

Teacher Education Handbook



**Bluefield College
School of Education**

July 2016

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
Application for Admission.....	31
Interview Questions for Admission to the Teacher Education Program.....	38
Student Teaching Application.....	39

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.

School of Education

Dr. Donna Watson, Dean

276-326-4475 dwatson@bluefield.edu

Dr. Thomas Brewster, Associate Professor

276-326-4240 tbrewster@bluefield.edu

Mrs. Phyllis Owens, Assistant Professor

276-326-4242 powens@bluefield.edu

Mrs. Jennifer Thorn,

Coordinator of Teacher Education Data & Reports

276-326-4242 jthorn@bluefield.edu



Dr. Donna Watson



Dr. Thomas Brewster



Mrs. Phyllis Owens



Mrs. Jennifer Thorn

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 an inclusive Christ-centered learning community developing transformational servant leaders.

- *We are a community committed to Christ-centered learning and affirm our Baptist partnerships.*
- *We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies.*
- *We are a community characterized by integrity, mutual respect, support and encouragement.*
- *We are a compassionate, globally-minded community that serves to transform the world.*

(Retrieved July 26, 2016 from 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 (Council for the Accreditation of Educator Preparation). 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

Theater Arts 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

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 3.0 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. Testing companies DO NOT send official score reports to the college.**
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)
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 **correct semester/year (Example: 2016-2017 Fall)**
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. (Example: 2016-2017 Fall)
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 26, 2016)

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.

Statutory Authority

§ [22.1-16](#) of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 10, eff. March 4, 1998.

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. 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

Teacher licensure candidates' dress and grooming are expected to be professional and consistent with or above the school's standards. Blue jeans, sweatshirts, fitness attire, or other immodest or unsuitable 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 teacher licensure candidate's placement. If the school refuses to accept or terminates a teacher licensure candidate'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 3.0 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. **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.**
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.**
8. The student MUST provide documentation of completion of certification in "Child Abuse and Neglect: Reporting for Educators". (Completed in EDU 3901 Pre-Student Teaching Field Experience II)

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 and Bland Counties. **Students should be aware that they are responsible for their own transportation.**

Keep this List! (**Fees Subject to Change**)8/15

FRESHMAN YEAR	NA	In Progress	Completed
Complete PSY 1013 with a minimum grade of C (2.00).			
Complete EDU 2003 with a minimum grade of C (2.00).			
Background checks/drug screening, etc. must be completed prior to EDU 2003 or any other courses requiring field experience hours. (\$98.47)			
MANDATORY FOR ALL FIELD EXPERIENCES AS OF 10/14			
Be familiar with the <i>Teacher Education Handbook</i> from the Website.			
If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)			
SOPHOMORE YEAR	NA	In Progress	Completed
Register to take Praxis Core Academic Skills for Educators: Mathematics (5732 computer) (\$90-- www.ets.org/praxis) 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-- www.va.nesinc.com before applying to the Teacher Education Program.			
Application for TEACHER EDUCATION PROGRAM Due During or Before taking EDU 3801: Field Experience 1 Includes Application, Recommendations, INTERVIEW			
If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)			
JUNIOR YEAR	NA	In Progress	Completed
Application for STUDENT TEACHING Due During or Before Taking EDU 3901: Field Experience II(Complete Child Abuse Certification http://www.dss.virginia.gov/abuse/mr.cgi)			
If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)			
SENIOR YEAR	NA	In Progress	Completed
EDU 4101: Field Experience III (Complete CPR/First Aid/AED req.) PRIOR TO STUDENT TEACHING, PRAXIS II taken & passed in area of licensure (Cost varies \$120 and up according to endorsement area) www.ets.org/praxis			
PRIOR TO STUDENT TEACHING, Prek-6 & Special Ed. Endorsements ONLY, RVE (Reading for Virginia Educators: Elementary & Special Ed.) (0306 paper/5306 computer) taken & passed. (\$130) www.ets.org/praxis			
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)			

Professional Education Courses That May Be Taken Prior to Formal Admission to TEP

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

Required GPAs for TEP:

Overall: 3.00
Major (Endorsement Area): 2.75
Professional EDU: 2.75

Professional Education Courses That MAY NOT Be taken until formally admitted to TEP

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

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 3.0.
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.
7. Provide documentation of completion of certification in "Child Abuse and Neglect: Reporting for Educators". (Completed in EDU 3901 Pre-Student Teaching Field Experience II)
8. 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.

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

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.

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).

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 (as of 7/26/16) For a Collegiate Professional License to teach in Virginia (A 5-year renewable license)

Licensure Area	Specialty Area Examination	Test Code	Required Score
Visual Arts PreK-12	Art: Content Knowledge	5134 Computer	158
Biology 6-12	Biology: Content Knowledge	5235 Computer	155
Business 6-12	Business Education: Content Knowledge	5101 Computer	157
Chemistry 6-12	Chemistry: Content Knowledge	5245 Computer	153
English 6-12	English Language Arts: Content Knowledge	5038 Computer	167
Mathematics 6-12	Mathematics: Content Knowledge	5161 Computer	160
Vocal/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	5081 Computer	161
Health & Physical Education PreK-12	Health & Physical Education: Content Knowledge	5857 Computer	160
Elementary Education: PreK-6 Individuals must register for 5001 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.	Elementary Education: Multiple Subjects	5001 Computer All 4 Subtests	
	Subtest: Reading & Language Arts	5002 Computer	157
	Subtest: Mathematics	5003 Computer	157
	Subtest: Social Studies	5004 Computer	155
	Subtest: Science	5005 Computer	159
Elementary Education PreK-6 & Special Education K-12	Reading for Virginia Educators (RVE)	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.

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).

Industry Credentials**
For a Collegiate Professional License to teach in Virginia (A 5-year renewable
license)

****Required ONLY for Business 6-12 (Career & Technical Education: Business**
Information Technology)

Industry Credentials for Teachers Seeking an Initial License with Endorsement(s) in an Area of Career and Technical Education: Individuals applying for a license with a Career and Technical Education endorsement must include documentation verifying this requirement has been met with the application packet. The 2014 General Assembly amended the *Code of Virginia* to require that every teacher seeking initial licensure with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. "Industry certification credential" means a career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, being issued a state professional license, or successfully completing an occupational competency examination. Please note that this requirement is in addition to all other licensure requirements for the endorsement you are seeking. For additional information on this requirement, please refer to the *Industry Credentials for Teachers Seeking an Initial Virginia License with Endorsement(s) in an Area of Career and Technical Education* guidance document accessible at the following Web site:

http://www.doe.virginia.gov/instruction/career_technical/path_industry_certification/cte_credentials/industry_credentials_for_teachers_guidance_document.pdf. You may also access the guidance document by referring to www.doe.virginia.gov and selecting Superintendent's Memos under the "Quick Links" at the top, right-hand side of the page. Superintendent's Memo #150-14 was posted on June 6, 2014.

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: “Child Abuse and Neglect: Reporting for Educators”, 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 teacher licensure candidate'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 examination or non-standard means 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 licensure candidates 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 teacher licensure candidate 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 teacher licensure candidate MUST complete at least nine hours in education at Bluefield College which must include: EDU 4341, EDU 3901, EDU 4101. A full semester of student teaching must be completed at Bluefield College (this is in addition to the minimum nine hours listed above).

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, teacher licensure candidates can request to transfer in up to six hours from the above list. In order to do so, the teacher licensure candidate 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 teacher licensure candidates should complete *Praxis Core: Mathematics* and *Virginia Communication and Literacy Assessment* prior to or shortly after 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

(Retrieved July 26, 2016 from http://www.doe.virginia.gov/teaching/financial_support/index.shtml)

Purpose

The primary purpose of the Virginia Teaching Scholarship Loan Program (VTSLP) is to provide financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. The critical shortage teaching areas are determined annually through the Supply and Demand Survey for School Personnel, based on data received by school divisions in Virginia. Shortages in specific subject areas are derived from the top 10 academic disciplines identified by the survey as shortage fields. See [Educator Workforce Data & Reports](#) for current critical shortage area reports.

Eligibility Criteria

Subject to available funding, these scholarship loans shall be for teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at an accredited public or private four-year institution of higher education in the commonwealth. Undergraduates at or beyond the sophomore year in college, must have been in the top 10 percent of their high school class or identified through an alternative measure of achievement as selected by the institution, such as high school grade point average equivalent to an A average. Candidates must (i) be enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) be nominated for such scholarship by the institution where they are enrolled. In addition, the candidates must meet one or more of the following criteria: (a) be enrolled in a program leading to an endorsement in a critical shortage area as established by the Board of Education; (b) be a male teacher candidate in an elementary or middle school education program; (c) be a minority teacher candidate enrolled in any teacher endorsement area; or (d) be a student in an approved teacher education program leading to an endorsement in career and technical education. Candidates who previously received funding through the Virginia Teaching Scholarship Loan Program are not eligible.

Application & Award Procedure

All students must return the completed application packets to the Virginia regionally accredited institution where they are enrolled in an approved teacher education program. Only the dean or director of teacher education may submit completed applications to the Virginia Department of Education.

Those students selected for the scholarship loan will be notified by the Virginia Department of Education. The students will be required to submit a signed, notarized Promissory Note to the Virginia Department of Education. Through the VTSLP, eligible students may receive a scholarship loan for as much as \$10,000 per academic year for full-time students and will be prorated for part-time students based on the number of credit hours.

Obligation Fulfillment

Upon program completion, 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

- *in one of the critical teacher shortage disciplines as established by the Board of Education; in a career and technical education discipline;*
- *regardless of teaching discipline, in a school with a high concentration of students eligible for free or reduced lunch;*
- *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;*
- *in a rural or urban region of the state with a teacher shortage.*

If the recipient fails to honor the obligation, the scholarship loan must be paid back to the Commonwealth of Virginia.

Critical Teaching Shortage Areas in Virginia, 2015-2016

1. *Special Education*
2. *Elementary Education PreK-6*
3. *Middle Education Grades 6-8*
4. *Career & Technical Education*
5. *Mathematics Grades 6-12 (including Algebra 1)*
6. *School Counselor PreK-12*
7. *Foreign Languages PreK-12*
8. *English (Secondary)*
9. *Health & Physical Education PreK-12*
10. *History & Social Science (Secondary)*

Retrieved July 26, 2016 from <http://www.doe.virginia.gov/teaching/index.shtml>

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/page-1859939>

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 2016, 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 during the academic year. In addition, you must have been fully admitted to the teacher education program, and have maintained all GPA requirements. Additional consideration will be given to any students who lack only one qualifying item. If more students are eligible than available spots, 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 teacher licensure candidates who have not completed an approved teacher education program are retained for five years and are then destroyed.

Complete records of teacher licensure candidates 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 teacher licensure candidate 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 teacher licensure candidate is advised to make copies of these score reports in order to include them with applications for teaching positions. Teacher licensure candidates 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 School of Education 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 educators 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. Bluefield College School of Education graduates also serve on the College's Board of Trustees.

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

- Application for TEP
 - Application Form
 - Survey
 - Self-Evaluation
 - Essay Questions
 - Authorization for Use of Data
 - Faculty Recommendation
- Interview Criteria for TEP
- Student Teaching Application

Application for Admission

I meet the GPA requirements of 3.00 overall, 2.75 endorsement area, and 2.75 professional education.

Street Address/Route

City

County

State

Zip Code

Street Address/Route

City

State

Zip Code

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

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

2. _____

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	Overall	Math	(ACT Overall	Math) Interview
-----	---------	------	--------------	------	-------------

VCLA PRAXIS Core Mathematics(5732) EDU 0111 (if needed) Background Check

Date _____ **Accepted** _____ **Not Accepted** _____

Name: _____

Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony anywhere in the United States? (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
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? (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
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving children (minor)? (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
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)? (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
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? (If yes, please attach a statement giving full details and official documentation of the action taken.)	___Yes	___No
Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency? (If yes, please attach a statement giving full details and official documentation of the founded complaint.)	___Yes	___No
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? (If yes, please attach a statement giving full details and any official documentation available regarding the investigation, inquiry, or review.)	___Yes	___No
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? (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:

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

***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, Dean, School 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 School 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 School 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

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. Communication Effectiveness

- a) Rarely or never responds to emails and other forms of communication in a timely fashion;
- b) Occasionally responds to emails and other forms of communication in a timely fashion;
- c) Usually responds to emails and other forms of communication in a timely fashion;
- d) Always responds to emails and other forms of communication in a timely fashion

11. Follows directions

- a) Always needs second reminders and additional explanations for the same information;
- b) Occasionally needs second reminders and additional explanation for the same information;
- c) Rarely needs second reminders or additional explanations for the same information;
- d) Almost never needs second reminders or additional explanations for the same information

12. Appointment Practice

- a) Misses all appointments even after multiple reminders
- b) Rarely ever misses appointment but does not notify in advance
- c) Usually keeps appointments or notifies in advance
- d) Always keeps appointments unless an emergency happens

13. Professional Demeanor

- a) Reacts negatively to any constructive suggestions, uses cell phone regularly in class, and is openly rude
- b) Occasionally reacts negatively to constructive suggestions, uses cell phone at times in class, and can be rude
- c) Usually reacts positively to constructive suggestions, rarely uses cell phone in class and is polite
- d) Accepts and even solicits constructive suggestions, does not use cell phone in class and is both polite and well-mannered

14. 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 Avenue
Bluefield, VA 24605

Bluefield College Teacher Education Program Interview for Admission

Student: _____

Endorsement: _____

Caring Teaching Skill: Teaching Disposition and Personal Appearance 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)?				
5	4	3	2	1
<ul style="list-style-type: none"> Outstanding example of work ethic Whole-heartedly values diversity Shows enthusiasm for the profession Business Dress* 	<ul style="list-style-type: none"> Positive, concrete example of work ethic Optimistically values diversity Shows admiration for the profession Business Dress 	<ul style="list-style-type: none"> Adequate example of work ethic Positively values diversity Shows appreciation for the profession Business Dress* 	<ul style="list-style-type: none"> Unclear example of work ethic Lack of understanding and/or appreciation of diversity Ambiguous attitude toward the profession Casual Dress* 	<ul style="list-style-type: none"> No obvious of work ethic Negatively regards diversity Shows disdain for the profession Inappropriate Dress*

Pedagogical Knowledge: Professional Awareness and Interest 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?				
5	4	3	2	1
<ul style="list-style-type: none"> Realistic and accurate view of teaching as a profession. Shows desire to excel in the work required for the profession Exemplary critical thinking skills shown through analysis and depth of responses 	<ul style="list-style-type: none"> Accurate view of teaching as a profession. Shows desire to exceed requirements for the profession Strong critical thinking skills shown through analysis and depth of responses 	<ul style="list-style-type: none"> Primarily accurate view of teaching as a profession. Shows desire to meet requirements for the profession Adequate critical thinking skills shown through analysis and depth of responses 	<ul style="list-style-type: none"> Demonstrates an inaccurate knowledge of the professional nature of teaching and the day-to-day activities of the school. Reluctant to accept requirements for the program Shallow and simplistic thinking 	<ul style="list-style-type: none"> Unable to articulate the professional nature of teaching, and day-to-day activities of the school. Unwilling to accept requirements for the program Limited to literal thinking

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

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 Division of Education to discuss the results of the interview and steps needed to reapply to the program.

Rater's Signature

Date

BLUEFIELD COLLEGE

TEACHER EDUCATION PROGRAM

Application for Student Teaching

Complete this application and give it to your advisor for his/her signature.

Name _____ Student ID _____

Home Address _____ Phone (_____) _____
Street Address/Route

City State Zip Code

Local Address _____ Phone (_____) _____
Street Address/Route

City State Zip Code

Classification: Jr _____ Sr _____

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

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

When do you expect to graduate? Semester _____ Year _____

When do you expect to student teach? Semester _____ Year _____

Date PRAXIS II taken: _____ Score, if known: _____

Date RVE taken(Prek-6 and Special Ed. ONLY): _____ Score if known: _____

Documentation of completion of certification or training in: Emergency first aid, Cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) turned into the School of Education: _____ Yes _____ No

Do you have transportation? _____ Yes _____ No **The student teacher must provide his/her own transportation.**

***** I understand that student teaching will occupy my daytime hours (usually 8-4). I have read the requirements for acceptance as a student teacher and, to the best of my knowledge, I meet the requirements and request placement for student teaching.

Applicant's Signature _____ Date _____

I have reviewed the student's file and confirm that the student will be ready for student teaching as indicated.

Advisor's Signature _____ Date _____

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

GPA _____ Endorsement GPA _____ Prof Ed GPA _____ Child Abuse Training _____

Date accepted into TEP _____ Praxis II _____ RVE(if required) _____ CPR/First Aid/AED _____

Date _____ Accepted _____ Not Accepted _____