

SECONDARY EDUCATION HANDBOOK



WAKE FOREST
UNIVERSITY

FOR UNDERGRADUATE AND GRADUATE STUDENTS

**WAKE FOREST UNIVERSITY
DEPARTMENT OF EDUCATION**

**2018-2019
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**WAKE FOREST UNIVERSITY DEPARTMENT OF EDUCATION
SECONDARY EDUCATION STUDENT HANDBOOK**

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WFU Department of Education Conceptual Framework

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 (as outlined in the Emerging Teacher Leaders Conceptual Framework), 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. The mission of the Department of Education succinctly communicates its philosophy and purpose, but the essence is captured in a key phrase of the mission statement, which reads "to ensure the high quality of content and pedagogical expertise in future teachers who will enrich the communities in which they work."

Guiding Principles

Content - Teachers have a broad knowledge, know the content appropriate to their specialty, understand the ways their teaching area connects to the broad curriculum, and know relevant applications of the content they teach.

Pedagogy - Teachers know the ways learning takes place and use a variety of methods to teach and assess learning. They are expert communicators, have strong technology skills, plan instruction that is appropriate, use a variety of tools, teach critical thinking and problem-solving skills, help students develop skills of teamwork, leadership, and cooperation, and instill a love of learning.

Diversity - Teachers demonstrate their belief that diversity in all its forms is a strength. They prepare students to be globally competent and culturally aware, know and respect the influence of diversity on a child's development, adapt their teaching to students with special needs, and work collaboratively with the families of their students.

Leadership - Teachers lead in their classrooms and school, advocate for schools and children, function effectively in a complex community environment, meet high ethical standards of practice, and advocate for the teaching profession.

Reflection - Teachers analyze their teaching, collaborate with colleagues, use and conduct research to inform their practice, and continue to grow professionally.

Proficiencies

Content

- teachers align their instruction with the North Carolina Standard Course of Study, including knowledge of 21st century skills.
- teachers know the content appropriate to their teaching specialty.
- teachers recognize the interconnectedness of content areas/disciplines.
- teachers make instruction relevant to students.

Pedagogy

- teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- teachers plan instruction appropriate for their students.
- teachers use a variety of instructional methods.
- teachers help students develop critical thinking and problem-solving skills.
- teachers help students work in teams and develop leadership qualities.
- teachers communicate effectively.
- teachers use a variety of methods to assess what each student has learned.

Diversity

- teachers embrace diversity in the school community and in the world.
- teachers treat students as individuals.
- teachers adapt their teaching for the benefit of students with special needs.

Leadership

- teachers lead in their classrooms.
- teachers demonstrate leadership in the school.
- teachers lead the teaching profession.
- teachers advocate for schools and students.
- teachers demonstrate high ethical standards.

Reflection

- teachers analyze student learning.
- teachers link professional growth to their professional goals.
- teachers function effectively in a complex, dynamic environment.



Department of Education

Diversity Plan

The Department of Education at Wake Forest University recognizes diversity as an important disposition among all of 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 of our students to experience, appreciate, and embrace diversity in all its complexity 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.

Statement of Principle

Wake Forest is a community of men and women 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.

Wake Forest University Graduate School Honor Code

“We conduct our academic endeavors with honor, integrity and professionalism. We do our own work, credit the work of others, and provide the full truth about our work.”

Overview of Secondary Education

The Department of Education at Wake Forest University provides teacher education in both elementary and secondary areas. In secondary education, the Department offers teaching preparation and licensure to undergraduate, graduate, and non-degree seeking students. Licensure areas include 9-12 Biology, Chemistry, Physics, English, Mathematics, and Social Studies. Our programs are fully accredited by the Council for the Accreditation of Educator Preparation (CAEP) as well as the North Carolina Department of Public Instruction.

Undergraduates have the option to pursue a minor with licensure (a North Carolina "A" license) or a minor without licensure. Graduate students may also pursue a minor with licensure or a minor without licensure. Students who complete the 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) and lateral entry licensure candidates (for individuals who are currently teaching and who seek to obtain a license).

Undergraduate Secondary Education

The secondary teacher education program offers minors in Education for prospective English, mathematics, science (biology, chemistry, or physics), or social studies teachers. Students enrolled in a minor in Education will major in their core discipline area.

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 be awarded this minor.

Licensure Program

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 one of the specialty areas in which teaching licensure is sought: English, mathematics, biology, chemistry, physics, or social studies.

The third component, professional studies, begins with consideration of sociological, philosophical and historical dimensions of schooling in an Educational Practice and Policy course (EDU 201). The concurrent Field Experience I (EDU 201L: Field Lab I) course involves 20 hours of field experience in local schools. Students next take Learning and Cognitive Science (EDU 311), which includes in-depth study of theories and principles of cognition applied to teaching and learning. Finally, students take Teaching Diverse Learners (EDU 395), which addresses diversity in the classroom, particularly the needs of English learners and exceptional children. EDU 395 also includes a 10-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.

Generally, in the fall of the senior year, students take two education courses: Instructional Design, Assessment, and Technology (EDU 307) and Content Pedagogy for the content area (EDU 354). The Instructional Design, Assessment, and Technology course addresses a wide range of instructional design and technology applications. The Content Pedagogy course provides students with specific methods and materials for teaching their subject area in the secondary classroom, and it includes a field experience component in which candidates spend a total of 30 hours in different school settings.

Our yearly January seminars take place at the beginning of the student teaching semester and are the next part of professional studies. These seminars focus on real-world application of knowledge, skills, and dispositions of student teachers. These topics are covered in EDU 365: Professional Development Seminars. These seminars were created in response to feedback from former students, and most are taught by teachers and administrators from our local partner schools. These experiences provide an opportunity for growth as a teacher in the week prior to beginning the student teaching internship.

Student teaching (EDU 364) generally occurs in the spring semester of the senior year. Students are placed in the classes of able mentor teachers where they work for a combined total of sixteen weeks, eventually assuming the full teaching responsibility of the mentor teacher. Classroom observation and conferences occur regularly throughout student teaching, and reflection seminars (continuation of EDU 365) 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.

Non-Licensure Option

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.

SCHOOLS, EDUCATION, AND SOCIETY

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. Students are required to complete 17 hours.

The following four courses are required for the SES minor.

Educational Policy and Practice

This course explores philosophical, historical, and sociological foundations of education (3h).

EDU 201

EDU 201L

Field Lab I

This course focuses on school and society through practical experiences in public schools and a weekly seminar (2h).

Learning and Cognitive Science

This course introduces theories and principles of cognition applied to teaching and learning (3h).

EDU 311

EDU 368

Professional Experiences in Education

This course offers students a placement in an educational setting under the supervision of a professional mentor (3h).

Students are required to complete at least two of the following courses.

Adolescent Literature

This course focuses on the reading and interpretation of classic and contemporary young adult literature across genres (3h).

EDU 231

EDU 373

Comparative & International Education

This course examines historical, political, economic, cultural, and social issues shaping education in selected countries throughout the world (3h).

Social Justice Issues in Education

This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives (3h). Prerequisite, EDU 201

EDU 304

EDU 377

Literacy in the 21st Century

This course examines the impact of emerging literacy trends on 21st century students in a digital, global world (3h).

Design, Assessment, and Technology

This course introduces contemporary technologies for supporting instruction, assessment, and professional practice (3h). Prerequisite, EDU 311

EDU 307

EDU 388

Writing Pedagogy

This course provides students with a foundational understanding of writing pedagogy methods and approaches (3h).

Content Pedagogy

This course explores teaching methods used in secondary content areas (English, mathematics, science, social studies) (3h).

EDU 354

EDU 395

Teaching Diverse Learners

This course addresses diversity in the classroom and examines differentiated instruction to meet the needs of all students (3h).



For information about the SES minor, please see Ms. Robin Hawkins (hawkinrh@wfu.edu) in the Department of Education, Tribble B201

Non-Degree Programs

Post-Baccalaureate Licensure. The licensure-only program is for students who have an undergraduate degree in the concentration area (English, mathematics, biology, chemistry, physics, history or core social science discipline) and desire to obtain teaching licensure.

If the student is a Wake Forest graduate returning for licensure only, she or he must also have a 2.70 average before being formally accepted. If a student did not have a 2.70 upon graduation from Wake Forest, but has taken additional courses since that time, an internal departmental calculation of his or her 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 in such a case.

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.

Lateral Entry. Lateral entry teachers in local schools may complete their academic requirements in the Lateral Entry Program. Students are expected to take all education requirements for the regular teacher education minor as well as make up any deficiencies in the content area. When students have completed all education and content area requirements, they may be recommended for a North Carolina license.

Undergraduate Programs - English [9-12]

Prospective secondary English teachers major in English and minor in Education.

Education Area Advisor: **Dr. Alan Brown**

Goals:

1. Use English language arts to help students become familiar with their own and others' cultures.
2. Help students develop lifelong habits of critical thinking and judgment.
3. Promote the arts and humanities in the daily lives of students.
4. Have a deep knowledge and understanding of the English language.
5. Make use of practices of oral, visual, and written literacy instruction.
6. Have a deep knowledge and understanding of reading processes.
7. Have a full knowledge and understanding of multiple composing processes.
8. Have a clear knowledge and understanding of an extensive range of literature.
9. Have a powerful knowledge and understanding of the range and influence of print and non-print media, multimodal literacies, and technology in contemporary culture.
10. Have an up-to-date knowledge and understanding of research theory and findings in English language arts.
11. Demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice.

Concentration Requirements: English. 33 hours, including ENG 265; ENG 266 *or* 275; two pre-1800 British literature courses; the senior seminar ENG 399; and one 300-level English course from each of four groups (I: Genre and Aesthetics; II: History and Literary History; III: Culture; IV: Single Author). Within these four groups and/or additional electives, English education minors are also required to complete at least one 200-300 level writing *or* creative writing course and at least one 300 level course matching the following criteria: (1) American literature; (2) Shakespeare; (3) multicultural *or* world literature; (4) linguistics *or* grammar; (5) poetry, theatre/drama, *or* film.

Undergraduate Programs - Mathematics [9-12]

Prospective secondary mathematics teachers major in mathematics and minor in Education.

Education Area Advisor: **Dr. Leah McCoy**

Goals:

1. Explore the problem-solving approach to teaching mathematics.
2. Identify teaching strategies, materials, and activities for teaching various secondary mathematics concepts and skills to diverse learners
3. Learn to use reflection as a major component in planning and carrying out instruction.
4. Understand the hierarchical nature of components of the mathematics curriculum.
5. Understand the causes and effects of mathematics anxiety.
6. Develop and exhibit caring attitudes toward students
7. Understand the issues of diversity and equity in mathematics education.
8. Become familiar with major mathematics education organizations and journals.
9. Understand the history of mathematics and the history of mathematics education (including curriculum and instructional methods).
10. Develop a familiarity with the NC and NCTM curricula for high school mathematics courses.
11. Examine technology options for secondary mathematics.
12. Develop skill at diagnosis and remediation of specific mathematical weaknesses or difficulties.
13. Exhibit skills at relating mathematics to real-world contexts

Concentration Requirements: The following courses in mathematics (32 hours) are required: 112, 113, 121, 321, 331, 357, (211 or 311), and three other courses beyond 113.

Undergraduate Programs – Science [9-12]

Prospective secondary science teachers major in science and minor in Education.

Education Area Advisor: **Dr. Leah McCoy (Interim)**

Goals:

1. Allow students to use their understanding of the nature of science to help them decide what to include in a course and how to teach it.
2. By model and research help students discover that the Learning Cycle is an appropriate teaching model.
3. Help students learn to effectively use relevant criteria in evaluating various curricular materials for classroom use.
4. Help students learn to skillfully use various curricular materials in their classrooms.
5. Convince students through modeling and research that motivational teaching and testing strategies when applied with ample feedback can significantly increase their teaching effectiveness.
6. Help students differentiate between various science teaching models, including: inquiry, discovery, inductive, deductive, open-ended, and information transfer.
7. Help students learn to use current technology, including information sources, to enhance their teaching effectiveness.
8. Certify that students fully understand current regulations regarding laboratory safety and humane treatment of animals.
9. Give students microteaching experiences with various science teaching methodologies.
10. Help students develop a comprehensive teaching unit including objectives, activities, evaluation materials, resources and strategies for addressing the diversity of students.
11. Assure that students, as future teachers and teacher leaders, understand and are able to take advantage of the unique and special characteristics of science.
12. Model caring as an essential part of teaching and affirm caring behavior in teaching feedback.
13. Model and reward reflection in the cycle of planning and resource for each teaching activity.
14. Use standards (both state and national recommendations) to frame lesson and unit development.

Concentration Requirements:

- **Biology:** Thirty-four hours in Biology.
- **Chemistry:** Twenty-eight and one-half hours in Chemistry.
- **Physics:** Twenty-five hours in physics.

Undergraduate Programs – Social Studies [9-12]

Prospective secondary social studies teachers major in a social studies-related discipline (such as history, political science, economics, sociology, or anthropology) and minor in Education.

Education Area Advisor: **Dr. Adam Friedman and Dr. Colleen Fitzpatrick**

The social studies program aligns its goals with the National Council for the Social Studies *National Standards for the Preparation of Social Studies Teachers*. This document can be found at

https://www.socialstudies.org/sites/default/files/media/2017/Nov/ncss_teacher_standards_2017-rev9-6-17.pdf

Concentration Requirements: Minimum of 30 hours. US History: 6 hours. European/Western History: 6 hours. Nonwestern History: 6 hours. Political Science: 3 hours. Economics: 3 hours. Geography: 3 hours. Anthropology or Sociology: 3 hours.

Undergraduate Application Procedures

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

Application. Complete the TEP application for admission form and submit it to the Licensure Officer (Tribble Hall A2D) or to the Education Office (Tribble B-201).

Education Advisor Recommendation. Schedule an interview with the Department of Education Area Advisor for your discipline. Bring the TEP evaluation form to the interview where it will be completed and signed by the area advisor and submitted to the Licensure Officer.

Content Advisor/Professor Recommendation. Submit the TEP recommendation form to your major advisor for approval. He or she will complete the form and return it to the Department of Education.

Course Requirements. Students must successfully complete Educational Policy and Practice (EDU 201), Field Lab I (EDU 201L), Learning and Cognitive Science (EDU 311), and Field Lab II (EDU 309L) before formal acceptance into the TEP will be granted.

Minimum Grade Point Average. Students must have a 2.70 cumulative grade point average before being formally accepted into the TEP, and a 2.70 cumulative grade point average upon graduation. If a prospective student has special needs, such as a learning disability, that may impact the grade point average, he or she should contact the Wake Forest Learning Assistance Center for advice and assistance.

Praxis Core (Reading, Writing, Math). It is the student's responsibility to make arrangements to take Praxis I. An official copy of the score reports must be sent to Wake Forest University. SAT or ACT scores may be substituted for Praxis I. See Licensure Office for minimum passing scores, and Praxis information can be found at www.ets.org.

Graduate Secondary Education

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 to teaching bright and capable individuals with strong preparation in a core discipline and whose undergraduate studies did not include education. This 13-month program provides participants with foundational and pedagogical grounding in subject-area teaching, skills in understanding the role and use of technology to support learning, and practical experience through a student teaching internship. Students also pursue advanced graduate study in their core discipline area. The goals of the program are as follows:

1. Provide concentrated advanced study in the academic concentration or allied area of study.
2. Ensure greater awareness of the range of materials and methods appropriate for the specialty concentration.
3. Engage in a deeper exploration of learning theories and philosophies of instruction.
4. Understand the basic questions confronting the discipline through a review of educational research.
5. Create and answer a research question centered on classroom instruction.
6. 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 to teach, 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 intended for students who are interested in education without teaching licensure. 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 is especially 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.

Graduate Programs – English [9-12]

Education Area Advisor: **Dr. Alan Brown**

GOALS:

- Provide concentrated advanced study in English and allied areas of study
- Ensure greater awareness of the range of materials in English and the methods useful in having students of all academic levels engage them as a group and individually
- Develop deeper exploration of learning theories and philosophies of instruction particularly pertinent to English
- Master the skills of research and statistical analysis to create and understand research in the field of English education
- Engage the basic questions confronting the discipline of English
- Demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice

OBJECTIVES:

- Create and answer a research question centered on classroom instruction
- Explore advanced concepts of reading and writing processes
- Develop advanced knowledge about literature
- Engage significant critical theories to understand and teach literature
- Gain deeper understanding of talking and listening as a foundational dimension of English
- Study the history and structure of the English language
- Consider the alternate methods of English instruction through reading and conducting research studies
- Extend the canon of literature which is available to English students to include texts written by underrepresented populations including minorities, women, and world literary figures

Graduate Programs – Mathematics [9-12]

Education Area Advisor: **Dr. Leah McCoy**

GOALS:

- Advanced study of mathematics
- Understanding of general pedagogy, including characteristics of diverse learners, learning theories and philosophies of instruction
- Awareness and understanding of a wide range of specific materials and methods for teaching mathematics
- Mastery of skills of research and statistical analysis

OBJECTIVES:

- Develop a deep understanding of the relationship of diverse student characteristics and appropriate teaching methods and materials
- Develop and exhibit caring attitudes toward students
- Develop familiarity with state and national curricula in mathematics
- Explore advanced mathematics topics (such as Number Theory, Advanced Calculus, Complex Variables) in order to develop a thorough understanding of a full range of secondary school mathematics
- Explore advanced concepts of mathematical problem solving, and achieve a deep understanding of how students solve problems
- Develop skill in understanding what students know and need to learn, and in challenging and supporting them to learn it well
- Learn to use reflection as a major component in planning and carrying out instruction
- Develop a commitment to high expectations and strong support for all students
- Examine affective issues such as motivation, and mathematics anxiety as they relate to mathematics teaching and learning
- Become knowledgeable about current reform movements in mathematics curriculum, instruction, and assessment
- Develop skill in creating effective learning environments where student are actively building new knowledge from experience and prior knowledge
- Develop skill in using various forms of technology as a tool in teaching mathematics
- Explore and apply current mathematics education research literature
- Create and answer a mathematics education research question
- Develop leadership skills and dispositions

Graduate Programs – Science (Biology, Chemistry, or Physics) [9-12]

Education Area Advisor: **Dr. Leah McCoy (Interim)**

GOALS:

- Give students an opportunity to deepen their mastery of science topics they have previously encountered
- Facilitate a broadening of each student's exposure to the diverse branches of science through coursework in new areas
- Integrate student understandings of content with pedagogy
- Discover what the research of science teaching has to offer them as teachers, and contribute to that body of expertise

OBJECTIVES:

- Explore advanced concepts of science through advanced courses designed for those pursuing professional careers in science
- Develop advanced knowledge about science research
- Engage significant theories of science education from experiences with them as students, learners and practitioners
- Discover tenets of successful teaching from observations and critical analyses of local science teachers, their classes and schools
- Observe and reflect upon and model examples of caring and leadership
- Read and be able to apply science educational research to the diversity of students and indicators found in the schools
- Consider alternate methods of science instruction through reading and conduction of research studies
- Know and become sensitive to the unique science teaching challenges presented by minorities, women, and economically deprived students
- Use standards (both state and national recommendations) to frame lesson and unit development.

Graduate Programs – Social Studies [9-12]

Education Area Advisors: **Dr. Adam Friedman and Dr. Colleen Fitzpatrick**

GOALS:

- Utilize a variety of methodologies and instructional techniques in order to teach social studies in a student-centered, activity-based manner;
- Effectively integrate technology resources in their teaching;
- Engage students in critical and higher-order thinking as they present multiple perspectives;
- Become a reflective practitioner;
- Develop the knowledge, skills, and dispositions of an effective educator as espoused by the Wake Forest University Department of Education's Mission Statement.

OBJECTIVES:

- Extend awareness of global issues to classroom instruction in the social studies
- Develop instructional techniques for the social studies that relate to and respect multicultural perspectives
- Develop an interdisciplinary understanding and application of the social sciences
- Explore the literature of the social sciences that relate to teaching
- Become aware of the value of action research in the improvement of social studies instruction
- Create an original action research project directly related to the teaching of social studies

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 to discuss the licensure application process and testing requirements. Information is also available on the Department of Education's website:
<http://college.wfu.edu/education/resources/teacher-licensure-office/>.

Beginning August 1, 2015, 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.

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 scanned and attached to the online application.

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. 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.

Praxis Test Requirements. Beginning July 1, 2014, all candidates for the North Carolina License must take and make minimum score on appropriate Praxis Tests. In most cases, that will be a content test and the Principles of Teaching and Learning Test. For specific requirements, see <http://www.ets.org/praxis>.

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 it will come to the Licensure Officer for certification. Once the application has been certified, it can take NCDPI up to 10 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 (800) 577-7994 or (919) 807-3310.

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 test requirements. When North Carolina has reciprocity with a state, it usually means licensure candidates will not be required to take additional education courses in order 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

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 from the CMC. The center is open daily; hours are posted.

Education Computer Lab. The Education computer lab is in Tribble Hall A10. It contains a scanner attached to a computer as well as a laser printer. Education students have access to this lab with their Wake Forest ID card.

Field Experience Plan – Secondary Education

The 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.

Undergraduate Field Experiences

SEQUENCE	GOAL	PRIMARY GUIDING PRINCIPLES	PRODUCTS	ASSESSMENTS
Field Experience I (EDU 201L)	The candidate will focus on understanding the School Community , including families	<ul style="list-style-type: none"> • Diversity • Leadership • Reflection 	<ul style="list-style-type: none"> • Structured Observation Reports of School Operations, Leadership Perspectives, and Home-School Connections 	<ul style="list-style-type: none"> • Summary Rating Field Experience
Field Experience II (EDU 309L)	The candidate will focus on the teaching and learning process and the Classroom Community	<ul style="list-style-type: none"> • Pedagogy • Diversity • Reflection 	<ul style="list-style-type: none"> • Structured Observation Reports of Classroom Teaching and Learning Processes 	<ul style="list-style-type: none"> • Summary Rating EDU 311
Field Experience III (EDU 395)	The candidate will focus on teaching in low-performing schools. Teaching and Learning Community	<ul style="list-style-type: none"> • Diversity • Pedagogy • Reflection 	<ul style="list-style-type: none"> • Reflections • Class Assignment 	<ul style="list-style-type: none"> • Summary Rating Field Experience
Field Experience IV (EDU 354 - Clinical Rounds)	The candidate will focus on the Pedagogical Knowledge in the Content Community	<ul style="list-style-type: none"> • Content • Pedagogy • Reflection 	<ul style="list-style-type: none"> • Observation Reports • Reflections 	<ul style="list-style-type: none"> • Summary Rating Rounds
Field Experience V Student Teaching (EDU 364L)	The candidate will focus on integration of all the elements in the Teaching and Learning Community	<ul style="list-style-type: none"> • Content • Pedagogy • Diversity • Leadership • Reflection 	<ul style="list-style-type: none"> • Reflections • Seminars 	<ul style="list-style-type: none"> • Teaching Portfolio • Teaching Evaluation

Graduate Field Experiences

SEQUENCE	GOAL	PRIMARY GUIDING PRINCIPLES	PRODUCTS	ASSESSMENTS
Content Pedagogy (EDU 354) Clinical Rounds	The candidate will focus on the Pedagogical Knowledge in the Content Classroom Community	<ul style="list-style-type: none"> • Content • Pedagogy • Reflection 	<ul style="list-style-type: none"> • Observation Reports • Reflections 	<ul style="list-style-type: none"> • Summary Rating Rounds
Field Experience II Student Teaching (EDU 664L) MTF	The candidate will focus on integration of all the elements of the Teaching and Learning Community	<ul style="list-style-type: none"> • Content • Pedagogy • Diversity • Leadership • Reflection 	<ul style="list-style-type: none"> • Reflections • Seminars 	<ul style="list-style-type: none"> • Teaching Portfolio • Teaching Evaluation
Field Experience III Instructional Project MTA	The candidate will focus on integration of all the elements of the Teaching and Learning Community	<ul style="list-style-type: none"> • Content • Pedagogy • Diversity • Leadership • Reflection 	<ul style="list-style-type: none"> • Reflections • Seminars 	<ul style="list-style-type: none"> • Teaching Portfolio

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 actual school settings. These experiences range from Field Experience I (EDU 201L) and Learning and Cognitive Science (EDU 309L) to Teaching Rounds (EDU 354L) to full-time student teaching internships. While the relationship between the school districts and the Department of Education is long-standing, we remain visitors to and guests of these school districts. 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:

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 products must remain in WFU student vehicles.

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 teaching candidates an opportunity to apply best practice 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.

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 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

Generation of Cooperating Teacher List by Program

- Content area coordinators compile a list of recommended cooperating teachers
- Inclusion on the list is based on:
 - Meeting minimum criteria for serving as a cooperating teacher
 - Previous informal and formal observations by program coordinator
 - Previous mentoring experiences

List of Potential Cooperating Teachers Sent to School System

- Content area coordinators send completed lists of potential cooperating teachers to the secondary and elementary program directors
- Program directors submit lists to the Human Resources (HR) administrator for partner school system
- HR administrator checks state-required qualifications for clinical educators
- HR administrator rules out any teachers not meeting minimum requirements
- HR administrator alerts the program directors of additional potential cooperating teachers
- Program directors report back to content area coordinators, who select cooperating teachers from the approved list

Feedback from School Administrators

- Content area coordinators seek feedback from department chairs, team leaders, and/or school administrators to find appropriate placements
- School administrators may approve a teacher, deny the request, and/or suggest additional teachers for consideration as a cooperating teacher

- Content area coordinators send a final list of cooperating teachers to program directors, who compiles the list to send to the HR administrator

Cooperating Teacher Confirmation

- HR administrator reports back to program directors to confirm student teaching placements after receiving confirmation from school administrators

Candidate Placement

- Program director sends final pairings to HR administrator, while content area coordinators inform teacher candidates of their student teaching placements

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 grade for 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 grade assignment 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 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.

Due 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.

Policy on Substitute Teaching.

The student teaching assignment is a full-time, demanding 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.

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 Secondary Education faculty. The Student Teacher may not be paid during the dates of student teaching and must have a certified substitute teacher in the room at all times. 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 secretary

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 his or her 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 responsibility for knowing and adhering to the policies set forth by the Winston-Salem/Forsyth County (or other) 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 teacher.
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 teacher and give proper consideration to the evaluation of the cooperating teacher 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 his or her final class 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.

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 his or her 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.

Instructional Project (All MTA Candidates)

Objective: To provide instructional field experience at the advanced master's level.

- All activities should be planned and coordinated with the advisor and the report should be turned to the advisor. Exact requirements will be designed to reflect the individual candidate's background and objectives.
- The report should include samples of instructional materials, and a 2-3 page reflection on the activity.

If You Have Questions

Admission to Teacher Education.....	Education Advisor
PRAXIS/SAT/ACT Tests	Ms. Ebert
Required Courses in Education.....	Education Advisor
Student Teaching.....	Education Advisor
Licensure Requirements/Forms.....	Ms. Ebert
edTPA.....	Education Advisor or Ms. Christman
Graduation Requirements.....	Education Advisor
Application for Graduation (Undergraduate).....	Registrar's Office
Application for Graduation (Graduate).....	Graduate School Office
Job/Placement Information.....	Career Services

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