

WILLIAM WOODS UNIVERSITY

School of Education

Teacher Education Handbook



HANDBOOK IS SUBJECT TO CHANGE GIVEN NEW DESE REQUIREMENTS

About This Document

This document contains information on the curriculum, policies and requirements of the William Woods University School of Education and its teacher certification process. Policies of the University and of the Missouri Department of Elementary and Secondary Education (DESE) provide the basis for much of the information herein. Thus, information is subject to change. The material in this document is available on the Education webpage of the University website. This handbook is intended to provide essential information concerning the Teacher Education Program and Student Teaching Program, as well as related policies and procedures. This Handbook is meant to serve as a guide and reference tool for all Education majors, faculty members, and University personnel.

Please direct any questions about this document to Dr. James Concannon, Director of Education at: james.concannon@williamwoods.edu

Conceptual Framework That Is Knowledge-Based

The written framing documents upon which the School of Education carries out its responsibilities are the University's Mission Statement, the Department's Conceptual Framework, Missouri Standards for Teacher Education Programs for beginning teacher and administrator preparation, utilizing the Missouri Teacher Standards and the embedded Interstate School Leader Licensing Consortium standards for administrative certification programs. The most updated version was approved on September 28, 2012. Information on this approval can be found on the Missouri Department of Elementary and Secondary Education (DESE) website at <https://dese.mo.gov/educator-quality/educator-preparation/mo-standards-preparation-educators>.

William Woods University Mission Statement

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

The Teacher Education Unit of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our Unit believes both theory and applications should be the basis for our curriculum and that each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, the focal point of our shared vision is that of the professional educator as a "reflective practitioner" (Schön, 1984), who has the knowledge, skills, and dispositions needed to effectively facilitate the learning and development of learners of all ages. At William Woods University, reflective practice is the lens through which best practice is viewed and we encourage our program completers to continue with professional development throughout their careers. The School of Education at William Woods University is a

community comprised of candidates, graduates, faculty members, staff, and administrators, as well as our school and community partners in Missouri. Professional education candidates and graduates are those persons who are enrolled in or have graduated from initial (undergraduate) or advanced (graduate) professional education programs in education. Professional education faculty and staff, from all colleges in the university, are those who teach courses taken by candidates in professional education programs. They provide advising, mentoring, and supervision of clinical and field experiences. Our partners include those in schools and community agencies in which our candidates observe and practice their developing skills under professional supervision and mentoring. Additional information about the beliefs and frameworks of the unit can be found at

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/related_resources_education/frameworks.html#Frameworks

Policies

This section contains information on University policies pertinent to students in Teacher Education. Students should check with their academic advisor or with the Director of Education if they have any questions about these policies or the information in this section. Students should read and acknowledge that they understand the policies dictated in this document. Please check with your advisor if you have not signed an acknowledgement form. These forms are available in the Education Department main office. Students should refer to the transition points in this section frequently throughout their program of study to monitor their progress toward graduation and teacher certification.

The following personnel can assist you on your journey. Please do not hesitate to contact them if you are unclear about the policies stated in this manual:

Name	Title	Email Address
Dr. James Concannon	Director of Education	james.concannonu@williamwoods.edu
Dr. Sheila Logan	Chair of the Graduate Master and Specialist Programs	sheila.logan@williamwoods.edu
Mr. Joe Davis	Chair of the Undergraduate Education Program	joseph.davis@williamwoods.edu
Dr. Charlotte Miller	Chair of Field and Clinical Experiences	charlotte.miller@williamwoods.edu
Dr. Rachel Turney	Assistant Professor of Education	rachel.turney@williamwoods.edu
Dr. Emily Turner	Assistant Professor of Education	emily.turner@williamwoods.edu

Teacher Education Program

The Teacher Education Program (TEP) consists of multiple transition points that students must meet in order to gain certification. Each student has an advisor who is available to answer questions and provide guidance, but students are ultimately responsible for making acceptable progress with their transition points. The transition points consist of three different levels that are guided by assessments and must meet the specific requirements at each level in order to continue in the program.

Entry Level Admittance to the TEP

Admission to the University does not guarantee admission to the Teacher Education Program. Teacher candidates must formally apply to be admitted to the Teacher Education Program. Students may apply to the TEP when they met the criteria listed below. Applications to the TEP can be found outside the Department of Education Main Office or online at

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/docs/teacher_ed_application.pdf

To be eligible for admission to the TEP, students must have completed/attained the following:

1. A total of 40 completed hours; 28 hours of general education coursework, with the following coursework recommended:
 - a. English Composition 1 and 2 (6 hours)
 - b. Math (3 hours)
 - c. History (6 hours)
 - d. Science (7 hours, including lab science)
 - e. Social Science (3 hours)
 - f. Critical Thinking (3 hours)
2. An overall grade point average of 2.75
3. A grade point average in both content coursework and professional education coursework of 3.0.
4. Completion of EDU 291 with a grade of C or higher
5. Declaration of major with the university registrar.
6. Official transcripts from all higher education institutions attended on file with the university.
7. ACT scores on file.
8. Completion of the Disposition Assessment
9. ACT Score of 20 or higher. *Students with an ACT score below 20 may appeal with a qualifying score on the MoGEA.*
10. During the TEP application process, students are asked to indicate whether or not they are pursuing the MED in 5 program.

Admittance and Transfer Students

Teacher candidates should apply for the TEP by the end of their sophomore year. The faculty members of the School of Education will review applications relating to their qualifications for admittance. Applicants will be notified of their status, which will be one of the following:

1. Approval, which indicates the teacher candidate has been formally admitted to the Teacher Education Program.
2. Provisional Approval, which indicates the teacher candidate, may enroll in upper level courses IF a plan for completing all requirements has been established.
3. Denial of Approval, which indicates deficiencies in the application that must be addressed before approval can be granted

Teacher candidates will be notified in writing of their status within 4-6 weeks of their application by the department, which will detail their status at that time. Any exceptions to these guidelines require written approval from the Director of Education. Transfer students who have previously had course equivalences for EDU 250 and 291 and fulfill the above TEP admission requirements should apply to the program immediately and turn in proof of testing scores. Scores will be cross checked with the testing company to ensure validity of the self-reported scores.

Admittance to the Student Teaching Program (STP)

Upon completion of all coursework in the teacher candidates' program, students must complete the Student Teaching Practicum for their designated program. The details for this experience can be found at the following website:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/related_resources_education/student_teaching.html#StudentTeaching

A formal application process is used to gain admittance to the STP. Applications can be found outside the main office for the Department of Education or at the following website:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/docs/student_teaching_application.pdf

All applications **MUST** be received by the Office of Education by the deadline assigned for the year. Applications received after the deadline may not be considered for review.

To be eligible for admission to the STP, students must have completed/attained the following:

1. All coursework needed for the TEP and general education, with the exception of the practicum and educational seminar course.
2. An overall GPA of 2.75.
3. A 3.0 GPA in both content coursework and professional education coursework, as defined by the student's degree plan.

4. Passage of the teacher candidates' Missouri Content Assessment (MoCA).
*Preliminary passing scores may be used to satisfy this requirement, but must be verified for authenticity by the Director of Education.
5. Completed meeting with the Director of Education and Post-Test assessment has been taken.

The following items are not requirements for the STP application process, but must be completed prior to student teaching begins. Please note that a student's inability to obtain the following items may render them ineligible to participate in the Student Teaching Program. Please direct any questions about this to the Director of Clinical Experiences.

1. A background check completed in compliance with state law.
2. A substitute teaching certificate.
3. Proof of Liability Insurance.

Teacher candidates should apply for the Student Teaching Program one semester prior to their anticipated experience. The faculty members of the department will review applications relating to their qualifications for admittance. Two statuses are possible when applications are received:

1. Approval, which indicates the teacher candidate has been formally admitted to the program.
2. Denial of Approval, which indicates deficiencies in the application that must be addressed before approval can be granted.

Teacher candidates will be notified in writing of their status within 4-6 weeks of their application by the department, which will detail their status at that time. Any exceptions to these guidelines require written approval of the Director of Education. Please note that it may take additional time to complete the placement of a teacher candidate. Any inquiries should be made to the Director of Clinical Experiences.

Students may request placement for their assignment but this must be done in a 75-mile radius of the University, using the following address: 1 University Ave., Fulton, MO, 65251. Mapquest will be used to verify that the school selected falls within this range. Students who would like to request placement outside of this area may do so in writing but placement will only occur with approval of the Director of Field and Clinical Experiences and a majority vote from the Teacher Education Faculty. Students must produce a reason that they could not get the same experience at a school within the 75-mile radius.

Program Completion

Completion of the student teaching experience and the educational seminar course completes the coursework for the candidate. In order to be recommended for certification, the following criteria must be completed:

1. Have achieved a grade of A or B in student teaching.
2. Have completed all courses required for the degree and teacher certification in compliance with the Certification Matrix
3. Have completed all state required assessments.
4. Have an overall GPA of 2.75
5. Have a content GPA and Professional Education GPA of 3.0
6. Have no grade below a C in any Education course
7. Have completed the Pre/Post MTS assessment for the University
8. Have a completed background check
9. Obtain passing MEES scores (42) and have MEES forms on file
10. Completed exit surveys.

The Department of Elementary and Secondary Education (DESE) will determine final recommendation for certification in the State of Missouri. The University Registrar will verify the completion of the previously mentioned criteria and then recommend the candidate for certification. Applications for certification can be found on the DESE website at the following location: <https://dese.mo.gov/educator-quality/certification>

Assessments

During a teacher candidate's experience, they will be required to complete a total of five to six assessments:

- 1) Disposition Assessments
- 2) Missouri Content Assessment
- 3) Missouri Educator Evaluation Systems Assessments (summative passing scores of 42 required for certification)
- 4) Pre- lesson plan assessment (entrance into the Teacher Education Program)
- 5) Post- lesson plan assessment (entrance into student teaching)
- 6) Google Educator Certification (optional)
- 7) Missouri General Education Assessment (*Beginning August 1st, 2019 students applying to the WWU TEP must have a score of 20 or above on the American College Testing exam (ACT). However, Students with an ACT score below 20 may appeal with a qualifying score on the MoGEA*)

The next section of the Handbook contains a brief description of these assessments, information about how to sign up for the exams, as well as opportunities for financial aid and assistance in studying for the exams. Three assessments are used as part of the Missouri Educator Gateway Assessments (MEGA) programs that were designed by the State of Missouri to evaluate both dispositions of educators and their knowledge of

content prior to student teaching. These assessments were created by Pearson and can be accessed here: http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html

Missouri General Education Assessment (MoGEA)

“This assessment includes four subtests: Reading Comprehension and Interpretation, Mathematics, Science and Social Studies, and Writing. **Examinees must pass all four subtests**”

(http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO066_TestPage.html, 2017)

Information about the types of questions, validity, and reliability can also be found at the above website. Teacher candidates are urged to prepare for this exam and complete the 28 hours of general education coursework that is recommended to help with the information that is present on this exam. The Wise Owls program was created for this purpose. Its focus is to not only help students master the content, but to provide test taking strategies in order to be successful. Please contact joseph.davis@williamwoods.edu for information regarding this extremely helpful program that is free of charge to ALL students.

Students that are receiving financial aid or cannot afford the assessment can apply to receive a voucher that is good for 50 dollars to pay for the first attempt. Applications can be found in the Department of Education Main Office, on the William Woods website, or through your advisor.

Each institution has established cut scores. It is important to understand that each institution is different and while the scores that you received at one institution may be acceptable, they will not count if below the scores established by William Woods University. Students must have the following scores to be accepted into the TEP:

Reading Comprehension and Interpretation	202
Mathematics	200
Science and Social Science	204
Writing	193

*These scores are set on a yearly basis and are subject to change. More information can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/related_resources_education/MEGA_tests.html#MEGA

Missouri Content Assessments (MoCA)

The Missouri Content Assessments are designed to measure content knowledge specific to the teacher candidates' route to certification. The passing cut score has been established by the Department of Elementary and Secondary Education (DESE) at 220. ALL teacher candidates must pass their specific content assessment in order to apply for

the Student Teacher Program. Information about each individual test can be found at the following web address: http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html

Students that are receiving financial aid or cannot afford the assessment can apply to receive a voucher that is good for 100 dollars for Elementary and Special Education candidates and 75 dollars for all other K-12 and Secondary programs to help pay for the first attempt. Applications can be found in the Department of Education Main Office or through your advisor. The Wise Owls program was created for the purpose of helping students to prepare for their exam. Its focus is to not only help students master the content, but to provide test-taking strategies in order to be successful. Please contact Amanda.Hanks@williamwoods.edu for information regarding this extremely helpful program that is free of charge to ALL students.

The University is committed to helping students track their progress in relation to the knowledge they have gained throughout their experience in the program as well as in relation to the MEGA assessments. In the Spring semester of every academic year, students are required during Student Performance Review days to take a practice test in preparation for the assessment they should be taking. The score sheets are collected and discussed with their advisor during their Spring advising session.

William Woods University Pre/Post MTS Assessment

Prior to admission to the TEP and Student Teaching Program, the Education Faculty developed an assessment to measure a student's knowledge in applying the Missouri Teacher Standards (MTS) to real life lesson planning. The purpose of this Pre/Post assessment is to not only help students understand and apply the knowledge of these components, but to provide an evaluation of the program itself.

Students prior to admission must complete the 2-hour assessment, free of charge. The assignment is designed to have students use pre designed prompts to create a lesson plan. There is no passing score for this assessment and it is used for FORMATIVE feedback only. Students will be asked to sign up for this assessment during the interview with the Director of Education after an application to the program has been received. Please feel free at any time to ask your advisor or the Director of Education to help understand any of the guidelines for these assessments.

Missouri Educator Evaluation System (MEES)

MEES is an assessment that is utilized in EDU 291, EDU 395, and during student teaching. Students will become familiar with the MEES in EDU 291 and EDU 395 from evaluations determined by their practicum site cooperating teacher. Later, in student teaching, the cooperating teacher and the university supervisor will evaluate the student teacher at least twice using the MEES evaluation. The MEES evaluation will be conducted at mid-term and near the end of the student's student teaching experience.

Students must have a final summative score of 42 or higher (combined score from university supervisor and cooperating teacher) to be recommended for certification.

Google Certified Educator Training

Become a [Google Certified Educator](#) and learn to how to incorporate the latest technology into your classroom.

Google Certified Educator Training

Schools around the world are utilizing Google's [G Suite for Education](#). In fact, over 80 million students and teachers use Google's Education tools. One recent [U.S Department of Education](#) report highlights the rapidly increasing integration of technology into American classrooms and calls for more rigorous training in educator preparation programs.

Google Certified teachers integrate technology into their teaching using strategies and tools that:

- Simplify classroom management*
- Help teachers connect and communicate with students, parents, and colleagues*
- Create new ways to assess student learning and provide high-quality feedback*
- Facilitate and inspire student learning and creativity*
- Increase efficiency and save time*
- Support professional growth and leadership*

Pre-service teachers in the William Woods University Educator Preparation Program will have the opportunity to become Google Certified Educators with support from faculty dedicated to digital pedagogy and blended learning. In addition, students will have opportunities to implement practical digital skills in clinical coursework, building on frameworks, such as:

- The SAMR Model for Technology Integration*
- International Society for Technology in Education (ISTE) Standards*

To learn more about Google Educator Certification, visit:

<https://teachercenter.withgoogle.com/certification>



Programs

This section contains information on University majors leading to teacher certification, plus the concentration in Early Childhood Education that leads to add on certification. Major requirements are subject to change. Students who remain full-time students at William Woods for each fall and spring semester during their program of study may continue to follow the major requirements they initially declared. If questions arise, students should consult with their advisor or the Director of Education to see if the Missouri Department of Elementary and Secondary Education (DESE) has changed any certification requirements in their major. Such changes by DESE would not affect graduation requirements, but could affect a student’s ability to obtain certification from DESE.

Education Majors Offered at William Woods University

William Woods University graduation requirements and additional requirements of the WWU Teacher Education Program combine to meet Missouri teacher certification requirements in several disciplines. Students planning to teach in another state should check with that state’s department of education about its teacher certification requirements.

Missouri teacher certification area (grade levels)	Corresponding WWU Bachelor of Science Degree Program
Elementary Education (1 st – 6 th)	Elementary Education major
Middle School (5 th – 9 th) Language Arts Social Science Mathematics Science	Middle Level Education major with concentration in specific area
Special Education Mild/Moderate: Cross-Categorical (K—12 th)	Special Education major
Art (K—12 th)	Art major with concentration in Art Education
Biology (9 th – 12 th)	Biology Education major
English (9 th – 12 th)	English Education major
Physical Education (K-12 th)	Exercise Science major with concentration in Physical Education
Social Science (9 th – 12 th)	Social Science Education major
Speech/Theater (9 th – 12 th)	Speech and Theater Education major
Educational Studies	Bachelor of Science degree, with focus in paraprofessional work, without obtaining teacher certification.

Students that are interested in Early Childhood Education can take the prescribed concentration of 12 hours. This concentration will be listed on the teacher candidates’ transcript at graduation, but DOES NOT lead to initial certification.

**Elementary Education major
(Bachelor of Science degree)**

Teacher candidates that are interested in Elementary Education are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address:

<https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/elementary_education/index.html

**Middle Level Education major
(Bachelor of Science degree)**

Teacher candidates that are interested in Middle Level Education, with concentrations in English/Language Arts, Science, Mathematics, and Social Science are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address:

<https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/bachelors_middle_level_edu.html

**Special Education major
(Bachelor of Science degree)**

Teacher candidates that are interested in Special Education: Mild/Moderate Cross Categorical K-12 are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address:

<https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/bachelors_in_special_ed.html

K-12 and Secondary (9-12) Certification Majors

Teacher candidates that are interested in K-12 Education, which encompasses Art and Physical Education, and High School (9-12), which encompasses Biology, English, Speech and Theatre, and Social Science are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address: <https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/secondary_education/index.html

General Education Recommendations:

The University strives to assist teacher candidates in preparation for understanding and applying content knowledge that is relevant to their field. Because of this, the following General Education courses are recommended to not only help students acquire the knowledge necessary to the teaching profession, but to help them become well-rounded educators:

General Education Requirement	Course Recommended
Communication	ENG 101 and 102, COM 101
Natural Science	BIO 105/106 or SCI 130/131 and SCI 205
Mathematics	MAT 114 Elementary Statistics
Historical Perspective	HIS 101 or 102 and HIS 103 or 104
Meaning	ENG 218 Introduction to Creative Writing
Critical Thinking	PHL 107 Critical Thinking
Cultural Diversity	GEO 201 or 202 Regions and Nations
Social Science	LGS 105 Politics and Government

*Certain degree programs require certain courses as part of the degree plan. Please see your advisor for specific coursework.

Courses That Contain Clinical Experiences:

It is imperative that students get as much hands on experience as possible as an undergraduate student does so that they can apply the knowledge that they have gained immediately and receive immediate feedback to how students respond. Because this is a

major point of emphasis within our program, it is important to see how much real life experience students receive in the field.

Course Number	Course Name
EDU 201	Multicultural Education
EDU 291	Beginning Clinical Experience
EDU 293	Pre-Student Teaching II
EDU 353	Teaching Remedial Mathematics
EDU 395	Intermediate Clinical Experience
EDU 417	Practicum (Early Childhood)
EDU 490	Supervised Teaching (Elementary)
EDU 493	Supervised Teaching (Special Education)
EDU 495	Supervised Teaching (Middle Level)
EDU 499	Supervised Teaching (Secondary)
	Methods courses
ART 418	Methods of Teaching Art
BIO 418	Methods of Teaching Science
EDU 211	Educational Technology
EDU 258	Cross Categorical Disabilities
EDU 317/318/319	Methods of Teaching Children's Literature, Science, and Social Science
EDU 392	Teaching Reading and Writing in the Content Area
EDU 441	Student Centered Reading and Writing
HIS 418	Methods of Teaching Social Science
HIS 418	Methods of Teaching Social Science
ENG 418	Methods of Teaching English
EDU 341	Teaching Mathematics
MAT 418	Methods of Teaching Math
PED 352	Instructional Techniques in Health K-12
PED 418	Methods of Teaching Physical Education
THA 418	Methods of Teaching Speech/Theatre

