gradually relinquish the full responsibility of the teaching load, thereby affording the student teacher an opportunity to broaden his/her experiences by observing in other classrooms.
11. Provide regular conferences throughout student teaching during which the student teacher and the cooperating teacher plan lessons, share information, evaluate student work, and make instructional decisions.
12. Encourage the student teacher to participate in non-instructional activities, such as faculty meetings, professional meetings, school organizations, etc.

General Responsibilities of University Supervisors

1. Make available to the appropriate public school personnel all pertinent policies and procedures related to the university teacher education program.
2. Cooperate with the personnel department in completing and returning the necessary forms and in completing student teacher assignments.
3. Emphasize to student teachers their responsibilities for knowing and adhering to the policies set forth by the School District.
4. At the beginning of the student teaching experience, provide the cooperating teacher with the exit criteria instrument to be used in the final evaluation of the student teacher and explain procedures for completing it in conference with the student teacher.
5. Negotiate with cooperating teachers and student teachers concerning their respective responsibilities.
6. Assume responsibility for several significant classroom visits to guide the student teachers.
7. Maintain a record of visitations and observations to aid in directing and evaluating progress of student teachers.
8. Make a careful assessment of the experience, growth, and accomplishments of the student teachers and give proper consideration to the evaluation of the cooperating teachers in completing the exit criteria instrument and in assigning a final grade.

Teaching Internship Plan

The assumption of teaching and non-teaching responsibilities by student teachers is negotiated between the university supervisor, the cooperating teacher, and the student teacher, given the goals of the Teacher Education Program and the professional development principles appropriate to each subject area. The Department of Education believes that student teachers should assume full responsibilities for teaching only after a period of gradual induction into their new roles has occurred. A similar period of transition is expected as the student teaching semester winds down, whereby classes and duties are gradually surrendered back to the cooperating teacher. In developing a plan for when and how cooperating teachers will release and reassume teaching responsibilities, the parties concerned should keep the following principles in mind:

- the internship should begin with a transitional period of observation, participation in basic classroom functions, and preparatory conferences prior to developing plans for early teaching
- following the introductory transition phase, student teachers should assume the responsibility for teaching no more than one preparation daily
- by mid-semester, the student teacher should have full responsibility for planning, teaching, and evaluating all designated classes and should retain it for a minimum of four weeks
- in the final weeks of the internship, student teachers should surrender teaching responsibilities back to the cooperating teacher
- the student teacher should give up their final class at least one week before the end of student teaching
- the final week should still be spent full-time in the placement and should be used for observations of other teachers

Student teachers will be required to submit a Teaching Internship Plan within the first weeks of teaching. It must be signed by the cooperating teacher, university supervisor, and student teacher and should detail the steps by which teaching and non-teaching duties will be assumed and released.

Grievance Processes

Students have the right to express concerns or grievances using the university student complaint processes as outlined in the [undergraduate academic bulletin](#) (see p. 39) or the [graduate student handbook](#) (see pp. 18-21). For undergraduates, there are clear mechanisms in place if students believe they have not received fair treatment by a representative of the university or have a complaint about the performance, actions, or inaction of the staff or faculty affecting the student. For graduate students, policies and guidelines are broken down to help students navigate the initial response to perceived academic grievance, liaison for student grievances, written petition, grievance committee, grievance procedure, grievance hearing, recommendation to the Dean of the Graduate School, decision by the Dean of the Graduate School, and records.

Educator Preparation Programs (EPPs) are also required to notify students of the complaint process adopted by the North Carolina Department of Public Instruction. Students may find more information [here](#).

Projects and Requirements

edTPA

The purpose of edTPA, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

The edTPA assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

Leadership Profile

Purpose: You will demonstrate your leadership and collaboration by reporting your philosophy, experiences, and plans as a teacher leader in classrooms, schools, and community settings. This assignment involves extensive reflection about your past experiences and their impact on your future plans, and the profile will include the following five sections.

Part I - Philosophy Statement

This narrative will present a brief overview of your beliefs about your role as a teacher leader. You should relate your personal and professional beliefs to your educational practices and standards. This narrative should be 250-300 words.

Part II – Low-Performing School Experiences

This narrative will describe your experience observing in one or more low-performing schools, including the unique challenges these schools face in serving their student populations and specific ways in which teachers incorporated the strengths that students brought with them to the classroom setting. This narrative should be 250-300 words.

Part III - Use of School Improvement Plan

Using the school improvement plan of your student teaching placement school, this narrative will describe how you designed and carried out at least two activities or lessons based on needs identified in the school's improvement plan during your internship. Include information about

the design and analysis of the activities/lessons as well as specific student outcomes achieved as a result. The narrative for each activity or lesson should be 250-300 words.

Part IV - Work with Families

This narrative paragraph will describe how you worked with families, including parents, guardians, and/or community members, during your student teaching internship. This work may include email communications, face-to-face meetings, extracurricular activities, PTA/PTO meetings, newsletters, webpages, or other activities. Be sure to account for your communication and collaboration processes. This narrative should be 250-300 words.

Part V - Professional Development Experiences

In this section, you will describe two significant experiences that have informed your knowledge and skills in the classroom and school. These experiences can come from readings, digital resources, seminars, assignments, or field work. Each of the two narratives should be 250-300 words and describe the experience as well as the outcome in terms of the knowledge you gained and the value to you as a teacher leader.

ADDITIONAL REQUIREMENTS for GRADUATE STUDENTS

Action Research Project and Presentation (EDU 715 and 716, Evidence G1)

In consultation with the advisor, individual action research projects are conducted during the student teaching internship on a specific pedagogical topic, which is developed during the fall semester. The project includes a definition of the research problem, literature review, collection of field data, and reporting of results.

Each student will present their research at the Final Presentation in late June.

Teacher Leader Reflection and Service Learning Project (EDU 716, Evidence G2)

Guided reflection on teaching philosophy and development of respectful educational environments, based on student teaching internship and service learning project.

If You Have Questions

Admission to Teacher Education.....	Education Advisor
PRAXIS/SAT/ACT Tests	Licensure Officer
Required Courses in Education.....	Education Advisor
Student Teaching.....	Education Advisor
Licensure Requirements/Forms.....	Licensure Officer
edTPA.....	Education Advisor
Graduation Requirements.....	Education Advisor
Application for Graduation (Undergraduate).....	Registrar's Office
Application for Graduation (Graduate).....	Graduate School Office
Career Services and Resume Building.....	Office of Personal & Career Development

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