

WILLIAM WOODS UNIVERSITY

School of Education

Teacher Education Handbook



Updated 09/2026

HANDBOOK IS SUBJECT TO CHANGE GIVEN NEW DESE REQUIREMENTS

INTRODUCTION

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, Dean 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>.

Articulated and Shared Conceptual Framework

William Woods University officially became a college in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow — values that we have held onto since the beginning. One can still see these values, stronger than ever, at work among our faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

The William Woods University Professional Education Unit has refined its Conceptual Framework since 1999. Members of the Professional Education Unit who participated at that time were Education faculty and Secondary Area Academic Faculty. The School of Education refined the 1999 Conceptual Framework during Fall 2004 by expanding explanations of the unit's guiding principles. The precursor document was developed during the 2000-2001 academic year. During both processes, the Unit's faculty (that

included general education faculty, program methods faculty, and graduate faculty) provided guidance and input for its content and approval of the final forms.

University Mission Statement: William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

School of Education Mission Statement and Conceptual Framework: The foundations for the William Woods University teacher, school leader, and district leader mission and conceptual framework are that all educators must promote a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teacher needed to boost student achievement in our state and elsewhere. We believe that all K12 students, aspiring teachers, and aspiring educational leaders deserve effective and caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. The conceptual framework for teacher and educational leader preparation is articulated and defined by appropriate state and national preparation standards given that both the William Woods University and subsequently the Educator Preparation Program missions center upon professions-oriented preparation.

The mission of William Woods University and the Education Unit's Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. Professional Standards for Educational Leaders, Missouri Leader Standards, and Missouri Teaching Standards are articulated and aligned in the syllabi with student learning objectives throughout graduate and undergraduate courses. Students demonstrate their competencies of these standards through field experience evaluations, creating appropriate artifacts, reflection activities, and self-guided inquiry.

Faculty and Staff

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	Dean of Education	james.concannonu@williamwoods.edu
Dr. Sheila Logan	Chair of the Graduate Master and Specialist Programs Coordinator for Graduate Field and Clinical Experiences	sheila.logan@williamwoods.edu
Dr. Joe Davis	Chair of the Undergraduate Education Program Coordinator for Undergraduate Field and Clinical Experiences	joseph.davis@williamwoods.edu
Dr. Cindy Wibberg	Assistant Professor of Education	cindy.wibberg@williamwoods.edu
Mr. Blayne Murphy	Assistant Professor of Education	blayne.murphy@williamwoods.edu
Dr. Stacey Bonderer	Assistant Professor of Education	stacey.bonderer@williamwoods.edu

Courses That Contain Clinical Experiences:

It is imperative that students get as many hands-on experiences 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 291	Beginning Clinical Experience
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)

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.

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 Chair of Undergraduate 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.

Missouri teacher certification area (grade levels)	Corresponding WWU Bachelor of Science Degree Program
Elementary Education (1 st – 6 th)	Elementary Education
Early Childhood (B-3 rd)	Elementary Education w/ECE add on
Middle School (5 th – 9 th) Language Arts Social Science Mathematics Science	Middle Level Education
Special Education Mild/Moderate: Cross-Categorical (K—12 th)	Special Education
Art (K—12 th)	Art Education
Biology (9 th – 12 th)	Secondary Education
English (9 th – 12 th)	Secondary Education
Physical Education (K-12 th)	Physical Education
Mathematics Education (9-12 th)	Secondary Education
Social Science (9 th – 12 th)	Secondary Education
Speech/Theater (9 th – 12 th)	Secondary Education

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.

DESE Compliance

William Woods School of Education is committed to maintaining compliance with the Missouri Standards for the Preparation of Educators (2020). These standards can be reviewed by navigating to the following site: <https://dese.mo.gov/educator-quality/educator-preparation/mo-standards-preparation-educators>

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.

Teacher Education Program

The Teacher Education Program (TEP) consists of multiple transition points students must meet 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 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 and submit paperwork to Cheryl Knipp (AB 501):

1. A grade point average in both content coursework and professional education coursework of 3.0.
2. Completion of EDU 291 with a grade of C or higher
3. Declaration of major with the university registrar.
4. Official transcripts from all higher education institutions attended on file with the university.
5. A letter of recommendation from a WWU faculty member.
6. Background check clearance (Family Care Safety Registry)
7. Completion of the Disposition Assessment in EDU 291.
8. Approval from Chair and the Dean of the School of Education.

Admittance and Transfer Students

Teacher candidates should apply for the TEP by the end of their sophomore year. TEP applications are received by Mrs. Cheryl Knipp. Applications are then sent to the Registrar for official review of requirements, then reviewed by the Director of the School of Education, and then voted upon by undergraduate School of Education faculty. 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 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 Dean 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/related_resources_education/student_teaching.html#StudentTeaching

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. A 3.0 GPA in both content coursework and professional education coursework, as defined by the student's degree plan.
2. Passing score(s) on the appropriate Missouri ETS (Praxis) content exam, or at least one attempt on the appropriate Praxis exam(s). *Preliminary passing scores may be used to satisfy this requirement but must be verified for authenticity by the Dean of Education. Students relying on the one-attempt provision must have official score reports on file with the School of Education, verified by the Dean of Education.

3. Completion of all undergraduate content and education coursework (apart from EDU 492 and student teaching).
4. A WWU faculty letter of recommendation.
5. A substitute teaching certificate.
6. Approval from the Undergraduate Education Chair

The following items are not requirements for the STP application process but must be completed prior to when 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 Chair of Clinical Experiences.

7. A background check completed in compliance with state law.
8. 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 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. 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. To be recommended for certification, the following criteria must be completed:

1. Have completed all courses required for the degree and teacher certification in compliance with Missouri state statute.
2. Have completed all state required assessments.
3. Have a content GPA and Professional Education GPA of 3.0

4. Have no grade below a C in any Education or Content Area course.
5. Have a completed background check and valid substitute teaching certificate.
6. Obtain passing MEES scores (42) and have MEES forms on file.
7. 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>

PROGRAM ASSESSMENTS

During a teacher candidate's experience, they will be required to complete several required assessments. These include:

- Disposition Assessments
- ETS Praxis Exam
- Missouri Educator Evaluation Systems Assessments (summative passing scores of 42 required for certification)
- Google Educator Certification (optional)

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. Beginning July 2024, Missouri preservice teachers will be evaluated using the Praxis exam, which are designed to evaluate content knowledge prior to student teaching. These assessments were created by ETS and can be accessed here:

<https://praxis.ets.org/state-requirements/missouri-tests.html>

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 Praxis 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. Students receive a score report and spend time reviewing practice/study materials designed to help when preparing for the actual Praxis exam.

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>



ETS Praxis Crosswalk by Certification Area, Duration, Cost, and Study guides

The appropriate content area praxis assessment must be passed prior to application to the student teaching program.

Level	Cert Area	Test Code	Test Name	Duration	Test Dates (based on test center availability)	Cost	Study Guide
1-6	Elementary	7002	Elementary Education: Teaching Reading Subtest	110 minutes	Available in test centers and for Praxis Test at Home.	\$55.00	https://www.ets.org/pdfs/praxis/7001.pdf
1-6	Elementary	7003	Elementary Education: Mathematics Subtest	65 minutes	Available in test centers and for Praxis Test at Home.	\$55.00	https://www.ets.org/pdfs/praxis/7001.pdf
1-6	Elementary	7004	Elementary Education: Social Studies Subtest	60 minutes	Available in test centers and for Praxis Test at Home.	\$55.00	https://www.ets.org/pdfs/praxis/7001.pdf
1-6	Elementary	7005	Elementary Education: Science Subtest	60 minutes	Available in test centers and for Praxis Test at Home.	\$55.00	https://www.ets.org/pdfs/praxis/7001.pdf
NA	Paraprofessional/Program Admission	1755	ParaPro Assessment May be used to qualify for paraprofessional eligibility or teacher program admission.	150 minutes	Available in test centers and for Praxis Test at Home.	\$55.00	https://www.ets.org/pdfs/parapro/1755.pdf
9-12	Agriculture Education	5701	Agriculture	150 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5701.pdf
K-12	Art	5134	Art: Content Knowledge	150 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5134.pdf
9-12	Biology	5236	Biology	180 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5236.pdf
9-12	Business Education	5101	Business Education:	150 minutes	Available in test centers and for	\$120.00	https://www.ets.org/pdfs/praxis/5101.pdf

			Content Knowledge		Praxis Test at Home.		
EC	Early Childhood	5025	Early Childhood Education	150 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5025.pdf
9-12	ELA, Secondary	5038	English Language Arts: Content Knowledge	180 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5038.pdf
K-12	Health	5551	Health Education	150 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5551.pdf
9-12	Math, Secondary	5165	Mathematics	210 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5165.pdf
5-9	Middle School-Math	5164	Middle School Mathematics	210 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5164.pdf
5-9	Middle School-Science	5442	Middle School Science	180 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5442.pdf
K-12	Physical Education	5091	Physical Education: Content Knowledge	150 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5091.pdf
K-12	School Leader	5412	Educational Leadership: Admin & Supervision	210 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5412.pdf
9-12	Social Studies, Secondary	5081	Social Studies: Content Knowledge	150 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5081.pdf
K-12	SPED: MMCC	5355	Special Education: Foundational Knowledge	150 minutes	Available in test centers and for Praxis Test at Home.	\$120.00	https://www.ets.org/pdfs/praxis/5355.pdf
5-9	Middle School-ELA	5047	Middle School English Language Arts	180 minutes	Available in test centers and for Praxis Test at Home.	\$146.00	https://www.ets.org/pdfs/praxis/5047.pdf
5-9	Middle School-SS	5089	Middle School Social Studies	150 minutes	Available in test centers and for Praxis Test at Home.	\$146.00	https://www.ets.org/pdfs/praxis/5089.pdf

5-9	Speech & Theatre	5623	PLT: Grades 5-9	.	150 min utes	Available in test centers and for Praxis Test at Home.	\$146.00	https://www.ets.org/pdfs/praxis/5623.pdf
9-12	Speech & Theatre	5222	Speech and Theatre		150 min utes	Available in test centers and for Praxis Test at Home.	\$146.00	https://drive.google.com/drive/folders/1JzCwqolzqKZa5ZrC1Y-53_YFDDKuKg1o

Application to Teacher Education Program

Teacher Education Program Requirements:

- ☐ Disposition Scores (completed in EDU 291 and EDU 395)
- ☐ Completion of EDU 291 Beginning Clinical Experience
- ☐ Letter of Recommendation from WWU faculty member
- ☐ FCSR Background Check
- ☐ 3.0 Content and Professional Education GPA
- ☐ Approval by Dean, Chair of Field and Clinical, and Chair of Undergraduate Programs for the SOE.

Please print and sign your name and submit it to the Education Office, Room 501 of the Academic Building. All additional required paperwork is to be submitted to Room 501.

Applicant's name (please print) _____

Applicant's major _____

By signing below, I understand that if I have a criminal record, I may not be able to become certified. I understand that I can, however, contact the state department of education and have them decide at this point if the offense will keep me from being certified.

Applicant's signature _____ Date _____

- ☐ **I am applying to the Masters in 5 Program.**
 - 3.5 GPA
 - 21 (or higher) ACT Score Highly Recommended

Date: _____

Student Name _____

Student ID # _____

Student telephone # _____

TEP Program Application Checklist

	GPA Professional and Content Area Coursework (Required 3.0) **Checked by Dean for the School of Education
	Completion of EDU 291 with a grade of C or better **Checked by Dean for the School of Education
	Disposition **Checked by Dean for the School of Education
	Official transcripts from all higher education institutions attended on file with the university.
	FCSR Background Clearance on file **Checked by Dean for the School of Education
	Letter of Recommendation **Checked by Dean for the School of Education

Registrar's signature _____ Date _____

ADDITIONAL ITEMS OF EVIDENCE TO ATTACH TO APPLICATION

- WWU faculty letter of recommendation
- Unofficial transcripts
- Family Care Safety Registry background check