

# **Teacher Education Handbook**



## **Bluefield College School of Education**

**March 2014**

## CONTENTS

FOREWORD .....	3
INTRODUCTION and PHILOSOPHY .....	4
CONCEPTUAL FRAMEWORK .....	6
ORGANIZATION AND GOALS OF THE TEACHER EDUCATION PROGRAM.....	7
ADMISSION TO THE TEACHER EDUCATION PROGRAM.....	9
TEST SCORE INFORMATION.....	11
ADVISING INFORMATION.....	11
COURSE ENTRY INTO "MYBC".....	12
VIEWING STUDENT GRADES ON "MYBC".....	12
TECHNOLOGY REQUIREMENTS .....	13
VOCATION REQUIREMENTS .....	14
PRE-STUDENT TEACHING FIELD EXPERIENCES.....	15
BACKGROUND CHECK REQUIREMENTS.....	15
ADMISSION TO STUDENT TEACHING .....	16
SCHEDULE OF PROGRAM REQUIREMENTS.....	18
REQUIREMENTS FOR EXIT FROM THE PROGRAM.....	19
ASSESSMENT INFORMATION.....	19
LICENSURE REQUIREMENTS .....	23
TRANSFER CREDIT FOR TEACHER EDUCATION .....	24
ACADEMIC SUPPORT .....	25
STUDENT EDUCATION ASSOCIATION .....	25
SCHOLARSHIPS .....	26
AWARDS.....	28
TEACHER EDUCATION PROGRAM RECORDS POLICY .....	29
EVALUATION OF THE TEACHER EDUCATION PROGRAM.....	29
APPENDICES .....	30
Mentor Evaluation of Student .....	31
Student Evaluation of Pre-Student Teaching Field Experience.....	32
Student Teaching Portfolio Components in Education Course Work .....	33
Tazewell County Public Schools .....	45
Application for Admission .....	46
Interview Questions for Admission to the Teacher Education Program.....	53

## FOREWORD

This handbook serves as a guide in outlining policies, procedures, and guidelines used in Bluefield College's Teacher Education Program, which is designed to prepare competent, caring, and qualified teachers who are reflective practitioners. Accreditation was granted by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from December 11, 2009 to December 11, 2016. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

Bluefield College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bluefield College.

All programs have been reviewed by the Virginia Department of Education (VDOE), realigned to the course competency matrices, and were given re-approval by the VDOE on November 17, 2011. Actions by the General Assembly of Virginia, the Virginia State Board of Education, the Virginia Department of Education, or Bluefield College may dictate changes in teacher education policies and regulations. Please keep in close contact with your advisor in the School of Education to become aware of any changes.

If there are questions that are not addressed in this handbook, please bring them to our attention.

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## INTRODUCTION and PHILOSOPHY

The Teacher Education Program has a long history at Bluefield College graduating highly qualified teachers since 1979. Bluefield graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

Teacher education is a vital part of Bluefield College and supports the mission of the College:

*Bluefield College is a Christ-centered liberal arts college in covenant with the Baptist General Association of Virginia. We offer a challenging academic experience within a diverse Christian environment. Our academic and co-curricular programs transform students' lives by integrating liberal arts with career-oriented studies and service to God and the global community. We are committed to graduating students who think critically, communicate effectively, and adapt readily to a changing world. (Retrieved September 5, 2013 from [www.bluefield.edu](http://www.bluefield.edu) )*

The Teacher Education Program works within a conceptual framework of preparing *competent, caring, and qualified* teachers to be reflective practitioners and is built on a foundation of subject matter knowledge, pedagogical knowledge, and caring teaching skills. Strands of technology and diversity permeate the core areas, and all aspects of the program culminate in meeting licensure requirements. Students in the Teacher Education Program major in a liberal arts or science area and receive either the Bachelor of Arts or Bachelor of Science degree.

Field experiences in public schools and professional education courses are woven throughout the undergraduate experience. In addition to providing valuable opportunities for students to apply theories presented in the college classroom and to engage in continuous reflection in their approach to teaching, students begin to form a teaching identity as they pursue content knowledge in their major courses. Through field experiences in local public schools and through pedagogical coursework, students apply educational theories and instructional strategies as they interact with diverse student populations.

Because we have a low faculty-student ratio and caring professors, we are able to establish a learning community that understands and values all individuals whose differing life experiences provide a rich background for learning. As the art of teaching and collegiality is modeled in courses by the professors and the students, the students translate those skills into their own teaching identity. The learning community extends beyond commencement as the graduates of our program seek our help in job placement, graduate school choice, and other professional decisions.

The cooperative involvement of the total college faculty and public school practitioners is built into the planning, administering, and evaluation of the Teacher Education Program. Students who have been admitted to the program are evaluated continuously in order to maintain eligibility for the program and to assure that teacher candidates who exit the program meet the highest standards.

Bluefield College's Teacher Education Program is nationally accredited through the Teacher Education Accreditation Council. The teacher education programs have been aligned with the Virginia *Standards of Learning* (SOLs) and have been reviewed and approved by the Bluefield College liberal arts and sciences faculty. The programs have been reviewed and approved by the Virginia State Board of Education.

Bluefield College offers bachelor's degrees with teacher licensure in the following endorsement areas:

**Bachelor of Science**

Career and Technical Education: Business Information Technology 6-12

Health and Physical Education preK-12

Mathematics 6-12

Science-Biology 6-12

Science-Chemistry 6-12

**Bachelor of Science in Interdisciplinary Studies**

Elementary Education preK-6

Special Education: General Curriculum K-12

**Bachelor of Arts**

Music Education—Vocal/Choral preK-12

Music Education—Instrumental preK-12

Visual Arts preK-12

English 6-12

History and Social Sciences 6-12

Add-on endorsements are available in the following areas:

Journalism

Mathematics-Algebra I

Speech Communication

Special Education: General Curriculum K-12

Information relative to the required courses for each of the teaching areas can be found in the School of Education and on the Bluefield College website. **Through advising sessions and course assignments, students learn that licensure requirements exceed graduation requirements.**

## CONCEPTUAL FRAMEWORK

### *The Teacher as a Reflective Practitioner*

The Reflective Teaching Model is the basis for the conceptual framework of the Bluefield College Teacher Education Program. This framework is supported by three knowledge bases:

- ❖ Subject Matter Knowledge
- ❖ Pedagogical Knowledge
- ❖ Caring Teaching Skills

In all courses, emphasis is placed on the following attributes to develop an educator who is a reflective practitioner:

- Technology
- Diversity
- (Undergraduate) Licensure
- (Graduate) Research
- (Graduate) Leadership



## ORGANIZATION AND GOALS OF THE TEACHER EDUCATION PROGRAM

Bluefield College began its move to become a four-year institution in the mid-1970s and granted its first bachelor's degrees in 1977. The Teacher Education Program that was developed in the mid-1970's has been an integral part of the College's programs since that time.

The Teacher Education Program functions as a part of the School of Education at Bluefield College. The Dean of the School of Education serves on the Academic Council along with the Vice President for Academic Affairs (chairman), the Deans of the School of Nursing, the School of Dental Medicine, the College of Arts and Letters, College of Professional Programs, and College of Sciences, the Faculty President, the Registrar, the Director of the Library, and the Director of General Education. The Academic Council considers recommendations from the schools and colleges, makes recommendations to the faculty, and serves as an advisory body to assist the Vice President for Academic Affairs in guiding the academic life of the university. This arrangement helps to foster cooperation between the School of Education and other academic disciplines.

Members of the School of Education work closely with members of the arts and science faculty in program review and revision, and in the design of new programs. All students seeking licensure must complete the general education core courses which cross disciplinary lines. They also complete an arts or science major and are advised by faculty across division lines. Thus, all students seeking licensure have contact with a broad range of subject areas and faculty.

The overall aim of the Teacher Education Program is to prepare *competent, caring, and qualified* teachers who are reflective practitioners. The goals of the Teacher Education Program are to develop teachers with...

- **Reflective Practice**, seeking to continually improve as a teacher and as a reflective learner.
- **Subject Matter Knowledge**, a deep understanding of one or more content area specialties.
- **Pedagogical Knowledge**, a deep understanding of the teaching/learning processes related to effectively teaching content to a variety of learners.
- **Caring Teaching Skills**, applying pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal educational goals.
- **Diversity**, using the knowledge of the rich diversity among people in terms of gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences, to provide educational opportunities for all students.
- **Technology**, skill in using the wide array of technological tools for teaching, communicating, and life long learning.
- **(Undergraduate) Licensure**, completing the requirements to obtain a *Collegiate Professional License* for Virginia in one or more endorsement areas.
- **(Graduate) Research**, identifying, locating, analyzing, applying, and presenting research literature as well as original research studies that ultimately improves student learning.
- **(Graduate) Leadership**, identifying areas of need, seeking solutions, and actively participating in strategies and programs that positively impact student achievement and behavior.

## **Responsibilities of the Director of the Teacher Education Program**

The Dean of the School of Education/Director of the Teacher Education Program is responsible for the following:

1. Provide the leadership in maintaining a strong Teacher Education Program.
2. Serve as a member of the Academic Council in the capacity of Dean of the School of Education.
3. Conduct program reviews to maintain state program approval and to maintain national accreditation from the Teacher Education Accreditation Council (TEAC).
4. Assist the faculty in the development of curricula related to the Teacher Education Program.
5. Adapt the program to meet any new requirements of the state for teacher education programs.
6. Collect and review applications for admission to the Teacher Education Program and admission to student teaching.
7. Arrange for the participation of cooperating school divisions and the sharing with these divisions a joint responsibility of identifying teachers to work with students in field experiences.
8. Assign students for field experiences in cooperation with the local school divisions.
9. Assign student teachers to school divisions and fields of teaching in cooperation with local school divisions.
10. Facilitate the work of the college supervisors and schedule the student teaching seminars.
11. Work with the cooperating school, college supervisor, and student teacher to resolve problems which occur during any field experience and to terminate the field experience where necessary.
12. Serve as licensure officer for the College.
13. Maintain teacher education records and prepare reports as required by the College administration, the Virginia Board of Education, the United State Department of Education, and the Teacher Education Accreditation Council.
14. Serve as chairperson of the Teacher Education Program Advisory Committee (TEPAC).

## **Teacher Education Program Advisory Committee**

The purpose of the Teacher Education Program Advisory Committee is to promote collaboration between the Bluefield College School of Education and school personnel of Tazewell County Public Schools, Bland County Public Schools, and Mercer County Public Schools.

The Teacher Education Program Advisory Committee and/or Student Teacher Mentors meet to review and make recommendations concerning all aspects of the Bluefield College Teacher Education Program. The TEPAC committee is made up of Bluefield College students/student teachers, local public school teachers, principals, and/or central office personnel. College arts and science faculty and the Vice President for Academic Affairs are also invited to participate in the committee.

The Teacher Education Appeals Committee is an *ad hoc* committee appointed by the Vice President for Academic Affairs and hears all appeals concerning the Teacher Education Program. The Vice President for Academic Affairs, as well as the Dean of the School of Education, serves as an ex officio member of the committee.



## ADMISSION TO THE TEACHER EDUCATION PROGRAM

The the academic program resulting in a candidate's recommendation for initial teacher licensure is a rigorous and specialized program which, in some areas, will require coursework in excess of the college requirements for general education and for the major (endorsement area). **Admission to Bluefield College does not automatically assure a student of acceptance into the various components of the Teacher Education Program.** All students who wish to be considered **MUST** complete the prescribed applications and meet all admission requirements for the program. However, the Virginia Board of Education requirements are subject to change; information will be updated as it becomes available.

All students seeking admission to the Teacher Education Program **MUST** complete an application for admission to the program and meet with members of the School of Education faculty for an interview. This is normally done no later than the SPRING SEMESTER OF THE SOPHOMORE YEAR. Transfer students should complete the application before or at the beginning of the first semester at Bluefield College. The student **MUST** meet the following requirements for admission to the Teacher Education Program:

1. Complete an application, including essay questions with a minimum score as noted in the rubric provided on the application.
2. Request four recommendation forms to be completed by non-education college faculty.
3. Have and maintain an overall grade point average of 2.5 or better.
4. Have and maintain at least a 2.75 average in the major (endorsement) area and demonstrate proficiency in the area.
5. Have and maintain at least a 2.75 grade point average in all professional education courses. No grade below C (2.00) will be accepted toward licensure in any professional education course.
6. Successfully complete PSY 1013 and EDU 2003, with no less than a grade of C (2.00).
7. Demonstrate moral, social, and intellectual qualities deemed acceptable to the teaching profession.
8. Possess those health and physical qualities that are deemed necessary for teaching.
9. Demonstrate proficiency in written and oral communication, reading, and mathematics by achieving minimum scores on tests designated by the School of Education and/or the Virginia State Board of Education (currently Praxis Core Mathematics and Virginia Communication and Literacy Assessment), through subsequent course work, if warranted, and by achieving no less than a grade of C (2.00) in ENG 1013 and 1023. **It is the student's responsibility to submit minimum test scores to the School of Education.**
10. Complete background check requirements as mandated by Tazewell County Public Schools for participation in field observations and student teaching.
11. Complete a teacher education interview with a minimum score of 3 or above (out of 5) according to the rubric provided on the instruction sheet.

## Notification for Admission to Program

The student will be notified in writing of the decision to approve or not to approve the application for admission to the program. The appeal process is listed at the end of this section. A sample application form for admission to the Bluefield College Teacher Education Program and a faculty recommendation form are included at the end of this handbook.

Prospective teachers should be aware that those individuals who have been convicted of a felony or who have had a teaching license revoked or suspended may not be eligible for a Virginia teaching license. Such individuals should petition the Virginia Board of Education to determine eligibility before pursuing a teacher licensure program. For additional information, please contact the office of the School of Education.

Applications are accepted throughout the year, and interviews will be scheduled on an as needed basis. The student must be formally admitted to the Teacher Education Program prior to enrolling in the following courses:

- EDU 3043 Curriculum, Assessment, and Instruction in Secondary Schools (PREK-12, 6-12)
- EDU 3253 Teaching Reading in the Content Area (PREK-12, 6-12)
- EDU 3053 Reading and Language Arts (PREK-6, Special Education)
- EDU 4053 Diagnostic and Remedial Reading (PREK-6, Special Education)
- EDU 3163 Methods in Teaching Prek-6 Mathematics (PREK-6)
- EDU 3193 Teaching Science & Social Studies Prek-6 (PREK-6)
- EDU 3182 Teaching Secondary Mathematics (6-12 Mathematics)
- EDU 3901 Pre Student Teaching Field Experience II
- EDU 4101 Pre Student Teaching Field Experience III
- EDU 4433 Assessment and Evaluation in Special Education (Special Education)
- EDU 4443 Teaching Studies with Disabilities for Success in the General Classroom (Special Education)
- EDU 4453 Collaboration and Transition for Students with Disabilities throughout the Educational Experience (Special Education)

The student must be formally approved for Student Teaching prior to enrolling in the following courses:

- EDU 4341: Classroom Management
- EDU 4608 PreK-12 Student Teaching
- EDU 4708 6-12 Student Teaching
- EDU 4908 PreK-6 Student Teaching

Periodic reappraisal of teacher candidates is made as they progress through the program. If at any point during the student's college program the required GPA's are not maintained or if he/she should violate moral, ethical, or professional standards of the teaching profession and/or the standards of Bluefield College, the School of Education faculty will convene to consider the status of the teacher candidate. **A teacher candidate can be withdrawn from the program at any time.** After consultation with the education faculty, a decision is made by the Dean of the School of Education. If a student wishes to appeal the decision, the student must petition the Teacher Education Appeals Committee within ten days. This petition should be in the form of a letter to the Vice President for Academic Affairs with a copy to the Dean of the School of Education stating the desire for a hearing and should also contain any additional information that could be utilized in reviewing the decision.

### **Important Test Score Information**

It is the student's responsibility to submit minimum test scores for all required assessments to the School of Education. Testing companies DO NOT send official score reports to the college.

Immediately upon receiving official test scores, students should save the document to their personal computer or jump drive, submit a copy of the scores to the School of Education, and make a copy for themselves. Copies of test scores are required in certain education courses and in student teaching. Most school systems also require copies of test scores when submitting applications for teaching positions.

It is critical for students to keep copies of all official score reports. Students only have access to their test scores via a testing company website for a limited number of days. After the scores are removed from the website students must pay to retrieve them again. Testing companies permanently delete student scores from their archives after a set number of years, and they cannot be retrieved.

Official test scores submitted to the School of Education cannot be released to anyone other than the Virginia Department of Education when the student's application for licensure is submitted. The student must sign a release to include the Bluefield College transcript and copies of score reports with the licensure application packet.

### **Important Advising Information**

The School of Education recognizes academic advising to be a critical component of the educational experience and student success. Students at Bluefield College are assigned an academic advisor based on the major they plan to pursue. Students who wish to pursue teacher licensure are usually assigned an advisor from the School of Education or in some cases, an advisor from the major and one from the School of Education. If a student seeking teacher licensure is assigned an academic advisor outside the School of Education, it is strongly recommended that the student also meet with a faculty member in the School of Education to review the schedule made with the academic advisor. This will help ensure that all requirements and deadlines for teacher licensure are met. **Students are personally responsible for knowing all degree and licensure requirements and for satisfying those requirements prior to graduation.**

Students meet with their assigned advisor to plan which courses they should enroll in for the next semester during the designated advising period. Approximately one month before the end of each semester (fall and spring) the college will designate a two week period devoted to pre-registration for the next semester (in the spring, students pre-register for summer terms as well as the fall semester). **Students are required to meet with their advisor in order to gain registration clearance before entering course schedules on "MyBC".** Students who fail to meet with their advisor during the advising period may encounter problems enrolling in required courses due to classes that have already reached their maximum number of students allowed to enroll. As a result, the student's program completion and graduation could be delayed. After completing a schedule with an academic advisor the student **MUST** enter the schedule into "MyBC" during the assigned time frame. It is the student's responsibility to ensure the schedule is entered accurately into "MyBC". Students should take the handwritten copy of the schedule, signed by the advisor, to BC Central for assistance if they encounter any problems when entering the schedule into "MyBC" as soon as possible.

Prior to the designated advising period, students who are assigned an academic advisor in the School of Education will receive notification(via Bluefield College email) when it is appropriate to sign up for an advising meeting in the School of Education office.

Students must also meet with their academic advisor prior to making any changes to their schedule. An advisor's signature is required to drop a class or to add a class. You should always follow the recommendation of your advisor; however, it is your responsibility to ensure that you have taken all courses needed to satisfy your graduation requirements. Dropping courses may affect your financial obligations, financial aid and athlete eligibility status.

### **Instructions for Entering Course Schedule on "MyBC"**

**Step One** The student sets up a meeting with his advisor to determine his class schedule.

**Step Two** His advisor grants registration clearance in MyBC.

**Step Three** The student follows these steps to register:

1. Go to the Bluefield College website ([www.bluefield.edu](http://www.bluefield.edu))
2. Select the **MyBC icon** found in the upper center of the website's homepage and to the left of the "search" box.
3. Sign into **MyBC** using your assigned log in and password.
4. Select the **Student tab**.
5. Select the **Courses icon**.
6. Under the Course Registration section, select the **Add/Drop Courses** link
7. Set term to **2014-2015 FALL (TRAD)**
8. **Add** classes in the **Add by Course Code Section** or select the Course Search tab to register \*

\* Students should take the handwritten copy of the schedule, signed by the advisor, to BC Central for assistance if they encounter any problems when entering the schedule into "MyBC" as soon as possible

### **Mid-term/Final Grade Reports**

Bluefield College does NOT send out paper copies of mid-term or final grade reports. All grades are posted on the student's "MyBC" account. At mid-term all faculty members are required to submit student grades that fall below a grade of C for each class. Students should check their "MyBC" account as soon as possible after the mid-term deadline. If a student has any grades below a C at mid-term, the student should immediately schedule an appointment with the professor of the course to discuss a plan of improvement and with their academic advisor to discuss the grade and the decision to drop the course or continue.

## Instructions for Checking Mid-term/Final Grades on “MyBC”

1. Go to the Bluefield College website (www.bluefield.edu)
2. Select the **MyBC icon** found in the upper center of the website’s homepage and to the left of the “search” box.
3. Sign into **MyBC** using your assigned log in and password.
4. Select the **Student tab**.
5. Select “**My Courses**” from the list on the left.
6. Select “**My Grades**” from the list on the left.
7. Select correct term from the drop down box. (2013-2014 Spring)
8. Then select either “View midterm grade report” or “View final grade report”.

## TECHNOLOGY REQUIREMENTS

All students who complete the Bluefield College Teacher Education Program must meet the technology standards for instructional personnel adopted by the Virginia Board of Education as shown below. These skills are taught in EDU 2212 *Introduction to Instructional Media* and are demonstrated and practiced throughout the courses in the professional education component of the program:

### 8 VAC 20-25-30. Technology standards for Instructional Personnel

(Retrieved from link on <http://www.doe.virginia.gov/support/technology/standards/index.shtml> July 17, 2012)

#### Instructional personnel shall be able to...

- ⊕ demonstrate effective use of a computer system and utilize computer software.
- ⊕ apply knowledge of terms associated with educational computing and technology.
- ⊕ apply computer productivity tools for professional use.
- ⊕ use electronic technologies to access and exchange information.
- ⊕ identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia’s Standards of Learning and other instructional objectives.
- ⊕ use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
- ⊕ plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
- ⊕ demonstrate knowledge of ethical and legal issues relating to the use of technology.

## **VOCATIO: Chapel/Convocation A Program of Worship and Inquiry**

While the College has enjoyed a long history of convocation programs, it now seeks to develop a lyceum style approach to convocation that will integrate both worship and learning events under the umbrella rubric *VOCATIO*, which will be intentionally designed to engage students in reflection and to challenge their preconceived notions of truth thereby encouraging them to approach the world with a larger dimension of self, neighbor and God than heretofore realized. In this program students will be required to attend ten chapel (worship) services and five convocation (academic) events each semester that will be focused on a set theme related to the general education core of Inquiry, Character, Citizenship and Wellness. Each semester, questions in support of the theme will be distributed to faculty along with summaries of the planned events so that faculty can incorporate ideas and experiences borne from and garnered in *VOCATIO* into the larger campus learning environment.

Every Wednesday morning at 10:00 a.m. students, faculty, and staff gather for chapel. The chapel program exists to broaden the Christian worldview through worship, faith development and reflective inquiry about life and world issues as well as to develop understanding of diverse religious, cultural, and ethnic traditions and practices. Chapel attendance is required and is considered a part of the College's general education requirements. Wednesday classes end at 9:45 a.m. Students will not be excused early from 9:00 a.m. classes for participation or leadership in chapel events. The attendance policy and schedule of programs are available through the Office of Student Development.

Convocation will focus on Inquiry, Character, Citizenship and Wellness. Convocation attendance is required. The attendance policy and schedule of programs are available through the Office of Academic Affairs.

### **Chapel**

All full-time students are required to attend ten (10) approved chapel services per semester. Students may earn attendance credit by participating in other Bluefield College activities through alternative attendance at approved events. Any student who does not meet the required ten (10) chapels per semester will have a hold placed on their academic transcripts and will not receive their diploma upon completion of all other academic degree requirements. Alternative attendance events will be announced prior to the event. All students will have the ability to monitor their own chapel through their MYBC account.

### **Chapel Conduct**

The atmosphere of chapel should be one of worship. It is expected that students will give respect to the speaker by refraining from talking and will stay until the program is dismissed. Cell phones, headphones, newspaper, food, drink and hats for men are not appropriate in convocation. Male students wearing hats are to remove them before entering into Harman Chapel. Students who fail to comply with the standards will be asked to leave and no credit will be given for that convocation.

### **Chapel exemptions**

Students may request an exemption from chapel on a semester-by semester basis. Students must prove that they have a direct conflict with the chapel hour because of their employment status or class required such as student teaching. All request for exemptions will be given due consideration. A request does not guarantee an exemption. Decisions may be appealed. The appeal must be submitted in writing by the student to the campus minister.

### **Convocation**

All full-time students are required to attend five (5) approved convocation events semester. Convocation will focus on Inquiry, Character, Citizenship and Wellness. Convocation attendance is required. The attendance policy and schedule of programs are available through the Office of Academic Affairs.

**VOCATIO and Chapel requirements are waived for student teachers in the student teaching semester only.**

## **PRE-STUDENT TEACHING FIELD EXPERIENCES**

### **Admission to Pre-Student Teaching Field Experiences**

Beginning early in the student's program, field placements in public schools are a major component of the Teacher Education Program. Some professional education courses require 15 or 20-hour field experiences. The student must also complete EDU 3801 (20 hours), EDU 3901 (25 hours), and EDU 4101 (30 hours), a sequence of field experiences and seminars during the semesters preceding student teaching. Pre-Student Teaching Field Experience II and III require admission to the Teacher Education Program as a prerequisite.

### **Field Experience Authorization**

Placements will be made at various locations in order for the student to have opportunities with diverse populations. To provide adequate supervision by college personnel, placements will be made in nearby school divisions with whom we have agreements: Tazewell County and Bland County, Virginia, and Mercer County, West Virginia. Students are responsible for their own transportation. Membership in the Student Virginia Education Association (SVEA) is required for students involved in all field experiences. (Membership in SVEA runs from September 1 through August 31.)

After the placement has been established by the School of Education, the student **MUST** make the initial visit to the school within 2 weeks of the receipt of the placement letter. A signed timesheet for the first visit must be presented to the School of Education Office by 4:00 p.m. on Friday of the second week. If documentation of the initial visit is not received on that Friday, then the student's placement will be **CANCELLED**, no further placement will be established, and the student will be administratively withdrawn from the course.

Students who participate in field experiences in local schools represent Bluefield College and are required to demonstrate professional habits and skills which include the following:

- Prompt and professional contacts with school and teacher
- Appropriate dress/attire
- Positive attitude
- Willing acceptance of responsibilities
- Proper respect to mentor, staff, and students

Through this experience, the students will have an opportunity to build relationships with future colleagues who can mentor them throughout student teaching and beyond. Negative evaluations and/or feedback from a partner school can adversely affect students' admission to the Teacher Education Program as well as future employment opportunities. Furthermore, partner schools have the right to refuse or to terminate field experiences at any time.

### **Background Check Requirements**

The Bluefield College Teacher Education Program partners with public school systems to provide the required field experience hours for a teaching license, therefore, we must comply with the school district's rules for background investigation. The School of Education will make every attempt to facilitate this process in a systematic way. The following requirements are Tazewell County's current policy:

- Fingerprint background check
- Drug Test
- Tuberculosis Test
- VA Child Abuse and Neglect Social Services Background Check

Because Bluefield College is located in Tazewell County and values its partnership with Tazewell County schools, all students who apply for field experience **MUST** submit to these tests. If a negative result is determined, then the student will be counseled about future career decisions.

**Students will be required to complete the Background Check requirements listed above during EDU 2003 Human Growth & Development for Educators.**

### **Dress Code for Field Experiences**

Students' dress and grooming are expected to be professional and consistent with or above the school's standards. Blue jeans, sweatshirts, jogging suits, or other casual attire are not acceptable. Furthermore, failure to meet school dress policies or to conform to the school's standard of conduct could result in the school refusing to accept the student's placement. If the school refuses to accept or terminates a student's placement, the student must drop the course.

### **Email, Social Networking and Other Internet Sites**



**UNDER NO CIRCUMSTANCES ARE YOU TO PLACE PHOTOGRAPHS OF OR COMMENTS ABOUT STUDENTS, TEACHERS, STAFF, OR THE SCHOOL IN GENERAL ON ANY INTERNET SITE! DO NOT POST inappropriate comments or photographs of yourself or any about student actions/sayings that you consider "funny" or cute." Nothing is private if it is on the Internet. Student teachers and education students must NOT share personal email addresses with students and must not "friend" students on social networking sites. You must not give your cell phone number to students.**

### **ADMISSION TO STUDENT TEACHING**

*Teachers can entirely learn subject matter, as well as knowledge of children, learning and pedagogy, in a variety of courses and workshops. But the use of such knowledge to teach depends on knowledge that cannot be learned entirely in advance or outside practice...To propose otherwise would be like expecting someone to learn to swim on a sidewalk. (1999, Ball & Cohen)*

Student Teaching is the phase of a teacher's professional preparation in which the student teacher implements their academic and professional competencies in an actual classroom. During student teaching, the prospective teacher gradually assumes increasing responsibility as a teacher under the direct supervision of an experienced and well-qualified teacher in the public schools. The overriding purpose of the Bluefield College Teacher Education Program is to produce teachers who are reflective practitioners who possess content knowledge, pedagogical knowledge, and caring teaching skills.

Admission to the Teacher Education Program does not mean that a student will automatically be accepted for student teaching. **All students who plan to do student teaching must complete a Student Teaching Application during or prior to EDU 3901.** The application will be reviewed, and the student will be notified in writing of the decision. If a student wishes to appeal the decision, the petition should be in the form of a letter to the Vice President for Academic Affairs with a copy to the Dean of the School of Education stating the desire for a hearing and should contain any additional information that could be utilized in reviewing the decision. The student is expected to meet the following requirements in order to be accepted for student teaching:

1. Admission to the Teacher Education Program.
2. An overall grade point average of 2.5 or better.
3. Completion of major (endorsement) area courses with a grade point average of 2.75 or better.



4. Completion of all professional education courses (with the exception of EDU 4341: Classroom Management which is taken during student teaching) with a grade point average of at least 2.75. No grade below C (2.00) will be accepted toward licensure in any professional education course.
5. Completion of a minimum of 113 semester hours before beginning student teaching.
6. The student must pass VCLA, Praxis II, and RVE (Prek-6 and Special Education\* only) prior to beginning student teaching.
7. The student **MUST** provide documentation of completion of certification or training in: Emergency first aid, Cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) to the School of Education before the beginning of the student teaching semester. This is due to a new Virginia licensure requirement that began July 1, 2013. **Students will be required to complete this requirement during EDU 4101 Pre-Student Teaching Field Experience III.**

**Students who fail to meet ALL of the above requirements will NOT be placed for student teaching and cannot be recommended for licensure.**

Student Teaching must be completed while enrolled at Bluefield College and under the supervision of a Bluefield College faculty member. The student teaching program lasts a full semester and involves full-time commitment on the part of the student teacher. The student teacher must not plan to be involved in other major activities during the semester, which will conflict with student teaching. Student teaching begins with the preliminary sessions in the school division where the student teacher is placed. Fall semester student teachers are required to attend the pre-school conferences for teachers and be present for the opening days when the students first arrive at school. Students who are seeking an endorsement in PreK-6 will be placed in primary and intermediate grades. Students seeking an endorsement in grades 6-12 will be placed in a high school and in a middle school. Students seeking PreK-12 endorsements or the Special Education: General Curriculum K-12 endorsement will have placements at elementary, middle, and/or high school. Because of the need for adequate supervision by college personnel, student teaching placements are made locally. Bluefield College maintains field placement agreements with Tazewell, Mercer, and Bland Counties. **Students should be aware that they are responsible for their own transportation.**

**Schedule of Program Requirements (\*\*Fees Subject to Change\*\*)**

<b>FRESHMAN YEAR</b>
Complete PSY 1013 with a minimum grade of C (2.00).
Complete EDU 2003 with a minimum grade of C (2.00).
Be familiar with the <i>Teacher Education Handbook</i> from Website
Background checks/drug screening, etc. must be completed prior to Sophomore year (\$95.47)
If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)
<b>SOPHOMORE YEAR</b>
Register to take Praxis Core Academic Skills for Educators: Mathematics (5732 computer) (\$130-- <a href="http://www.ets.org/praxis">www.ets.org/praxis</a> ) before applying to the Teacher Education Program. This test will be waived if student has a minimum overall score of 1100 with at least a 530 on the math portion of the SAT or a minimum overall score of 24 with at least 22 on the math portion of the ACT. Scores must be submitted to the EDU office in order to have this test waived.
Register to take VCLA (Virginia Communications and Literacy Assessment)-MUST TAKE BOTH READING (091) :& WRITING (092) Subtests (\$110 paper based, \$130 computer based-- <a href="http://www.va.nesinc.com">www.va.nesinc.com</a> before applying to the Teacher Education Program.
<b>Application for TEACHER EDUCATION PROGRAM Due During or Before taking EDU 3801: Field Experience 1</b>
<b>Includes Application, Recommendations, INTERVIEW</b>
If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)
<b>JUNIOR YEAR</b>
<b>Application for STUDENT TEACHING Due During or Before Taking EDU 3901: Field Experience II(Complete Child Abuse Certification)</b>
If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)
<b>SENIOR YEAR</b>
<b>EDU 4101: Field Experience III (Complete CPR/First Aid/AED req.)</b>
PRIOR TO STUDENT TEACHING, PRAXIS II taken & passed in area of licensure (Cost varies \$160 and up according to endorsement area)
<a href="http://www.ets.org/praxis">www.ets.org/praxis</a>
PRIOR TO STUDENT TEACHING, Prek-6 & Special Ed. Endorsements ONLY, RVE (Reading for Virginia Educators: Elementary & Special Ed.) (0306 paper/5306 computer) taken & passed. (\$180)
<a href="http://www.ets.org/praxis">www.ets.org/praxis</a>
PRIOR TO STUDENT TEACHING, you must join SVEA (\$33/year; Sept.. to Aug.)
Student Teaching Completed (\$250 Student Teaching Fee)
Following student teaching, application for Virginia Professional License (\$50 for Virginia Residents, \$75 for Non-VA residents)

<b>Professional Education Courses That May Be Taken Prior to Formal Admission to TEP</b>	<b>Professional Education Courses That MAY NOT Be taken until formally admitted to TEP</b>
EDU 2212 Intro to Instructional Media and Technology EDU 2013 Foundations of Education EDU 2003 Human Growth & Development for Educators EDU 3133 Intro to the Exceptional Child EDU 3801 Pre Student Teaching Field Experience I	EDU 3043 Curriculum, Assessment, & Instruction EDU 3253 Teaching Reading in the Content Area EDU 3053 Reading & Language Arts EDU 3163 Methods in Teaching Prek-6 Mathematics EDU 3193 Teaching Science & Social Studies Prek-6 EDU 3901 Pre Student Teaching Field Experience II EDU 4101 Pre Student Teaching Field Experience III EDU 4053 Diagnostic Reading EDU 4433 Assessment & Evaluation in Special Education EDU 4443 Teaching Students with Disabilities for Success in the General Curriculum EDU 4453 Collaboration & Transition for Students with Disabilities throughout the Educational Experience EDU 4608, 4708, 4908 Student Teaching

**Required GPAs for TEP:**  
Overall: 2.50  
Major (Endorsement Area): 2.75  
Professional EDU: 2.75

**The student must register for and take the appropriate Praxis II examination and the Reading for Virginia Educators (RVE) (where applicable) the semester prior to student teaching. Successful completion of VCLA, Praxis II, and the RVE (where applicable) is required for student teaching placement, exit from the approved Teacher Education Program, and for recommendation for licensure.**

All students complete student teaching and EDU 4341 during the final semester before graduation.

## REQUIREMENTS FOR EXIT FROM THE PROGRAM

For exit from the Bluefield College Teacher Education Program a student must complete all program requirements including:

1. Complete all requirements for the bachelor's degree as outlined on the program check sheet. Students enrolled for licensure only must complete all professional education and field experience requirements, Praxis Core Mathematics, VCLA, and Praxis II, and all other program requirements.
2. Have an overall GPA of 2.5.
3. Have a GPA of 2.75 in the endorsement (major) area.
4. Have completed all professional education courses with a minimum GPA of 2.75 and no grade below a C (2.0).
5. Have completed student teaching while enrolled at Bluefield College.
6. Have met all required scores on Praxis Core Mathematics, VCLA, Praxis II, and the RVE (where applicable) and have submitted scores to the School of Education.

### Assessment Information

**PRAXIS Tests:** The Praxis Assessments are published by the Educational Testing Service (ETS). Information about registration for the Praxis Core Mathematics, Praxis II, and the Reading for Virginia Educators Assessment (RVE) content exams are available online at [www.ets.org/praxis](http://www.ets.org/praxis). Information about state test requirements, test centers, and state/agency codes that were previously in printed versions are now available online at the Praxis website.

**VCLA:** The *Virginia Communication and Literacy Assessment* is published by National Evaluation Systems. Information about registration for the VCLA can be found at <http://www.va.nesinc.com/index.asp>.

### Required LICENSURE Assessments

The Virginia Department of Education (September, 2007) requires that **all candidates seeking initial licensure** in Virginia take and submit passing scores on the following:

- *Praxis II: Content Area Assessment*
- *Virginia Communication and Literacy Assessment (VCLA)*
- *Reading for Virginia Educators\** (RVE) (for PreK-6 and Special Education Licensure ONLY)

Passing scores on Praxis II, VCLA, and the RVE\* are required for student teaching placement, exiting the program and recommendation for licensure.

### Required TEACHER EDUCATION PROGRAM Assessments

In compliance with the Virginia Board of Education's *Regulations Governing the Review and Approval of Education Programs in Virginia* (September 21, 2007), minimum scores on *beginning assessments* are required for admission to the Teacher Education Program. This requirement may be met at Bluefield College in ONE of the following scenarios:

SAT Score + VCLA	ACT + VCLA	Praxis Core Mathematics + VCLA	Praxis Core Mathematics + VCLA + Math Course
If SAT taken after April 1, 1995, with a score of <b>1100</b> with at least <b>530</b> on the verbal and <b>530</b> on the mathematics tests.	If ACT taken after April 1, 1995, with a composite score of <b>24</b> , ACT mathematics score no less than <b>22</b> , and an English Plus Reading score no less than <b>46</b> .	Praxis Core Mathematics (Code: 5732) with a score of <b>150</b> .	Praxis Core Mathematics (Code: 5732) with a score of <b>146</b> . Successful completion of EDU 0111: Mathematics Skills for Teachers
VCLA (Reading and Writing) with a composite score of <b>470</b> .	VCLA (Reading and Writing) with a composite score of <b>470</b> .	VCLA (Reading and Writing) with a composite score of <b>470</b> .	VCLA (Reading and Writing) with a composite score of <b>470</b> .

It is the **student's responsibility** to see that all minimum scores are on file in the office of the School of Education.

- The Bluefield College institutional "Score Recipient" number for the Praxis series is **R5063**. **This number must be provided in order for scores to be reported to the College.** The student should use the same candidate ID number when registering for subsequent Praxis test sessions.
- The student **MUST** provide a copy of all test scores to Bluefield College School of Education.

No recommendations for student teaching placement or licensure will be made until all copies of all required scores are received.

For information on SAT or ACT taken prior to April 1, 1995, check with your advisor or the School of Education. Please note that the SAT and ACT were approved as a substitute test only for Praxis Core Mathematics. Candidates must still meet other required assessments for exit from the program and for initial licensure.

### Assessment Availability

#### Praxis Core Mathematics (5732):

Computerized test given year-round, by appointment, at testing centers throughout the state and in other states.

*Tests that are offered continuously may be taken once every 21 days, not including your initial test date. (Note: if you take a combined test, such as the combined PPST® test, you cannot take an individual PPST test until after the 21-day period.)*

*Tests that are offered during testing windows may be taken once per testing window. (Note: if you take a combined test, such as the Elementary Education: Multiple Subjects Test, the Middle School Multiple Subjects Test or the PA Grades 4–8 Core Assessment, you cannot take a subtest until the next testing window.)*

*This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.*

See [The Praxis Series™ Information Bulletin \(PDF\)](#) for complete policies.

#### Praxis II Content Area Assessments:

Available in a paper/pencil version which is given approximately 6 times a year, and most will be given in a computer-delivered format. Accommodations are available for students with documented disabilities.

### Praxis II Score Requirements For a Collegiate Professional License to teach in Virginia (A 5-year renewable license)

Licensure Area	Specialty Area Examination	Test Code	Required Score
Art Pre-K-12	Art: Content Knowledge	0134 Paper 5134 Computer	158
Biology 6-12	Biology: Content Knowledge	0235 Paper 5235 Computer	155
Business 6-12	Business Education: Content Knowledge	0101 Paper 5101 Computer	157
Chemistry 6-12	Chemistry: Content Knowledge	0245 Paper 5245 Computer	153
English 6-12	English Language, Literature & Composition: Content Knowledge <b>Taken before January 1, 2014</b>	0041 Paper 5041 Computer	172
	English Language Arts: Content Knowledge In Virginia, Effective <b>1/1/2014</b>	5038 Computer	167

Mathematics 6-12	Mathematics: Content Knowledge (graphing calculator required) <b>Taken before January 1, 2014</b>	0061 Paper 5061 Computer	147
	Mathematics: Content Knowledge In Virginia, Effective <b>1/1/2014</b>	5161 Computer	160
Choral Music PreK-12, Instrumental Music PreK-12	Music: Content Knowledge (contains listening section)	5113 Computer	160
History & Social Science 6-12	Social Studies: Content Knowledge	0081 Paper 5081 Computer	161
Health & Physical Education PreK-12	Health & Physical Education: Content Knowledge	0856 Paper 5856 Computer	151
Grades PreK-6 <i>Individuals must register for 5031 and take all four subtests in one sitting. A passing score on each subtest is REQUIRED. If a passing score is not obtained, a subtest may be retaken as a standalone test.</i>	Elementary Education: Content Knowledge (four function calculator permitted) <b>Taken before July 1, 2014</b>	0014 Paper 5014 Computer	143
	Elementary Education: Multiple Subjects <b>Required Effective July 1, 2014</b>	5031 Computer All 4 Subtests	
	Subtest: Reading & Language Arts	5032 Computer	165
	Subtest: Mathematics	5033 Computer	164
	Subtest: Social Studies	5034 Computer	155
	Subtest: Science	5035 Computer	159
	Reading for Virginia Educators (RVE)	0306 Paper 5306 Computer	157
Grades PreK-6 Special Education K-12	Reading for Virginia Educators (RVE)	0306 Paper 5306 Computer	157

**Praxis II and RVE (when applicable) must be passed prior to student teaching. It usually takes four to six weeks from the test date for the scores to be reported by ETS.**

Content material covered on the Praxis II tests is reviewed in the courses students take in their subject endorsement area and in the Senior Seminar courses. Praxis II study guides are available in Easley Library, the School of Education office, and from the Educational Testing Service (<http://www.ets.org/praxis>).

All teacher education students are strongly urged to begin preparation for the Praxis examinations as early as possible. Students who have passed the content courses have found that keeping study materials organized in a binder is very helpful in preparing for the broad range of content found on the tests. Information about additional study resources is available in the office of the School of Education.

**Virginia Communication and Literacy Assessment:** Available in a paper/pencil version which is given approximately 6 times a year OR the computerized version which is given year-round, by appointment, at available at Pearson VUE test centers nationwide. <http://www.va.nesinc.com/>

**Virginia Communication and Literacy Assessment (VCLA) Score Requirements  
For a Collegiate Professional License to teach in Virginia  
(A 5-year renewable license)**

The Virginia Communication and Literacy Assessment became effective January 1, 2006, for initial licensure and is also required for admission to the Bluefield College Teacher Education Program. The VCLA must be **PASSED** by all students as a requirement for admission to the program.

Required Scores	
Writing Sub-Test	235
Reading Sub-Test	235
Composite Score*	470*

Information about registration, test dates, and testing locations for the VCLA can be found on the VCLA home page ([www.va.nesinc.com](http://www.va.nesinc.com)).

**Reading for Virginia Educators (RVE) Score Requirements\*  
For a Collegiate Professional License to teach in Virginia  
(A 5-year renewable license)**

**\*Required ONLY for PreK-6 and Special Education Licensure**

Individuals seeking an initial license with an endorsement in Elementary Education Prek-6 or Special Education: General Curriculum K-12 must **PASS** the Reading for Virginia Educators Assessment prior to student teaching.

Required Score	
Reading for Virginia Educators	157

Information about registration, test dates, and testing locations for the RVE can be found on the ETS homepage ([www.ets.org/praxis](http://www.ets.org/praxis)).

## LICENSURE REQUIREMENTS

Students who complete the approved teacher education program, including: the *Virginia Communication and Literacy Assessment* (VCLA), *PRAXIS II*, *Reading for Virginia Educators Assessment* (RVE) for PreK-6 and special education licensure and other state mandated tests, as well as, certification or training in: Emergency first aid, Cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), are eligible for a Virginia teaching license with an endorsement in a specific area of study. All programs at Bluefield College have been approved by the Virginia State Board of Education. The fee for an initial Virginia teaching license is \$50 for Virginia residents and \$75 for out-of-state residents. The School of Education works with all students completing the approved program to facilitate their obtaining a teaching license in Virginia. It is the student's responsibility to submit all minimum scores and certifications to the School of Education along with the licensure application and the appropriate license fee. **No candidates will be recommended for licensure until student teaching is completed.**

By receiving a Virginia license, the student will have reciprocity for licensure in approximately thirty other states. Students seeking teaching licenses in states other than Virginia may be required to take additional courses or tests. Information about teacher licensure in all 50 states is available at (<http://www.uky.edu/Education/TEP/usacert.html>).

If a student takes and passes a Praxis II test in an additional content area (NOT including elementary content or special education), the student may submit a copy of the score report with the application for initial licensure and receive that additional endorsement on his/her license.

Praxis II tests recognized for additional endorsements can be found at:

<http://www.ets.org/praxis/va/requirements>

It is the student's responsibility to see that all minimum scores are on file in the office of the School of Education along with the licensure application and the appropriate license fee.

Students who leave the approved program to accept a teaching position prior to completing all approved program requirements, including student teaching and the required licensure examinations, **will not be recommended** by the College as having completed an approved program. These individuals will need to apply for a teaching license through their employing school division and will be subject to transcript evaluation by the state department of education. This may result in additional course work being required for licensure.

### Program Requirements for Candidates who hold a Bachelor's Degree

Individuals who hold a baccalaureate degree from a regionally accredited institution with a major corresponding to an endorsement area in the Bluefield College approved teacher education program, and who wish to obtain a Virginia teaching license, may apply for admission to the program for teacher licensure. The student must meet entrance and exit requirements comparable to those required of a degree-seeking student in the approved program. Professional education courses in methods, reading, field experiences, and student teaching must be completed while enrolled at Bluefield College. The student must meet all program requirements including the required GPAs. Testing requirements are the same as those in the traditional program.



## **TRANSFER CREDIT FOR TEACHER EDUCATION**

Transfer credit that is accepted by Bluefield College as elective credit may not be applicable to a student's approved program for teacher licensure. A maximum of nine (9) semester hours of course work with "D" grades may be transferred. "D's" will not be accepted for transfer in major and/or minor areas. All transfer credit for Teacher Education Program major/minor requirements must be a C (2.00) or above. For purposes of the approved program, credit earned by correspondence or by examination will not be accepted for the teaching of reading, children's literature, child and adolescent development, methods courses, or any other professional education courses requiring observation and participation with students.

Teacher education students who take courses elsewhere must have prior approval of the Registrar for the courses to be taken or they may not be accepted for transfer. The student should secure the approval of the Dean of the School of Education for the courses to be counted as a part of the approved program.

In order to be recommended for licensure, a student **MUST** complete the following courses at Bluefield College: EDU 4341, EDU 3901, EDU 4101, and student teaching. These courses may not be transferred from another institution.

It is highly recommended that EDU 3043, 3182 (mathematics licensure only), and 3253 (secondary and preK-12); EDU 3053, 3163, 3193, and 4053 (elementary), EDU 4433, 4443, and 4453 (Special Education) be taken at Bluefield College. However, students can request to transfer in up to six hours from the above list. In order to do so, the student must submit an official transcript, complete course description, and course syllabi to the Dean of the School of Education. Only courses completed with a minimum grade of a B (3.00) will be considered.

Transfer students should complete *Praxis Core: Mathematics* and *Virginia Communication and Literacy Assessment* prior to transferring to Bluefield College.

## **TIPS FOR TRANSFER STUDENTS**

1. Obtain the Bluefield College *Teacher Education Handbook*.
2. Attend one of the New Student Orientation meetings on campus.
3. Discuss the evaluation of your transfer credits with your advisor in the School of Education.
4. Complete a copy of the advising check sheet to evaluate your status in the Teacher Education Program.
5. Complete all requirements for admission to the Teacher Education Program by the end of your first semester to ensure that your plans for student teaching and graduation are not delayed.
6. Ask your faculty at your current college/university to complete the faculty recommendations.
7. Pay special attention to test registration dates for required assessments. Delay in completing the assessments may result in a delay in completing program requirements.



## **ACADEMIC SUPPORT (Center for Academic & Career Excellence)**

The Academic Center for Excellence (ACE) exists to further Bluefield College's goal of providing a liberal arts education that will develop the whole person. This Center encourages students to take responsibility for academic choices and achievements and to understand that academic planning and development occur not only during undergraduate years, but also throughout a lifetime. Tutoring services, disability services and the testing center for CLEP and DSST are housed in the ACE.

Tutoring in all academic areas is coordinated through ACE, including our face-to-face and online writing tutoring. Tutoring appointments will be arranged for those students in need of tutoring in any discipline as tutors are available. ACE offers academic support to all students who desire to improve their ability to succeed in their coursework by offering assistance with study skills, time management, determining learning styles, test anxiety and more. The Director of Academic Support Services serves as director for the ACE center and also works with those students on academic probation and warning to help them achieve their academic goals. Students placed on academic warning and probation are required to meet with the Director of Academic Support Services while they are working to improve their scholastic performance.

Academic accommodations are also available for those students with documented disabilities. If any student desires assistance, he or she must contact the assistant director of ACE at ACE@bluefield.edu. The assistant director will consult with the student regarding any appropriate accommodations.

CLEP and DSST testing are available for students of the college and for the general public. Tests are scheduled by individual appointment. To arrange taking a test, contact the ACE center at ACE@bluefield.edu.

## **STUDENTS WITH DOCUMENTED DISABILITIES**

The Teacher Education Program complies with all required accommodations with the expectation that students assume responsibility to inform the professor about which accommodations are needed/desired and to monitor their own progress in conjunction with the professor.

## **STUDENT EDUCATION ASSOCIATION**

The Bluefield College Student Education Association is an organization of students in elementary and secondary education. Regular meetings feature programs of student interest. Student involvement in the SVEA has resulted in numerous projects benefitting the college and surrounding community.

Membership in the BC SVEA includes membership in the National Education Association (NEA) Student Program and the Student Virginia Education Association (SVEA). It also provides subscriptions to various NEA and VEA publications along with the opportunity to attend state and national conferences.

Members receive \$1,000,000 liability insurance coverage while in the classroom. Membership is required for all students involved in field experiences. Membership required for students involved in field experiences is from September 1 to August 31, so it is best to join in September for the full year of benefits.



## SCHOLARSHIPS

The Bluefield College Teacher Education Program will recommend eligible students for teaching scholarships whenever we are notified of scholarship opportunities. **Students who are fully admitted to the Teacher Education Program will be recommended**, and if more than one student is eligible for a scholarship, then students will be ranked in order by GPAs in major and education courses, overall GPA, successful completion of required assessments, ratings by mentors and supervisors, and by the criteria stipulated by the scholarship. The scholarships may not be offered every year.

### Virginia Teaching Scholarship Loan Program

**Application Process** (Retrieved July 20, 2012 from [http://www.doe.virginia.gov/teaching/financial\\_support/index.shtml](http://www.doe.virginia.gov/teaching/financial_support/index.shtml) )

*The VTSLP application process begins early in the second semester when the Virginia Department of Education distributes VTSLP application materials to the 37 colleges and universities in Virginia with approved teacher preparation programs. Students who are eligible for the VTSLP must be nominated by the college or university to receive the award. To be eligible, students must be enrolled on a full- or part-time basis in one of the critical shortage teaching areas, be at or beyond the sophomore year (including graduate years), possess a grade point average of at least 2.7, and be identified as a domiciliary resident of Virginia. All students must return the completed application packets to the Office of Teacher Education at the college or university. Only the Dean or Director of Teacher Education may submit completed applications to the Virginia Department of Education.*

*A selection panel representing teachers, college and university faculty, professional organizations, and Department of Education personnel chooses recipients. Through the VTSLP, eligible students may receive a scholarship-loan for as much as \$3,720, and recipients are notified individually of their selection.*

**Obligation Fulfillment** (Retrieved July 20, 2012 from [http://www.doe.virginia.gov/teaching/financial\\_support/index.shtml](http://www.doe.virginia.gov/teaching/financial_support/index.shtml) )

*Upon completion of the teacher preparation program, the scholarship recipient shall begin teaching in the public schools of the Commonwealth in the first full academic year after becoming eligible for a teaching license, and shall fulfill the teaching obligation in accordance with the Promissory Note by teaching continuously in Virginia for the same number of years that he was the beneficiary of such scholarship.*

*Such scholarship recipient may fulfill the teaching obligation by accepting a teaching position under contract:*

- *in one of the critical teacher shortage disciplines as established by the Board of Education; or*
- *in a career and technical education discipline; or*
- *regardless of teaching discipline, in a school with a high concentration of students eligible for free or reduced lunch; or*
- *in any discipline or at any grade level within a school division with a shortage of teachers, as defined in the Board of Education's Regulations Governing the Determination of Critical Teacher Shortage Areas; or*
- *in a rural or urban region of the state with a teacher shortage.*

*If, upon completion of the teacher preparation program, the recipient does not teach, the scholarship-loan must be paid back to the Commonwealth of Virginia.*

### **2013-2014 Top Ten Critical Shortage Teaching Endorsement Areas in Virginia**

1. Special Education
2. Elementary Education preK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra I)
6. School Counselor preK-12
7. Science Grades 6-12
8. Foreign Languages preK-12
9. English
10. Health and Physical Education preK-12

Retrieved June 19, 2013 from [http://www.doe.virginia.gov/teaching/workforce\\_data/shortage\\_areas/2013-2014.pdf](http://www.doe.virginia.gov/teaching/workforce_data/shortage_areas/2013-2014.pdf)

**When we receive notice that the Virginia Department of Education is taking applications for the VTSLP, we notify eligible students by email. Students must then complete the required paperwork by the deadline in order for us to submit their application. Students are selected by representatives of the VDOE.**

## **Virginia Council of Teachers of Math (VCTM)**

*The VCTM awards one or two \$2,000 scholarships to prospective mathematics teachers in Virginia each year. Candidates must be Virginia residents who are full time students at a Virginia College or University, a senior graduating within 2 semesters, and enrolled in a degree-seeking program with a concentration in mathematics or a major in mathematics and planning to teach mathematics in a Virginia school. All applicants who plan to teach at elementary, middle school, high school, and college levels are eligible. Students must complete an application form and an information sheet and obtain two faculty recommendation forms. Source: <http://www.vctm.org/Default.aspx?pageId=768002>*

Eligible students are encouraged to apply.

## **Virginia Association of Colleges of Teacher Education (VACTE) Scholarship**

Only one candidate may be submitted from Bluefield College each year. Two scholarships are awarded each year in the state of Virginia. (Source: 2011-2012 VACTE Scholarship Application)

### ***Application Procedure***

1. *Each VACTE member institution may submit one application; **institution must be fully paid member in order to nominate a candidate.** Although each institution must establish its own procedure for identifying that one nominee they include the five criteria listed below. Please submit 3 copies of the nomination packet for distribution among the Award Committee members.*
2. *Each application must be endorsed by the dean or administrator of the teacher education unit (or his/her designee) of the VACTE member institution submitting the nomination.*
3. *A complete packet including an autobiography, transcript, and list of courses to be completed for graduation and/or licensure must accompany the application form.*
4. *Each application must include at least one letter of recommendation from a former or present employer (may be a clinical instructor with whom the student has worked).*
5. *The Scholarship Committee will recommend the winning applicants to the VACTE Executive Committee who will make the scholarship award. An announcement of the scholarship will be made in the spring semester.*

### ***Selection Criteria***

1. *This scholarship is open to all students who have been admitted to a teacher education program and hold no less than junior standing.*
2. *Applicants should be able to demonstrate a balanced program in liberal arts and professional education.*
3. *Prior or current experience in working with children or young people is an important factor i.e., camp, volunteer, student professional club, etc.).*
4. *Students should have demonstrated a high level of scholarship in previous studies (a 3.2 GPA or higher is suggested).*
5. *Each nominee must come from an institution that is a member in good standing of VACTE.*

### ***Required Essays***

1. *Briefly describe your career goals and how any past experiences have influenced your desire to be a teacher. (1-2 pages)*
2. *Briefly state why you feel that you will be a good teacher when you have completed your preparation program. (1-2 pages)*
3. *Please attach a biography, a transcript (official or unofficial), and a list of courses that must be completed by graduation for completion of the licensure program. (2-5 pages)*

Highest ranking students who are fully admitted to the teacher education program and who are at junior or senior status may apply. The highest ranking student's application will be submitted for consideration.

## **Gerald E. Clay Scholarship**

The Gerald E. Clay Scholarship was established to honor Dr. Gerald E. Clay who was the founder of the Bluefield College Teacher Education program in 1977 and who served as its director until 2006. At least one scholarship is awarded each year at Bluefield College's Honor Convocation in the spring. To be eligible, a student must be a junior or senior who is formally admitted to the Teacher Education Program, has maintained all GPA requirements, has submitted an application (including a written essay), and two letters of recommendation from professors and/or mentor teachers. Recipients are chosen by the Financial Aid office. All eligible students are invited to apply.

## AWARDS

### **Teachers of Promise**

The Teachers Of Promise Institute was established in 2002 to recognize, celebrate, and invigorate Virginia's best and brightest future teachers. Organized by the Virginia Milken Educator Network the Institute provides a wide range of experiences for attendees, including interaction and professional development with a team of more than fifty master educators from across the country. In spring 2012, six student teachers travelled to Richmond for the 2-day institute where they were honored as "Teachers of Promise". To be eligible for this honor, you must be a student teacher or be scheduled to student teach in the very next semester. In addition, you must have been fully admitted to the teacher education program, have completed EDU 3901 Pre-Student Teaching Field Experience II, and have maintained all GPA requirements. Additional consideration will be given to any students who lack only one qualifying item. If more than six students are eligible, students will be ranked by their GPA standing to determine who will be selected.

### **Student Teaching Awards**

Student teaching awards are presented on an annual basis during the spring semester at Honors Convocation. Student teachers from both semesters of the academic year are considered for these awards and are ranked in order based on their completion of all required assessments, maintenance of all required GPAs, and evaluations from the student's mentor teachers, principals, and college supervisors.

### **Heather Smith/Jason Elswick Student Teacher Awards**

The Heather Smith (1983-2005) and Jason Elswick (1984-2005) awards are given in memory of two Bluefield College teacher education students who tragically lost their lives in automobile accidents while they were students at Bluefield College. Top ranking student teachers from the Fall/Spring semesters are presented these awards.

**Delta Kappa Gamma** is an international honor society for key women educators, and the Virginia state chapter, Iota State, provides an award each year for a female student teacher at each participating college or university who shows exceptional promise. The Bluefield College awardee is one of the top ranking female student teachers from the Fall/Spring Semester.

**Academic Excellence in Education Award** is presented to the student teacher with the highest overall GPA who is also successfully enrolled in the Master of Arts in Education program at Bluefield College.

### **Student Virginia Education Association (SVEA) Service Award**

The SVEA Service Award is presented to a senior SVEA member who has demonstrated extraordinary leadership, dedication, and service above self in the organization and has contributed to its excellence as an organization of teacher education students. The Award may be presented at Honors Convocation.

### **Association of Teacher Educators-Virginia (ATE-VA) Award for Excellence in Pre-Service Teacher Education for Undergraduate Research**

*The Teacher Candidate Research Award recognizes teacher candidates who, at any point in their preparation program, design and implement research projects addressing key issues in student learning and/or pre-service teacher development. The research proposals describe current research and literature regarding the issue and clearly outline the proposed research project. Project proposals are expected to exemplify strong research design and methodology. Awards will be given for research at various stages in the process, with preference given to those projects further into the process of implementation. **Who is eligible?** Students enrolled in teacher education programs in Virginia and whose proposals are nominated by faculty members in their program. Each award will include a certificate and a monetary award. Applicants may also receive certificates of recognition without a monetary award.*

One to four research awards are given each year from all the teacher preparation programs in Virginia. Student teachers whose action research projects meet the criteria are encouraged to apply.

## TEACHER EDUCATION PROGRAM RECORDS POLICY

Records of students who have not completed an approved teacher education program are retained for five years and are then destroyed. Complete records of students who have completed an approved teacher education program are retained for ten years. After that time, only a copy of the application for initial licensure is retained.

The application packet for initial Virginia teacher licensure is forwarded to the appropriate office of the Virginia Department of Education in Richmond. The student must sign a release to include the Bluefield College transcript and copies of the required test scores. **No other copies of the mandated test scores are released. The student is advised to make copies of these score reports in order to include them with applications for teaching positions. Students are also advised to keep copies of recommendation forms and other materials since these cannot be released.**

## EVALUATION OF THE TEACHER EDUCATION PROGRAM

Evaluation of the Teacher Education Program is a continuous effort and includes all aspects of the program. Each semester students are asked to evaluate each course taken in the professional education program including the field placements.

In an effort to continue to improve, the Teacher Education Program at Bluefield College conducts follow-up studies of its program completers each spring. Evaluations are completed by program completers after one year and again after three years. Survey forms are also sent to principals of schools where graduates are employed. The results of these surveys are used in the planning process of the Teacher Education Program as well as provides data for national accreditation and state program approval.

Bluefield College graduates currently hold positions as teachers, building administrators, and central office personnel throughout Virginia, the surrounding states and as far away as China. Bluefield College teacher education graduates have been recognized as outstanding teachers of the year and have received various awards including Teacher of the Year Awards, Ashland Oil Teaching Awards, Presidential Awards for Excellence in Science and Mathematics, and Christa McAuliffe Fellowship Grant Awards. Bluefield College graduates have served in leadership positions including Executive Secretary of the National Education Association, member of the Virginia State Board of Education, and as superintendents of school districts.

## References

Ball, D., & Cohen, D. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond and G. Sykes (eds.), *Teaching as the Learning Profession: A Handbook of Policy and Practice*. San Francisco: Jossey-Bass.

# APPENDICES

- Mentor Evaluation of Student
- Student Evaluation of Field Experience
- Portfolio Artifacts in Coursework
- Required Documents for ST Portfolio
- InTASC Standards 1-10 for ST Portfolio
- Tazewell County Schools Letter
- Application for TEP
  - Application Form
  - Survey
  - Self-Evaluation
  - Essay Questions
  - Authorization for Use of Data
  - Faculty Recommendation
- Interview Criteria for TEP

\*TEP: Teacher Education Program  
\*ST: Student Teaching

**Bluefield College**  
**Teacher Education Program**  
**Pre Student Teaching Field Experience**  
**Mentor Evaluation of Student**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating School: \_\_\_\_\_ Phone: \_\_\_\_\_

Cooperating Teacher(s): \_\_\_\_\_

Subject / Grade Level: \_\_\_\_\_

Course Number: **EDU 2003\*** \_\_\_\_\_ **EDU 3801\*** \_\_\_\_\_ EDU 3901 \_\_\_\_\_ EDU 4101 \_\_\_\_\_

Students receive academic credit for the pre-student teaching field experiences and your evaluation is important in determining the final grade. Please feel free to discuss the student's participation, strengths and areas for improvement, and potential as a classroom teacher. **Use the back for additional comments. We appreciate your support in our endeavors!**

**\*Students in these classes generally have not been formally admitted to the Bluefield College Teacher Education Program; they are in these classes as an exploration of teaching as a career. Your forthright evaluation helps provide important directions in terms of grade levels, subjects, and most importantly, teaching as a career choice.**

<b>Professional Habits</b>	<b>5 Excellent</b>	<b>4 Above Average</b>	<b>3 Average</b>	<b>2 Below Average</b>	<b>1 Low</b>
• Initial contact with school and teacher was done promptly					
• Is punctual and/or notifies mentor if late or absent					
• Dress/Attire is appropriate					
• Projects a positive attitude					
<b>Professional Skills</b>	<b>5 Excellent</b>	<b>4 Above Average</b>	<b>3 Average</b>	<b>2 Below Average</b>	<b>1 Low</b>
• Demonstrates initiative					
• Accepts duties/responsibilities					
• Performs duties/responsibilities					
• Demonstrates respect to mentor and staff					
• Demonstrates respect to students					
• <b>Overall Rating of Student Observer</b>					

\_\_\_\_\_ I have shared a copy of this evaluation with the student.

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

If you wish to mail or fax your evaluation: **Bluefield College**  
**Teacher Education Program**  
**3000 College Drive**  
**Bluefield, VA 24605**

**Fax: 276-326-4241**

**Bluefield College  
Teacher Education Program**

**Student Evaluation of  
Pre-Student Teaching Field Experience**

Student: \_\_\_\_\_ Field Experience \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating School: \_\_\_\_\_

Cooperating Teacher(s): \_\_\_\_\_ Total Hours Completed: \_\_\_\_\_

**Please rate your field placement school on the following:**

<b>School Climate</b>	<b>5 Excellent</b>	<b>4 Above Average</b>	<b>3 Average</b>	<b>2 Needs Improvement</b>	<b>1 Unsatisfactory</b>
1. Efficiently established placement					
2. Projected a welcoming attitude					
<b>Mentor</b>	<b>5 Excellent</b>	<b>4 Above Average</b>	<b>3 Average</b>	<b>2 Needs Improvement</b>	<b>1 Unsatisfactory</b>
3. Clearly defined expectations					
4. Assisted me in all possible ways					
5. Allowed and encouraged me to participate					
<b>6. Overall rating of field experience</b>					

**Comments—you must make at least two specific comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Student Teaching Portfolio Components in Education Course Work

### All Students

Field Experiences	
EDU 3801: Pre-Student Teaching Field Experience I	<ul style="list-style-type: none"> <li>• Resume</li> <li>• Why Teach? Paper</li> <li>• Mentor Evaluations</li> </ul>
EDU 3901: Pre-Student Teaching Field Experience II	<ul style="list-style-type: none"> <li>• Child Abuse Training Certificate</li> <li>• Required Documents: Awards, Certificates, Etc.</li> <li>• Mentor Evaluations</li> </ul>
EDU 4101: Pre-Student Teaching Field Experience III	<ul style="list-style-type: none"> <li>• Philosophy of Education (Revised)</li> <li>• Mentor Evaluations</li> </ul>
Professional Education Courses	
EDU 2003: Human Growth and Development for Educators	<ul style="list-style-type: none"> <li>• Learning Theories Introduction</li> <li>• <i>Introduction to Research: Article Reviews</i></li> <li>• <i>Introduction to Research: Annotated Bibliography</i></li> </ul>
EDU 2013: Foundations of Education	<ul style="list-style-type: none"> <li>• Philosophy of Education</li> <li>• Professional Organizations</li> <li>• <i>Introduction to Research: Annotated Bibliography</i></li> </ul>
EDU 2212: Introduction to Instructional Media & Technology	<ul style="list-style-type: none"> <li>• Parent Communication</li> <li>• Classroom Floor Plan</li> <li>• Videotape Project</li> <li>• Resume</li> <li>• <i>Introduction to Research: Article Review</i></li> <li>• <i>Introduction to Research: Abbreviated Research Paper</i></li> </ul>
EDU 3133: Introduction to the Exceptional Child	<ul style="list-style-type: none"> <li>• Modified Lesson Plans for Students with Disabilities</li> <li>• Introduction to Research: Research Paper</li> </ul>
EDU 4341: Classroom Management	<ul style="list-style-type: none"> <li>• Classroom Management Plan</li> <li>• Classroom Floor Plan (Revised)</li> <li>• Parent Involvement</li> </ul>

### Students in a Secondary Endorsement Area (Grades 6-12 and Grades PreK-12)

EDU 3253: Teaching Reading in the Content Area	<ul style="list-style-type: none"> <li>• Content Course Analysis</li> <li>• Lesson Plans</li> <li>• Assessment: Peer Evaluation and Rubrics</li> <li>• <i>Introduction to Research: I-Search Paper</i></li> </ul>
EDU 3043: Curriculum, Assessment, and Instruction in Secondary Schools	<ul style="list-style-type: none"> <li>• Diversity Project</li> <li>• Unit Plan</li> <li>• Assessment Strategies</li> <li>• Differentiation Packet</li> <li>• Professional Development Plan</li> </ul>
For Mathematics Education Students only: EDU 3182: Methods in Teaching Mathematics 6-12	<ul style="list-style-type: none"> <li>• Unit Plan</li> <li>• Assessment Strategies</li> </ul>

### Students in an Elementary Endorsement Area (Grades PreK-6)

EDU 3053 Reading and Language Arts	<ul style="list-style-type: none"> <li>• Differentiation: Reading Center</li> <li>• Differentiation: BookBag</li> </ul>
EDU 3163 Methods in Teaching PreK-6 Mathematics	<ul style="list-style-type: none"> <li>• Unit Plan</li> <li>• Assessment Strategies</li> <li>• Professional Development Plan</li> <li>• Content Course Analysis</li> </ul>
EDU 3193 Teaching Science and Social Studies PreK-6	<ul style="list-style-type: none"> <li>• Unit Plan</li> <li>• Assessment Strategies</li> <li>• Differentiation Packet</li> <li>• Content Course Analysis</li> </ul>
EDU 4053 Diagnostic Reading	<ul style="list-style-type: none"> <li>• Assessment Instruments</li> <li>• Diagnostic Kit</li> </ul>
ENG 3053 Literature for Children and Adolescents	<ul style="list-style-type: none"> <li>• Multicultural Project</li> <li>• <i>Introduction to Research: APA Style</i></li> </ul>

**BLUEFIELD COLLEGE**  
**TEACHER EDUCATION PROGRAM**  
**The Value of a TEACHING PORTFOLIO**

The Student Teaching Portfolio is required of all teacher education students during the student teaching semester. The portfolio serves to document your growth, abilities, and accomplishments as you proceed to your goal of becoming a classroom teacher. Your college supervisors will assist you in organizing the contents of your portfolio and in preparation for the final portfolio presentation at the conclusion of student teaching. In seminars connected to the pre-student teaching field experiences and student teaching, you will have time to share and discuss your portfolio.

**Keep in mind that the portfolio...**

- conveys your beliefs, attitudes, and values as you progress in your journey to become a teacher.
- is a thoughtful collection of your work that exhibits efforts, progress, and achievements.
- provides a complex and comprehensive view of your performance in a professional context and demonstrates your technological skills.
- is a showcase of your professional competencies and may be shared with others in the educational community, as well as viewed by prospective employers in the hiring process.
- is aligned with state teacher education and Interstate New Teacher Assessment and Support Consortium standards.

**TEACHING PORTFOLIO SECTION I**  
**REQUIRED DOCUMENTS**

➤ **Resume**

If you have it, update the resume you developed in EDU 2212: Introduction to Media and Technology. If you don't have one from class, use one of the templates in MS Word. Update it, putting your education section first, and your student teaching and field experiences next. Try to put it all on one well-balanced page, two at the most. Here is a website with some helpful information from Boston College:

<http://www.bc.edu/offices/careers/resourcesfor/soeresources/edresume.html>

➤ **Why Teach? Essay**

This is an **autobiographical** reflective essay that explores the teaching and learning experiences, which have influenced your decision to become a teacher. These experiences, written in first person, might include past and/or current relationships with adults and children, readings, memories of schooling, and other life connections to children, teaching, and learning. You may still have a first draft that you wrote for EDU 3801: Pre-Student Field Experience 1. Update and revise it.

➤ **Philosophy of Education**

The first draft of your philosophy of education was written in Foundations of Education; you now have the opportunity to revise it into a condensed philosophy statement. Reflecting on and writing about your beliefs will give you the opportunity to explore what you believe and why, and may provide insight about why you teach in certain ways. Throughout your teacher education program you have had the opportunities to consider your changing beliefs about teaching in light of what you actually do in the classroom.

➤ **Documents, Forms, and Certificates**

- **Transcripts: Bluefield College (PDF!), Previous Colleges**
- **Assessments: Praxis Core Mathematics, Praxis II, VCLA, RVE\***
- **Evaluations: Student Teaching (Mentor, Supervisor, and Principal)**
- **Evaluations: and Mentor Field Experience**
- **Letters of Recommendation (1 Required, 2-3 suggested)**
- **Child Abuse Training Certificate**
- **Other Certifications and Awards (Optional)**

## The Learner and Learning

### Standard #1: Learner Development

**The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

#### PERFORMANCES

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

#### ESSENTIAL KNOWLEDGE

- 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

#### CRITICAL DISPOSITIONS

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### Portfolio Artifacts

Required	Additional Choices
<b>Field Test of Learning Strategy or Strategies</b>	A Lesson Plan (that you taught with reflections included) that successfully addresses learner strengths, interests, and needs.
<b>*Bulletin Board/Display Board* if Appropriate</b>	

***Note:*** As you think about this standard, recall the Human Growth and Development course where you studied theories of development and connected them to your student observations. Now is the time to apply these theories to the design of instructional materials and experiences.

## **The Learner and Learning**

### **Standard #2: Learning Differences**

**The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

#### **PERFORMANCES**

- 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

#### **ESSENTIAL KNOWLEDGE**

- 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

#### **CRITICAL DISPOSITIONS**

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### **Portfolio Artifacts**

<b>Required</b>	<b>Additional Choices</b>
<b>Differentiation Packet</b>	Diversity or Multicultural Project from methods courses or the Children's Literature Course.
	Lesson plan that has been modified to teach a student with a special disability or who is gifted. This can be modeled from the one you did in the Exceptional Child course.
<b><i>*Bulletin Board/Display Board* if Appropriate</i></b>	

## **The Learner and Learning**

### Standard #3: Learning Environments

**The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.**

#### PERFORMANCES

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

#### ESSENTIAL KNOWLEDGE

- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

#### CRITICAL DISPOSITIONS

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

### **Portfolio Artifacts**

<b>Required</b>	<b>Additional Choices</b>
<b>Classroom Management Plan</b>	Community Building Documentation
<b>Classroom Floor Plan</b>	Parent Involvement Documentation
<b><i>*Bulletin Board/Display Board* if Appropriate</i></b>	

## Content Knowledge

### Standard #4: Content Knowledge

**The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.**

#### PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

#### ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

#### CRITICAL DISPOSITIONS

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

### **Portfolio Artifacts**

Required	Additional Choices
<b>Content Course Analysis</b>	Work that is published such as <i>Blue Mountain Review</i>
<b>Content Work Samples</b>	Performances in drama or music; Art show
<b>*Bulletin Board/Display Board* if Appropriate</b>	Participation in discipline-specific conferences
	Evidence from trips that connect to your content area



## Content Knowledge

### Standard #5: Application of Content

**The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

#### PERFORMANCES

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.

#### ESSENTIAL KNOWLEDGE

- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

#### CRITICAL DISPOSITIONS

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### Portfolio Artifacts

Required	Additional Choices
<b>Evidence of a successful lesson that demonstrates your innovative teaching of a content that is challenging for students.</b>	Evidence of a successful lesson that demonstrates your innovative teaching of content connected to another discipline or placed in a real-world context.
	Student samples of creativity, critical thinking, or problem solving.
<i>*Bulletin Board/Display Board* if Appropriate</i>	

## Instructional Practice

### Standard #6: Assessment

**The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

#### PERFORMANCES

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

#### ESSENTIAL KNOWLEDGE

- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

#### CRITICAL DISPOSITIONS

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

### Portfolio Artifacts

Required	Additional Choices
<b>Unit Pre/Post Test &amp; Verification of Student Learning</b>	Learner Work Samples with your written feedback
<b>Evidence that you have used a variety of assessments and/or rubrics</b>	Your analysis of standardized test data and how it relates to instruction
<b><i>*Bulletin Board/Display Board* if Appropriate</i></b>	



## **Instructional Practice**

### Standard #7: Planning for Instruction

**The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

#### PERFORMANCES

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

#### ESSENTIAL KNOWLEDGE

- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

#### CRITICAL DISPOSITIONS

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

### **Portfolio Artifacts**

Required	Additional Choices
<b>Unit Plan</b>	Photographs of students participating in unit lessons or culminating activity.
<b><i>*Bulletin Board/Display Board* if Appropriate</i></b>	

## **Instructional Practice**

### Standard #8: Instructional Strategies

**The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

#### PERFORMANCES

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

#### ESSENTIAL KNOWLEDGE

- 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

#### CRITICAL DISPOSITIONS

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

### **Portfolio Artifacts**

<b>Required</b>	<b>Additional Choices</b>
<b>Artifacts that demonstrate your teaching of the same concept or skill in multiple ways.</b>	<b>Artifacts that document successful projects or performances</b>
	Photographs of Students At Work, with Projects, etc.
<b><i>*Bulletin Board/Display Board* if Appropriate</i></b>	Learner Work Samples with Feedback

## Professional Responsibility

### Standard #9: Professional Learning and Ethical Practice

**The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

#### PERFORMANCES

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

#### ESSENTIAL KNOWLEDGE

- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

#### CRITICAL DISPOSITIONS

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

### **Portfolio Artifacts**

<b>Required</b>	<b>Additional Choices</b>
<b>Action Research Project (REMOVE Names)</b>	Documentation of your leadership role in a project to benefit students or student learning.
	Documentation or Essay on Team Planning
<b><i>*Bulletin Board/Display Board* if Appropriate</i></b>	Evidence of or Reflection about successful collaboration in your placement

## Professional Responsibility

### Standard #10: Leadership and Collaboration

**The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

#### PERFORMANCES

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

#### ESSENTIAL KNOWLEDGE

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

#### CRITICAL DISPOSITIONS

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

### **Portfolio Artifacts**

<b>Required</b>	<b>Additional Choices</b>
<b>Action Research Project (REMOVE Names)</b>	Documentation of your leadership role in a project to benefit students or student learning.
	Documentation or Essay on Team Planning
<b><i>*Bulletin Board/Display Board* if Appropriate</i></b>	Evidence of or Reflection about successful collaboration in your placement

# Tazewell County Public Schools

209 West Fincastle  
P. O. Box 927  
Tazewell, VA 24651-0927

*School Board Members:*  
*Mike Dennis, Chairman*  
*Randy Conn*

*Steve Davis*  
*Estelle "Cookie" Johnson*  
*David Woodard*

July 2011

Dear College Representatives and Prospective Teacher Candidates,

Thank you for your interest in Tazewell County Public Schools.

In order to maintain a safe and secure environment for the students of Tazewell County, we require that all student teachers, practicum students, and college students completing observations as part of a college class, complete the following:

Fingerprint Background Check  
Drug Test  
TB Test  
VA Child Abuse and Neglect Social Services Background Check

The paperwork and information regarding these tests may be obtained, in person, at the Tazewell County School Board Office. The student will be responsible for any cost involved with these requirements.

It may take some time for these background tests to be processed. Please submit your paperwork and associated money orders as soon as possible. Results from these tests must be received prior to your entry into Tazewell County Public School classrooms.

Thank you for your help with this change in security for the children of Tazewell County.

Sincerely,



Julia Butler  
Supervisor of Human Resources

**BLUEFIELD COLLEGE**  
**TEACHER EDUCATION PROGRAM**  
Application for Admission

**I wish to be considered for the Teacher Education Program.**

**I meet the GPA requirements of 2.5 overall, 2.75 endorsement area, and 2.75 professional education.**

Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

Home Address \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_  
Street Address/Route

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Local Address \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_  
Street Address/Route

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Classification: Fr \_\_\_\_\_ Soph \_\_\_\_\_ Jr \_\_\_\_\_ Sr \_\_\_\_\_

Endorsement level: Prek-6 \_\_\_\_\_ Prek-12 \_\_\_\_\_ 6-12 \_\_\_\_\_ K-12 (Special Ed.) \_\_\_\_\_

Area(s) of Concentration for 6-12 or Prek-12: \_\_\_\_\_

Date PRAXIS Core Mathematics taken: \_\_\_\_\_ Date VCLA taken: \_\_\_\_\_

Bluefield College School of Education Background Check Requirements completed: \_\_\_\_ Yes \_\_\_\_ No

References: List four faculty members, **(other than Education faculty)** including your advisor and a professor in your endorsement area, who know you well enough to evaluate your potential for the teaching profession. Complete the top portion of the reference form and ask them to return the forms directly to the Director of the Teacher Education Program.

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

**Complete all parts of the application.**

\_\_\_\_\_  
Applicant's Signature Date

.....  
**DO NOT WRITE IN THIS AREA.**

Date: \_\_\_\_\_ Transfer \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_

GPA \_\_\_\_\_ Endorsement GPA \_\_\_\_\_ Prof Ed GPA \_\_\_\_\_

EDU 2003 \_\_\_\_\_ PSY 1013 \_\_\_\_\_ ENG 1013-1023 \_\_\_\_\_

SAT \_\_\_\_\_ V \_\_\_\_\_ Q \_\_\_\_\_ (ACT \_\_\_\_\_) Interview \_\_\_\_\_

VCLA \_\_\_\_\_ PRAXIS Core Mathematics \_\_\_\_\_ EDU 0111 (if needed) \_\_\_\_\_ Background Check \_\_\_\_\_

Date \_\_\_\_\_ Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_

Name: \_\_\_\_\_

<b>Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony anywhere in the United States?</b> (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)	___Yes	___No
<b>Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country or a U.S. territory?</b> (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)	___Yes	___No
<b>Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving children (minor)?</b> (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)	___Yes	___No
<b>Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)?</b> (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)	___Yes	___No
<b>Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license; or had any other adverse action taken against such a license?</b> (If yes, please attach a statement giving full details and official documentation of the action taken.)	___Yes	___No
<b>Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?</b> (If yes, please attach a statement giving full details and official documentation of the founded complaint.)	___Yes	___No
<b>Have you ever left any education or school-related employment, voluntarily or involuntarily, while the subject of an investigation, inquiry, or review of alleged misconduct or when you had reason to believe an investigation of alleged misconduct was under way or imminent?</b> (If yes, please attach a statement giving full details and any official documentation available regarding the investigation, inquiry, or review.)	___Yes	___No
<b>To your knowledge, are you currently the subject of any investigation, inquiry, or review of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate?</b> (If yes, please attach a statement giving full details and any official documentation available regarding the investigation, inquiry, or review.)	___Yes	___No

## TEACHER EDUCATION & LICENSURE SURVEY

Race/Ethnic Origin: American Indian/Alaska Native \_\_\_\_\_ Asian/Pacific Islander \_\_\_\_\_ Black (non-Hispanic) \_\_\_\_\_  
 Hispanic \_\_\_\_\_ White (non-Hispanic) \_\_\_\_\_ Other \_\_\_\_\_

Did you take the SAT/ACT? \_\_\_YES \_\_\_NO

If so, what were your scores? \_\_\_\_\_SAT \_\_\_\_\_ACT

Did you transfer to Bluefield College from another college or university? \_\_\_YES \_\_\_NO

Did you participate in a Teacher Education Articulation Program at a Community College? \_\_\_YES \_\_\_NO

Do you hold any degrees? \_\_\_YES \_\_\_NO If yes, please list below:

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### Teaching Experience

- \_\_\_None
- \_\_\_Previously worked as an aid or paraprofessional
- \_\_\_Currently working as an aid or paraprofessional
- \_\_\_Previously Taught
- \_\_\_Currently Teaching

### Teaching-Related Experiences

- \_\_\_None
- \_\_\_Day care teaching
- \_\_\_Sunday school teaching
- \_\_\_Camp or youth group
- \_\_\_Tutored
- \_\_\_Teacher Cadet Program
- \_\_\_Future Teachers of America
- \_\_\_Other: \_\_\_\_\_

### **Your Plans Following Program Completion**

Teach/work in a PK-12 School: ☐ YES ☐ NO ☐ Undecided

Type of School: ☐ Public ☐ Private ☐ Religious ☐ Private non-religious ☐ Undecided

Type of Community: ☐ Undecided ☐ Urban ☐ Rural ☐ Suburban

State: ☐ Virginia ☐ Other state ☐ Outside USA

Teach/work in a school close to home: ☐ YES ☐ NO ☐ Undecided

Willing to teach in:

High poverty school: ☐ YES ☐ NO ☐ Undecided

School with low student academic performance: ☐ YES ☐ NO ☐ Undecided

Inner city school: ☐ YES ☐ NO ☐ Undecided

Preferred Grade Level:

☐ Elementary Education ☐ Middle School Education ☐ High School Education

☐ PK-12 Art, Vocal/Choral Music, Health & PE

### **SELF EVALUATION OF PROFESSIONAL CHARACTERISTICS AND DISPOSITIONS**

**Rate yourself using a 1 to 5—with 1 being the lowest and 5 the highest—on the following professional characteristics and dispositions.**

- \_\_\_\_\_ 1. The quality of my work is consistently excellent and exceeds the minimum requirements.
- \_\_\_\_\_ 2. My oral communication skills are excellent, and I will be a model for my students' own speaking skills.
- \_\_\_\_\_ 3. My written communication skills are superior, and I will be a model for my students' own writing skills.
- \_\_\_\_\_ 4. My attendance and punctuality with assignments are outstanding in all situations.
- \_\_\_\_\_ 5. My dress is always professional when I am presenting a lesson and when observing in the schools.
- \_\_\_\_\_ 6. I demonstrate the ability to utilize higher order thinking skills.
- \_\_\_\_\_ 7. I am receptive to constructive feedback and use that feedback in a reflective manner.
- \_\_\_\_\_ 8. I am consistently aware of diversity and make an effort to provide opportunities to meet the needs of diverse learners.
- \_\_\_\_\_ 9. I realize that I will encounter students with many learning styles and will make an effort to provide alternate strategies to meet the needs of all learners.
- \_\_\_\_\_ 10. I am creative and self-directed and do not depend on someone else to direct me.
- \_\_\_\_\_ 11. I handle stress well and am able to maintain an optimistic and positive approach to solving problems.
- \_\_\_\_\_ 12. I am a strong contributor in group activities, abide by rules and common etiquette, and act in the best interest of the group.
- \_\_\_\_\_ 13. I am a good role model.



# Bluefield College

## Teacher Education Program

### Application for Admission, Part II

**Directions:** Answer the follow questions in an essay of at least one paragraph.

- Include the question at the top of the page.
- Include your name and date at the top of the page.
- Use a different page for each question.
- Single-space the essay, and use 11-12 point font.
- Use the rubric below as a guideline.

#### A. Personal and Professional Experience

Describe your most relevant experience in working with children or adolescents, and explain how this experience impacts your desire to become a teacher.

#### B. Statement of Strengths and Weaknesses

What strengths do you bring to the role of teaching? What weaknesses will you have to address?

#### C. Self-Assessment of Work Ethic

Discuss your work ethic and how it impacts your current academic standing. Explain how this work ethic will transfer into your teaching career.

	Content	Structure	Mechanics	Language Usage
5	<ul style="list-style-type: none"> <li>Fluently addresses the question</li> <li>Provides supporting details and/or examples</li> </ul>	<ul style="list-style-type: none"> <li>Main idea clearly stated/implied</li> <li>Clearly organized in logical manner</li> <li>College-level sentence variety</li> </ul>	No errors in the following: <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Grammar</li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>College-level vocabulary</li> <li>Sophisticated word selection</li> </ul>
4	<ul style="list-style-type: none"> <li>Skillfully addresses the question</li> <li>Provides supporting details and/or examples</li> </ul>	<ul style="list-style-type: none"> <li>Main idea clearly stated</li> <li>Clearly organized in logical manner</li> <li>Provides sentence variety</li> </ul>	No more than 2 errors in the following: <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Grammar</li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Primarily college-level vocabulary</li> <li>Appropriate word selection</li> </ul>
3	<ul style="list-style-type: none"> <li>Adequately addresses the question</li> <li>Provides at least 2 supporting details and/or examples</li> </ul>	<ul style="list-style-type: none"> <li>Main idea stated</li> <li>Organized in logical manner</li> <li>Provides some sentence variety</li> </ul>	No more than 3 errors in the following: <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Grammar</li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Some college-level vocabulary</li> <li>Appropriate word selection</li> </ul>
2*	<ul style="list-style-type: none"> <li>Vaguely addresses the question</li> <li>Provides at least 1 supporting details and/or examples</li> </ul>	<ul style="list-style-type: none"> <li>Main idea not clearly stated</li> <li>Organized in an unclear manner</li> <li>Provides little sentence variety</li> </ul>	Has 4 or more errors in the following: <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Grammar</li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Below college-level vocabulary</li> <li>Ineffective word selection</li> </ul>
1*	<ul style="list-style-type: none"> <li>Does not address the question</li> <li>Provides no supporting details and/or examples</li> </ul>	<ul style="list-style-type: none"> <li>Main idea not evident</li> <li>Not organized in logical manner</li> <li>No sentence variety</li> </ul>	Has 5 or more errors in the following: <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Grammar</li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Immature vocabulary</li> <li>Inappropriate word selection</li> </ul>

**\*Students whose essays are ranked lower than 3 overall will not pass the Writing Sample Component of the Teacher Education Application. Those students must meet with the education faculty to determine an appropriate plan for writing improvement and a time table to reapply to the program.**

**TO:** All students seeking admission to the Teacher Education Program  
**FROM:** Dr. Donna H. Watson, Chair, Division of Education  
**RE:** Authorization to Use Social Security Number

All schools and departments of education are required to report data on professional education licensure and endorsement students and program completers to the United States Department of Education and the Virginia Department of Education. Data from all teachers, principals, and counselors are kept in this database. These data are coded by individual students' Social Security Numbers. Moreover, we are required to use individual Social Security Numbers to access test scores and analysis provided to us from the Educational Testing Service that ultimately are used in the report to the US and VA Departments of Education. The program is dependent on these data for compliance with federal and state law. Consequently, your participation in our program is dependent upon your disclosure of your Social Security Number. You cannot receive a license or endorsement without disclosure of your Social Security Number.

Please know that all of our records are kept in a secure, locked facility. We use your Social Security Number only for our record-keeping requirements. All outdated documents with your Social Security Number are shredded before disposal. This authorization remains in effect unless you notify us in writing of your wish to remove authorization.

Please indicate your willingness to disclose your Social Security Number for the purposes described above. Please include your Bluefield College Student Identification Number along with your Social Security Number so that we will be able to match the two numbers in your records.

I hereby give authorization for the Bluefield College Division of Education to use my Social Security Number and BC Student Identification Number for the purposes explained in this memo:

Social Security Number: \_\_\_\_\_

BC Student Identification Number: \_\_\_\_\_

_____	_____	_____
Printed Name	Signature	Date

**BLUEFIELD COLLEGE  
TEACHER EDUCATION PROGRAM  
RECOMMENDATION FORM\***

**Student Name:** \_\_\_\_\_

**Endorsement Area** \_\_\_\_\_

By signing this form I waive my right to review any recommendation forms provided to the Teacher Education Program.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**\*Evaluator please complete this form and return it to the Division of Education as soon as possible.**

.....

The above student has applied for admission to the Teacher Education Program of Bluefield College.  
Please answer each question by circling the proper letter according to your knowledge of the student.

**1. Oral communication skills**

- a) Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively
- b) Expresses self but not regularly; makes some errors; or does not consistently use voice effectively
- c) Expresses self regularly; uses Standard English grammar; uses voice effectively
- d) Expresses self very well; communicates ideas very well; is adept in using voice effectively

**2. Written communication skills**

- a) Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well-developed
- b) Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed
- c) Writing includes very few minor errors; clear, well-organized, well-developed
- d) Writing is error-free and is very clear, organized and highly developed

**3. Attendance and punctuality**

- a) Unacceptable absenteeism or tardiness
- b) Frequently absent, tardy, or leaves early
- c) Rarely absent or tardy
- d) Perfect attendance

**4. Work habits / Commitment to Excellence**

- a) Work or performance does not meet minimal requirements or expectations
- b) Work or performance meets minimal requirements or expectations
- c) Work and performance indicates significant effort and care
- d) Work and performance consistently demonstrates commitment to candidate's own high standards for professional work

**5. Quality of work**

- a) Consistently hands in work that is of poor quality or incomplete; does not make use of available resources, help, or suggestions to develop or improve work
- b) Often submits work that is of poor quality or incomplete; does not consistently use resources, help, or suggestions to develop or improve work
- c) Submits work that meets minimum requirements
- d) Reaches beyond the minimum, and turns in excellent work

**6. Quality of Interactions and Participation (classroom and field experiences)**

- a) Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared
- b) Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and colleagues; not well-prepared
- c) Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared
- d) Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared

**OVER**

**7. Respect for others**

- a) Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
- b) On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self control in interactions
- c) Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
- d) Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations

**8. Initiative**

- a) Passive, depends on others
- b) Needs supervision to implement ideas
- c) Demonstrates self-initiative and independence
- d) Creative, resourceful and self directed

**9. Response to constructive feedback**

- a) Defensive / non-responsive and does not make changes to subsequent performances or behaviors
- b) Defensive and/or non-responsive; subsequent performances or behaviors show some changes
- c) Receptive; subsequent performances show some productive changes
- d) Receptive; subsequent performances consistently show productive changes

**10.** Would you consider this student to be a good role model? \_\_\_\_\_Yes \_\_\_\_\_No

**I recommend this student for admission to the Teacher Education Program**

Yes \_\_\_\_\_ Yes, with reservations \_\_\_\_\_ No \_\_\_\_\_

Additional comments: (use additional sheet if necessary)

---

Evaluator (Print)

Signature

Date

Return to: Dr. Donna H. Watson, Dean,  
School of Education, Bluefield College  
3000 College Drive  
Bluefield, VA 24605

**Bluefield College**  
**Teacher Education Program**  
**Interview for Admission**

Student: \_\_\_\_\_

Endorsement: \_\_\_\_\_

<b>Caring Teaching Skill: Teaching Disposition and Personal Appearance</b> 1. Why do you wish to be a teacher? 2. Tell us about an incident that illustrates your work ethic. 3. How do you define diversity? How is an understanding of diversity important to becoming a teacher? 4. What role does dress and appearance play in the success of a teacher? 5. Think of your favorite (worst) teacher in your K-12 experience. What qualities made this teacher the best (worst)?				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Outstanding example of work ethic</li> <li>Whole-heartedly values diversity</li> <li>Shows enthusiasm for the profession</li> <li>Business Dress*</li> </ul>	<ul style="list-style-type: none"> <li>Positive, concrete example of work ethic</li> <li>Optimistically values diversity</li> <li>Shows admiration for the profession</li> <li>Business Dress</li> </ul>	<ul style="list-style-type: none"> <li>Adequate example of work ethic</li> <li>Positively values diversity</li> <li>Shows appreciation for the profession</li> <li>Business Dress*</li> </ul>	<ul style="list-style-type: none"> <li>Unclear example of work ethic</li> <li>Lack of understanding and/or appreciation of diversity</li> <li>Ambiguous attitude toward the profession</li> <li>Casual Dress*</li> </ul>	<ul style="list-style-type: none"> <li>No obvious of work ethic</li> <li>Negatively regards diversity</li> <li>Shows disdain for the profession</li> <li>Inappropriate Dress*</li> </ul>

<b>Pedagogical Knowledge: Professional Awareness and Interest</b> 1. Why is teaching a profession? 2. How important is it to work with teaching colleagues? 3. Are teacher assessments valid? Why or why not? 4. Are teachers role models in the community? Should they be? 5. In addition to teaching, what other daily duties must teachers attend to?				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Realistic and accurate view of teaching as a profession.</li> <li>Shows desire to excel in the work required for the profession</li> <li>Exemplary critical thinking skills shown through analysis and depth of responses</li> </ul>	<ul style="list-style-type: none"> <li>Accurate view of teaching as a profession.</li> <li>Shows desire to exceed requirements for the profession</li> <li>Strong critical thinking skills shown through analysis and depth of responses</li> </ul>	<ul style="list-style-type: none"> <li>Primarily accurate view of teaching as a profession.</li> <li>Shows desire to meet requirements for the profession</li> <li>Adequate critical thinking skills shown through analysis and depth of responses</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an inaccurate knowledge of the professional nature of teaching and the day-to-day activities of the school.</li> <li>Reluctant to accept requirements for the program</li> <li>Shallow and simplistic thinking</li> </ul>	<ul style="list-style-type: none"> <li>Unable to articulate the professional nature of teaching, and day-to-day activities of the school.</li> <li>Unwilling to accept requirements for the program</li> <li>Limited to literal thinking</li> </ul>

<b>Communication Skills : Verbal Fluency and Personal Demeanor</b>				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>No errors in grammar, usage, or pronunciation</li> <li>Eye contact, posture, vocal tone and volume demonstrate outstanding poise and confidence</li> </ul>	<ul style="list-style-type: none"> <li>No more than 2 errors in grammar, usage, or pronunciation</li> <li>Eye contact, posture, vocal tone and volume demonstrate mature poise and confidence</li> </ul>	<ul style="list-style-type: none"> <li>No more than 3 errors in grammar, usage, or pronunciation</li> <li>Eye contact, posture, vocal tone and volume demonstrate adequate poise and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Has 4 or more errors in grammar, usage, or pronunciation</li> <li>Eye contact, posture, vocal tone and volume demonstrate inadequate poise and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Has 5 or more errors in grammar, usage, or pronunciation</li> <li>Eye contact, posture, vocal tone and volume demonstrate a lack of poise and confidence</li> </ul>

**Note:** Students who receive a 3 or above in every category will “pass” the interview requirement for admission into the Teacher Education Program. Students who receive below 3 in any category must meet with the Chair of the School of Education to discuss the results of the interview and steps needed to reapply to the program.

\_\_\_\_\_  
 Rater's Signature

\_\_\_\_\_  
 Date