

**Tougaloo College
Tougaloo, Mississippi**

**DIVISION OF EDUCATION,
SUPERVISION AND INSTRUCTION**



**TEACHER EDUCATION
PROGRAM HANDBOOK**

**Elementary Education
Health & Physical Education
Secondary Education
Special Education**

JANUARY 2012

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INTRODUCTION

Tougaloo College offers a number of Bachelor of Arts (BA) and Bachelors of Science (BS) programs that prepare undergraduate teacher candidates in K-6 and 7-12 grade levels for their first license to teach. These programs include: (1) elementary education, (2) special education, (3) health and physical education, and (4) secondary education majors. The academic teacher education programs provide coursework, research, field experience and clinical practice to prepare *READ (Reflective, Effective, Active and Decisive) Teachers* in the four principles that guide the teacher education programs and promote a culture of diversity, respect and excellence in the education profession. The Division's conceptual theme is tied directly to the college's mission statement, and reflects the Division's commitment to fostering within its teacher candidates a desire to continuously strive for excellence in their own performance and in helping others to do the same.

The Tougaloo College Division of Education (**DOE**) offers seven options in teacher education for undergraduate degrees in programs of study that lead to K-6 and 7-12 teaching licensures. The Division of Education degree programs are guided by the Mississippi Department of Education state standards, specialized professional association standards, and accredited by the National Council for the Accreditation of Teacher Education. All teacher education programs within the Division of Education, Supervision and Instruction are designed for traditional study, creative research, field and clinical experiences through the following departments:

Elementary Education Majors

- Bachelor of Arts Degree in Elementary Education (EE)
- Bachelor of Arts Degree Special Education (SPED)

Health, Recreation and Physical Education Majors

- Bachelor of Arts Degree in Health and Physical Education (HPE)

Secondary Education Majors

The Division of Education collaborates with the Division of Humanities, Social Sciences and the Natural Sciences to support teaching candidates seeking Bachelors of Art or Science degrees in Secondary Education. Secondary Education (SED) teaching degrees in grades 7-12 are offered in the following disciplines:

- Art
- Biology
- Chemistry
- English
- History
- Mathematics
- Mathematics and Computer Science
- Music
- Physics

Teacher candidates study relevant theories, laws and practices, strategies, models, cultural diversity and exceptionalities in education. The teacher education program is integrated across the disciplines and designed to ensure coherence among curriculum, instruction, field and clinical experiences, research, assessments and evaluations. These variables are part of the highly effective *R.E.A.D.* model designed to prepare teachers who have the knowledge, skills, and professional dispositions necessary to help all students learn. The *R.E.A.D.* model serves as the foundation of the Teacher Education program; it outlines the professional commitment and dispositions for subject content matter, assessment, field and clinical experiences, diversity, and technology.

In addition, in the teacher education program, teacher candidates gain in-depth knowledge and preparation in subject matter and pedagogy content knowledge in which they plan to teach. The teacher education programs' coursework and preparation, field and clinical practice experiences are all based on professional, national, state, and institution standards. The teacher education program is designed so that candidates are well prepared in their content area and can demonstrate mastery of knowledge through inquiry, critical analysis, synthesis and reflection of subject matter content. The pedagogical content of the curriculum also acquaints candidates with various instructional strategies, procedures and teaching methods necessary to obtain high levels of achievement among students, including helping all students to learn. Teacher candidates are provided with a well designed curriculum and broad range of field and practicum experiences intended to prepare the candidate for meeting the needs of all student learners. Teacher candidates in the teacher education program at Tougaloo College are expected to demonstrate positive professional dispositions that will enable them to meet the needs of all student learners.

The Teacher Education Program builds upon a strong and long tradition in professional education studies at Tougaloo College and offers a program accessible to current and future Tougaloo undergraduates. With leadership from the faculty of the Division of Education and from other divisions in the College, the highlights of the Division's teacher education programs include:

- *R.E.A.D.* educators for P-12 schools in core instructional areas: reading and language arts, history, music, biology, mathematics.
- Teaching skills unique to schooling in the largely rural and diverse communities.
- Primacy of decisive instructional leadership and modeling of best practices for effective teaching.
- Progressive curriculum grounded in four guiding principles--- reflective, effective, active, and decisive educators.
- Promoting leadership for multicultural settings and for educational equity.
- Emphasis on theoretical study, research requirements infusing wisdom and practice from the field of education.
- Collaboration between an interdisciplinary Tougaloo faculty, partnering P-12 school faculty, administrators, and professional education community partners.

COLLEGE INFORMATION

Tougaloo College is a private Historically Black Institution that is designated as a private, open enrollment college by the Mississippi Department of Education. Tougaloo College is located in rural Jackson, Mississippi. Tougaloo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (Decatur, Georgia) to award the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees. Tougaloo College offers baccalaureate degrees in the liberal arts, sciences, business and education, as well as a teaching certificate, and professional studies. Additional course offerings developed specifically for learners seeking professional or personal development are available through the College Continuing Education & Professional Studies. Tougaloo College continues to emphasize quality and excellence in education in response to the needs of its student population. Through its strong commitment to diversity and social equity for education, Tougaloo College strives to help all students achieve their fullest potential.

History

In 1869, the American Missionary Association of New York purchased five hundred acres of land from John Boddie, owner of the Boddie Plantation, to establish a school for the training of former slaves and their descendants. The College was founded on the most liberal principle of education, to provide educational opportunities to men and women, "irrespective of race, gender or religious tenets and conducted on the most liberal principles for the benefit of our citizens in general". The Mississippi State Legislature granted the institution a charter under the name of "Tougaloo University" in 1871. The Normal Department was recognized as a teacher training school until 1892, at which time the College ceased to receive aid from the state. Courses for college credit were first offered in 1897, and in 1901, the first Bachelor of Arts degree was awarded to Traverse S. Crawford, grandfather of celebrated stage and film actor, Avery Brooks. In 1916, the name of the institution was changed to Tougaloo College.

Six years after Tougaloo College's founding, the Home Missionary Society of the Disciples of Christ obtained a charter from the Mississippi State Legislature to establish Southern Christian Institute (SCI) in Edwards, Mississippi. Determining later that Tougaloo College and SCI had similar missions and goals, the supporting churches merged the two institutions in 1954 and named the new institution Tougaloo Southern Christian College. Combining the resources of the two supporting bodies, the new institution renewed its commitment to educational advancement and the improvement of race relations in Mississippi. The alumni bodies united to become the National Alumni Association of Tougaloo Southern Christian College. In 1962, by vote of the Board of Trustees and with the agreement of the supporting bodies, the name was changed again to Tougaloo College. Today, Tougaloo College remains affiliated with the United Church of Christ and the Disciples of Christ.

Tougaloo College is nationally known for its high academic standards and level of social responsibility. The ultimate demonstration of the College's social commitment was manifested during the turbulent years of the 1960s. During that period Tougaloo College was in the forefront of the Civil Rights Movement in Mississippi, serving as the safe haven for those who fought for freedom, equality and justice. The College was the sanctuary within which the strategies were devised and implemented to end segregation and improve race relations. Tougaloo College's leadership, courage in opening its campus to the Freedom Riders and other Civil Rights workers and leaders, and its bravery in supporting a movement whose time had come, helped to change the economic, political and social fabrics of the state of Mississippi and the nation.

For 153 years Tougaloo College founders have continue to light the way as each who has gone before *has cut this road to last*. In 2002, Tougaloo College welcomed its thirteenth president,

Dr. Beverly Wade Hogan, adding the first female president to the list of distinguished leaders who have served this *special place*. In August 2011, Tougaloo College experienced a change in its administrative leadership; Dr. Betty Parker-Smith was hired as Provost and Executive Vice-President for Academic Affairs. These leaders have provided significant support to education.

Mission Statement and Purpose

Tougaloo College is a private, historically black, liberal arts institution, accessible to all persons regardless of race, ethnic origin, religion or creed. The College prepares students to be imaginative, self-directed, lifelong learners and mindful thinkers, committed to leadership and services in a global society by offering a high quality liberal studies program. Founded in 1869 by the American Missionary Association, Tougaloo College was chartered on the principles that it "be accessible to all irrespective of their religious tenets and conducted on the most liberal principles for the benefit of our citizens in general." Tougaloo acknowledges and respects its traditions; remains dedicated to the equality of all people, and continues to be a value-oriented community where students are guided by a concerned faculty and staff. The members of this community apply current knowledge to prepare students for lifelong learning related to new information and emerging technologies, as well as humane standards in a global society.

Tougaloo offers an undergraduate curriculum designed to encourage students to apply critical thought to all areas of life, to acquire a basic knowledge of the humanities, the natural sciences, and the social sciences, to develop the skills required in selected professions; and to provide leadership in a democratic society and in a changing world. Tougaloo intends that its students become self-directed learners and self-reliant persons capable of dealing with people, challenges and issues. Tougaloo College intends to contribute to the social, health, and educational needs of the local and state communities through a program of community service.

Division of Education

The Division of Education, Supervision and Instruction is the **professional education unit** at Tougaloo College. The professional education unit has the responsibility of preparing future teachers. They also support the development of professional relationships with partnering K-12 schools, secondary education faculty and advisers from the Divisions of Humanities, Natural Sciences, and Social Sciences who are all involved in the subject matter content preparation for the professional education unit's teacher candidates.

Unit Vision

The Division of Education faculty and staff envisions a teaching and learning environment committed to providing future teachers with an education that develops reflective, effective, active and decisive scholars and practitioners who use theory, scholarly research, and best practices in their work with children and youth. Faculty and students come together to foster a community of teaching and learning that promotes inquiry, leadership, and advocacy for P-12 children, families, and communities.

Unit Mission

The mission of the Division of Education, Instruction and Supervision at Tougaloo College is to prepare and support caring, reflective pre-service teachers as life-long learners and to succeed as professional educators in the teaching community. Through teaching, scholarly research, and service, the Division of Education is dedicated to preparing future teachers with the knowledge base, dispositions and skills necessary to become successful and effective educators in a complex, rapidly changing global society.

Unit Philosophy

The Education Unit embraces the philosophy that prospective teachers must engage in a cycle of thought and action which produces inquiry, which leads to the discovery of putting theories into practice, and enables them to become reflective teachers who will share the full range of their knowledge and experiences, in and beyond the classroom, with their students. Arends (2007) states that the art of professional practice is learnable and it is experienced, coupled with careful analysis and reflection that produces learning. Reflective teaching emphasizes reflective inquiry and self-awareness. Therefore, reflective teachers analyze their own behavior and consider the factors that make their teaching effective (Ornstein & Lasley, 2004).

The Education Unit conceptual framework is characterized by a belief that prospective teachers must possess and demonstrate a body of knowledge and skills needed to promote student achievement and to meet the needs of learners in schools that reflect our culturally diverse society. Prospective teachers must be well informed by exhibiting intellectual accomplishment of subject matter, as well as professional knowledge, thus becoming effective teachers who are able to carry out their responsibilities. Effective teachers demonstrate behaviors of planning, management of subject matter, verbal and nonverbal communication, and counseling, awareness of individual differences, consistent rules, questioning skills, classroom management, and assessment techniques.

Faculty members in the unit view themselves as active teachers and encourage prospective teachers to become active teachers. Active teachers are those who are active in their profession; teachers who are active in their communities; teachers who are politically and socially active; teachers who are proactive, rather than reactive; teachers who are active educational leaders. Tougaloo College teachers candidates contribute to the social, health, and educational needs of the local and state communities through a program of community service (Tougaloo College, 2012-14, pp. 67). A growing body of research suggests that active teaching is associated with enhanced student learner achievement (Good & Brophy, 2000).

Additionally, the teacher education programs in the unit focus on a strong knowledge-based curriculum combined with sound behavior management and decision-making skills that guide pre-service teachers in making instructional decisions, and/or decisions that have legal implications (Armstrong, 2000) inform us that an understanding of legal principles can help the pre-service teacher make informed decisions, thus effectuating decisive teachers. The objectives of the Teacher Education Program at Tougaloo College is to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive leadership and service to those they teach.

Unit Conceptual Framework Model

The conceptual framework guides our professional education unit in achieving its mission for the College and its Teacher Education Programs. The unit's conceptual framework is based on the assumption that candidates must have proficient knowledge, skills and dispositions in order to be effective, highly-qualified R.E.A.D. teachers. Therefore, the conceptual framework has been developed through collaborative efforts among the students, faculty, administration, teacher education advisory council, and the professional community. The conceptual framework also addresses assessment, diversity, clinical field-based experiences and best practices as modeled by faculty qualifications. In addition, the conceptual framework is knowledge-based, articulated, shared, coherent, and committed to professionalism, diversity, technology, and teaching professional standards. The vision of Tougaloo College is reflected in each component of the conceptual framework. The main goal is to prepare the R.E.A.D. (reflective, effective, active,

decisive) teachers for the classrooms of Mississippi and the global community. Tougaloo College unit's Teacher Education Programs prepares students who are self-directed learners and self-reliant individuals capable of working effectively with all students, meeting challenges and issues in our public schools.

In keeping with the unit's philosophy and theme of its conceptual framework, the unit's four characteristics of a "READ Teacher" guides the unit's programs, and promote a culture of excellence in the education profession. From this philosophy and theme, and based on input received from fulltime and adjunct faculty of the unit, public school teachers and administrators, and in keeping with state, national and professional association standards, the unit created an assessment system in order to evaluate teacher candidates expected competencies and demonstrated proficiency upon completion of our programs. The unit believes that the following four characteristics of the R.E.A.D. Educator listed below support our conceptual framework, vision and goals to provide the basis for the unit's teacher education programs.

Characteristics of a "READ Educator"

Reflective Educator

The Division of Education seeks to provide experiences that will enable the teacher candidate to:

1. Have personal qualities that allow them to develop authentic human relationship with their students, parents, and colleagues and to create democratic, socially just classrooms for children and adolescents (Arends, 2007).
2. Apply critical thoughts to all areas of life. Communicate verbally and nonverbally instructional modalities, including speaking effectively for the sake of performing, explaining and creating (Arends, 2007).
3. Acquire and process information including listening effectively in various arenas of life, reflecting and observing objectively and with insight in academic and nonacademic environments.
4. Demonstrate knowledge of content subject matter area, critical analysis and thinking skills and creating inquiry for problem solving.

Effective Educator

The Division of Education seeks to provide appropriate opportunities and instructional strategies for students to acquire knowledge, skills and dispositions, so that they may:

1. Acquire and demonstrate basic knowledge of the humanities, natural sciences, and the social sciences and integrate this knowledge into the total education process.
2. Have a positive disposition toward learning with a command of at least three broad knowledge-based areas that address subject matter, human development and learning, and pedagogy. Teaching candidates use this knowledge and the dispositions to guide the science and art of their teaching practices.
3. Effective teachers have a repertoire of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-order thinking skills, and to produce self-regulated learners.
4. Select and implement teaching models, teaching strategies and appropriate educational materials to complement and enrich the individual learning styles and academic levels of students.

Active Educator

The Division of Education seeks to provide experience for the development of active leadership skills by providing opportunities to:

1. Participate in activities and experiences that promote service to the community.
2. Become familiar with and use professional journals to understand theory and inform practice.
3. Read and interpret research data and apply its findings and analysis to enhance their service to community and profession.
4. Demonstrate knowledge of the goals and functions of professional organizations related to the field.

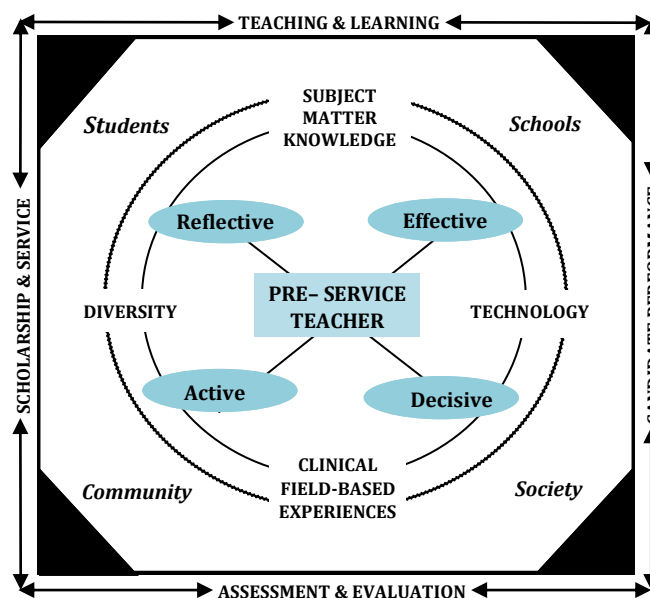
Decisive Educator

The Division of Education seeks to promote professional development, personal growth, cultural responsive teaching in order:

1. Provide leadership in a democratic society and changing world.
2. Demonstrate a service-oriented attitude that enhances the school, home, and community relationships.
3. Develop and demonstrate personal values, recognizing differences in individuals with respect to their beliefs, culture, and values.
4. Empower pre-service teachers to be committed to social justice and equity in order to serve as advocates for underserved children in our community.

The unit's professional education programs are based on the College's mission, the R.E.A.D. teacher model and research-based theories and practices. The unit advocates a broad background in the basic disciplines (humanities, natural sciences, and social sciences) of human knowledge and the study of traditional educational practices as well as, those practices which foster innovative and scholarly research-based approaches which are necessary for teachers to be reflective, effective, active and decisive. The R.E.A.D. Conceptual Framework Diagram depicts the professional base knowledge of the Division's teacher education programs. The knowledge bases are centered on a reflective, effective, active, and decisive self (the pre-service teacher), subject matter content knowledge, and clinical field-based experiences. In addition to preparing pre-service teachers for working in schools with diverse populations in an ever-changing cultural and global society that requires today's teachers to be caring and nurturing in a reflective, active, effective, and decisive manner.

Unit Conceptual Framework Diagram



DOE (Unit) Assessment System for Teacher Candidates

The unit assessment system is used to continuously evaluate undergraduate teacher candidates' performance, the Division operations, and effectiveness of the Division teacher education programs. Teacher education program pre-candidates and candidates are assessed as they progress through four (4) transition assessment points:

- (1) program entry (declaring Education as a major),
- (2) admission to the teacher education program,
- (3) admission to student teaching, and
- (4) program completion/exit.

With this in mind, the liberal arts curriculum at Tougaloo College is based upon two assumptions: first, candidates should have a general education drawn from interdisciplinary areas, as well as specific subject matter content knowledge from one major department; and second, that candidates should have freedom, within certain established guidelines and with the advice of the faculty, to choose their own course of study. After the pre-candidates' successful completion of their freshman year, pre-candidates advance to sophomore standing through a ceremony, titled the ***Rights of Passage***. This 100-year historical ceremony provides pre-candidates the opportunity to select their course of study in the Division of Education by declaring education as a major after the ceremony utilizing the *Major Declaration Form*. Once pre-candidates have declared their major as Education, an advising plan is designed to assist the candidate with successful matriculation that leads to a Bachelors of Arts or Science degree in one of the Division's teacher education programs. This advising plan is used to continuously evaluate the pre-candidate and candidate performance and progress through the four (4) transition assessment points and the advising plan is modified based on candidate needs.

At **Transition Assessment Point 1**, pre-candidates upon declaration as an Elementary, Secondary, Special, or Health and Physical Education major, pre-candidates are track as pre-candidates for admission into the Teacher Education Program (**transition assessment point 2**). As stated, the Division tracks the pre-candidate admissions process using transcripts, documents and information from the *Major Declaration Form* and *Candidate Teacher Education Application* forms (see Section: *Admission & Enrollment Requirements*). Pre-candidates admitted to the teacher education programs must successfully progress through **Transition Assessment Points 3 and 4** to earn a Bachelors of Arts and Science degrees and a teaching certificate that leads to a Mississippi Teacher Class "A" license.

The teacher candidate proficiencies in transition assessment points 3 and 4 are based on the DOE's conceptual framework, state standards, and specialized national professional association standards. The key assessments used by the Division to monitor and make decisions about candidate performance and progress during the transition assessment points include the following:

- Advisor interviews
- GPA for general education requirements and major coursework, including pre-professional, professional, content/methods, and pedagogy course requirements
- English Writing Proficiency Exam (EWPE)
- Observation and practicum evaluations
- PRAXIS I and II exam scores
- Program admission data (e.g. recruitment survey, recommendation forms, GPA at admission)
- Senior thesis (or written project) and presentation scores
- Preliminary Student Evaluations
- Student Teacher Formal Lesson Observations

- Student Teacher Intern Assessment Instruments
- Beginning Teacher Survey (Program Exit & Alumni)

The candidates' performance is continuously monitored and evaluated, from the time of admission to graduation; the candidate will be given oral and written feedback regarding strengths and possible growth and areas of improvement. The DOE utilize the *Teacher Candidate Improvement Plan* form, which records the candidate strengths, weaknesses, and the expectations for improvement in candidate's performance. All of the unit assessments that evaluate candidates are aligned with the conceptual framework and appropriate standards that facilitate teacher candidates in acquiring, developing, engaging, participating and reflecting on appropriate knowledge, skills and dispositions in their respective education field. There will be multiple assessments and evaluations used by DOE faculty and staff to ensure that the Division collects information on candidate performance and outcomes that demonstrate their expertise of written, oral and nonverbal communication, knowledge, skills, and dispositions in subject matter content areas, diversity, pedagogical strategies, as well as the candidate's professional dispositions that effect student learning and achievement.

Teacher Candidate Funding Opportunities

Critical Needs Initiative- Benefits of the scholarship include tuition, fees, books, and the average cost of a room and meals. Full-time students may get up to four annual awards; and part-time students may receive six annual awards. Requirements for the scholarship are a 2.5 high school GPA, 18 ACT and students must maintain 2.5 for renewal. Obligations for the award are as follows: 4 years award = 3 years teaching in CSA, other awards = Year for year and default = Immediate repayment plus interest.

Robert B. Noyce Scholars Program- Scholarship benefits include tuition, room and board, fees, and books. The Noyce Scholars Program also provides benefits in the form of conference travel and registration and professional association memberships for students. This is for full-time students who are juniors and seniors and major in biology, chemistry, computer science, mathematics, physics science, and or technology. They must be interested in obtaining teacher certification for middle school and/or high school. Scholarships are awarded for two years of the junior and senior year of college and stipends for participation in professional development workshops and conferences during first year of teaching. Requirements for the scholarship are a 3.0 GPA and students must maintain 3.0 for renewal of scholarship, and be admitted to the Teacher Education Program. Candidates awarded the Noyce scholarship recipients are obligated to teach for 2 years in a critical needs area in Mississippi for each year of assistance awarded.

William Winter Teacher Education Fund - Students interested in teaching anywhere in Mississippi should apply for a William Winter Scholarship. Scholarships pay up to \$1,000 the first two years of college and up to \$3,000 during the junior and senior years of college. Students receiving assistance are expected to teach in Mississippi for one year of each year of assistance awarded.

Special Programs

Annual Research Forums- Another initiative has been the creation of the annual academic research project. This project involves students from across the disciplines as well as in-service teachers. Students are taught research and theory based methods and the application of research to theory and practice. It enables students to explore critical issues in the field of education and work collaboratively and independently in providing positive input for potential solutions for these issues

Developmental Learning Center - These centers provides assistance for all students in the development and application of study techniques and habits, and improvement of basic academic skills – reading, writing and math. These centers also provide tutorials, small group instruction, and computer-assisted reading laboratory sessions. The center also provides PEER tutoring assistance.

Exchange Programs - Tougaloo College students are afforded opportunities to participate in exchange programs with various institutions. These exchange programs attract national attention and serves as a model for other institutions with similar interests. Four of the most common exchange programs at Tougaloo are:

1. **Tougaloo College – Brown University Exchange Program** - The Tougaloo-Brown Program was formally initiated in May 1964, sparking national interest. Tougaloo College and Brown University have agreed to cooperate in a variety of areas - curriculum development, student exchange, faculty exchange, and medical training - in which the perspectives of the two institutions can be combined for the development of first-rate educational opportunities for students at both institutions. This exchange program helps to assure viability of the smaller, private institutions of higher education that make such important contributions to our society.
2. **Tougaloo College – Bowdoin College Exchange Program** - Tougaloo College and Bowdoin College in Brunswick, Maine, have established a student exchange program whereby participating students must be registered as junior full-time “regular” students at the home institution with a GPA of 2.90.
3. **Tougaloo College-Smith College Exchange Program** - Tougaloo College and Smith College in Northampton, Massachusetts, observe a collaborative relationship, which enables students from both institutions to enhance their academic and social experiences.
4. **Tougaloo College-New York University Exchange Program** - Tougaloo College and New York University has established a student exchange program whereby participating students must be registered as full-time “regular” students. NYU students must be matriculated in the College of Arts and Science (CAS), the School of Education, Health, Nursing, and Arts Profession (SEHNAP), or Tisch School of the Arts (TSOA) in order to participate in the program.

Gladys Noel Bates Research Scholars Club - This club focuses on oral and archival research related to issues in education. It engages students in the exploration of issues related to teacher equity in education. Additionally, it promotes scholarly research that involves students, faculty and the community.

One Stop Services/ Center for Advising and Retention - One Stop Services/ Center for Advising and Retention provide academic support in the areas of mathematics, reading and writing. Tutorial services and counseling/ mentoring services are available through this program. One Stop Services/ Center for Advising and Retention aims to increase the retention rate of students at all levels, to provide college resources to all students, provide a diversified program of support services and to ensure that all students are prepared to succeed in programs that will prepare them to assume the roles that the college envisions in its mission.

Praxis Study Sessions - Praxis study sessions are sessions based on the Praxis series created by the Educational Testing Service (ETS). It is designed to help students improve their skills on Praxis I: Reading, Writing and Mathematics, Praxis II: Principals of Learning and Teaching, and Praxis II: Subject Area Test. The sessions occur four times a week for two hours each session with each participant using ETS materials as a guide. The session participants take the Praxis exams as a cohort.

Student Support Services - Student Support Services is designed to serve Tougaloo College students for all grade classifications and provides a strong foundation in academic, cultural and

social, and personal adjustments to the college. The goal of Student Support Services is to increase graduation and retention rates as well as enrollment in graduate or professional educational programs.

Tougaloo College Institute for Mathematics - Tougaloo College Institute for Mathematics provides current math teachers with opportunities to upgrade, enhance and strengthen their skills to better serve their students. The Institute serves twenty teachers of grades 6-12 from eight school districts located in central Mississippi and the lower Mississippi Delta. Teachers participating in the Institute will attend: 1) a day of orientation; 2) a four-week summer workshop session; and 3) two Saturday follow-up sessions, which are determined by the participants. These follow-up sessions occur in the Fall and in the Spring.

ADMISSION REQUIREMENTS

Guidelines for Admission to Teacher Education Programs

Pre-candidates who desire to enter a DOE teacher education program at Tougaloo College to earn a teacher licensure must meet the eligibility requirements set forth by the Division. The requirements are based on guidelines set forth by NCATE and the Mississippi Department of Education. Thus pre-candidate admission to the teacher education program is based upon the following guidelines:

1. Successful completion of a minimum of forty-four (44) semester hours in the General Education core curriculum which must include a grade of "C" or above in Mathematics, Science and Communication coursework;
2. Successful score on the Praxis I/Pre-Professional Skills Test (PPST) set by the Mississippi State Department of Education, PPST scores required: Reading (170), Writing (172), and Math (169); or exempt with a SAT composite score of 860 or ACT score of at least 21 or a higher. Students who provide proof of a SAT composite score of at least 860 (verbal and quantitative) or an ACT composite score of at 21 with no subtest score below 18 may be admitted to the Teacher Education Program;
3. A minimum 2.50 cumulative grade point average (GPA) on a 4.00 scale for the completed semester hours;
4. A formal *Teacher Education Application* submitted to the Dean, Division Office; and
5. At least two (2) recommendation forms from a professional, advisor or faculty member.

Pre- candidates are expected to enter the Teacher Education Program prior to their junior year. The program provides teacher candidates with the opportunity to complete their teacher education coursework over a period of two years.

Admission Application Procedures

Students must be admitted to, remain in good academic standing and successfully complete the Teacher Education Program to receive a recommendation for teacher licensure. Admission to the program is considered twice during the academic year and students who wish to enter the Division of Education's Teacher Education degree program at Tougaloo College must submit a formal application for admission to the Office of Dean of Education, Supervision and Instruction (Holmes Hall, Education Wing; Room 1).

1. Obtain a Program Information and Application Packet from the Office of the Dean of Education, Holmes Hall, Education Wing, Room 1.
2. Review the entire packet including the program of study, timelines, and requirements.
3. Complete the Teacher Candidate Licensure Advisory and Acknowledgement Form.
4. Complete the application form.
5. Complete the application form and take it to the Registrar who will complete the data regarding the GPA. The Registrar will forward the form to the Division of Education Office.
6. Obtain two recommendations from the following individuals:
 - your advisor, and
 - any full- or part-time Tougaloo College faculty or professional

Be sure that the top portion of the form is completed before submitting it to the appropriate advisor, faculty and/or professional for recommendation and forwarding to the Division of Education.

- a. Degree and licensure-seeking candidates must submit an official copy of passing PRAXIS I Reading, Writing, and Mathematics scores or a composite score of at least 167, 170, 172 or SAT scores of 860 and above, or ACT scores 21 and above to the Division of Education Office.
- b. Check the status of your application package. **Admission will be considered twice during the academic year: December and May.** Applications being considered during May must be completed prior to April 15 for the fall admission to the program. Applications considered in December, applications must be completed by Nov 15 for the spring admission.
- c. Remember that admission is not an automatic process. The Teacher Education Advisory Selection and Review Committee have sole discretion to admit, to admit conditionally, or reject a candidate. Grievance procedures are located in the College academic catalog.

It is the candidate's responsibility to ensure that the following documents are **completed and filed together** before recommendation for admission to the Teacher Education Programs can occur:

- Completed Application;
- Two (2) Teacher Education Program Recommendation Forms;
- Signed Teacher Licensure Advisory Acknowledgement Form (see page 28);
- Official written documentation of passing Praxis I scores or ACT/SAT exempt scores;
- Current official student transcript of completion of 44 semester hour of general education course requirements;
- Teacher Education Program Recruitment Survey;
- Major Declaration Form; and
- Program Degree Plan Advising Sheet.

Guidelines for Admission to Clinical (Student Teaching) Practice

Student teaching is the culminating clinical practice experience for candidates enrolled in Teacher Education Programs at Tougaloo College. Student teachers have the opportunity to apply practical application of the philosophical and theoretical concepts, which have been a part of the academic prerequisites through clinical field observation and practicum experiences. The emphasis is on the skills, understandings, and competencies necessary for successful teaching. The candidate's placement in clinical (student teaching) experiences is based upon the following criteria:

1. A 2.50 or above cumulative grade point average on a 4.00 scale;
2. Successful completion of all 49 to 58 semester hours in the General Education core curriculum;
3. Successful completion of all semester hours in education pre-professional, professional, content and pedagogy coursework;
4. Successful completion of a minimum of 84 to 252 observation/practicum hours and evaluations;
5. Demonstration of general proficiencies in English and writing by successful completion of the English Writing Proficiency Exam (EWPE);
6. Demonstration and adherence to the NEA professional Code of Ethics; and
7. Successful score on the Praxis II: Principles of Learning and Teaching examination and the Praxis II (specialty area) examination set by the Mississippi State Department of Education (refer to Praxis II scores for Mississippi).

8. Secondary Education candidates in addition to the above must successfully complete their 30-51 semester hours in a content/subject area discipline, other than Education.

The placement of candidates in partnering schools for field experiences and student teaching is collaborative and coordinated with the unit's Department Chairs, partnering school principals and cooperating teachers. Factors that contribute to placement decisions include the diversity of the school population, grade level requirements for licensure, field placement recommendations, content requirements, and candidates' geographic location needs. Teacher candidates upon successful completion of the above criteria receive a student placement letter indicating their placement into the clinical (student teaching) practice.

Teacher Candidate Licensure Advisory

The information provided below is to advise you of current licensure requirements. This **Teacher Candidate Licensure Advisory** and licensure guidelines may change without notice. It is the responsibility of the candidate to remain current with licensure requirements. Teacher candidates must sign a statement of acknowledging the receipt of this advisory. The **Teacher Candidate Licensure Advisory** form and information is included in the **Teacher Education Program** application packet.

1. Traditional Baccalaureate Teacher Education Program Candidate

A five year educator license is granted to applicants meeting all licensing requirements and completing a state approved or National Council for Accreditation of Teacher Education (NCATE) approved teacher education program from a regionally/nationally accredited institution of higher learning.

Minimum requirements for licensure:

- Educational courses
- One full semester of student teaching
- Praxis II Principles of Learning and Teaching Test
- Praxis II Specialty Area Test in degree area

Please visit the following link to identify specific test codes for assessments that have been validated for the state of Mississippi:

http://www.mde.k12.ms.us/ed_licensure/pdf/Praxis_test.pdf

Praxis tests are administered by the Education Testing Services (ETS). You may register by telephone at 1-800-772-9476 or www.ets.org/praxis

Supplemental endorsements may be added to a valid three-year alternate route or five-year traditional Mississippi License.

Endorsements with 18 or 21 hours

Teachers who wish to add endorsements for most major subject areas may take the Praxis II test or have 18-21 hours of coursework.

*18 hrs are required if all coursework was completed prior to 9/1/04.

*21 hrs are required if any portion of the coursework was completed after 9/1/04.

***Grades must be C or higher

Endorsements with Approved Program

Some supplemental endorsements require an **approved program** of study. The programs are different at each college and for each endorsement. The **Dean of Education** or **designee** shall advise the teaching candidate of the required coursework, and an institutional recommendation must be signed by the Dean or Institutional Certification Officer in order to add the endorsement to the license.

Please visit the following website for information regarding the requirements for adding specific supplemental endorsements:

http://www.mde.k12.ms.us./ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf

2. Licensed Teacher Completing Master's Degree

If a licensed teacher completes a master's degree in a specific subject area endorsed by the Mississippi Department of Education, the individual will receive a Class AA license in that specific area.

If a licensed teacher completes a master's degree in a general area of education, such as secondary education or curriculum and instruction, the individual will receive a Class AA license in the area of their bachelor level degree earned if it is in a subject area endorsed by the Mississippi Department of Education.

- **This does not include special licenses such as educational leadership, school counseling, and other support services provided to students.**

Please visit the following website for information regarding the subject area endorsements:
http://www.mde.k12.ms.us./ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf

3. Basic Application for Procedure for Licensure

1. Download **Licensure Application Packet** (Form #OEL 02-04, Sec. A-F) at <http://www.mde.k12.ms.us/license.htm>
2. Read **Licensure Instructions and Checklist** (Form #OEL 02-04, Sec. A, pp1-3) to locate the license to which you are applying.
3. Collect documents required for your license and check the correlating boxes on **Licensure Checklist** (Form #OEL 02-04, Sec. A).
4. Complete **Licensure Application** (Form #OEL 02-04, Sec. B).
5. Send **Licensure Application Packet** and all documents required in your license category as a single **COMPLETE PACKET** to the Mississippi Department of Education, Office of Educator Licensure, Post Office Box 771, Jackson, MS 39205-0771.

Incomplete packets will be returned to the applicant with no action taken.

Please remember to sign and submit ***the Teacher Candidate Licensure Advisory Acknowledgment form*** with your ***Teacher Education Program*** application.

PROGRAM OF STUDY OVERVIEW

Undergraduate Teacher Education Programs

Upon admission to the college and the Tougaloo College of Teacher Education Program, students begin their studies with the Freshman Experience program through the CARP office. The faculty in the CARP program serve as advisors and mentors to students during their freshman year of study. At the end of the freshman year of study, students are transition to the Division of their chosen major. Pre-teacher candidates pursuing K-6 licensure (Elementary Education) and K-12 licensure (Special Education, Health and Physical Education) are assigned an advisor from the Division of Education. Pre-teacher candidates pursuing 7-12 licensure (Secondary Education) are assigned to the Dean of Education as an advisor and an advisor from their major area of interest. Upon admittance to the teacher education program a pre-candidate's file is maintained in the office of the Dean of Education. Prospective teacher candidates or pre-candidates as well as candidates admitted to the division are tracked through the Division assessment system and advising procedures.

The components of the earned bachelor's degree in the Division's teacher education program include:

1. being admitted to and completing the Teacher Education Program at Tougaloo College with a 2.50 GPA or above in all major and emphases (concentration) coursework
2. completion of an interdisciplinary program of study, including two (2) areas of emphases (concentration), comprising of 18 semester hours each
3. completion of the course requirements listed on page 19 by Division of Education Departments for:
Elementary Education (BA),
Special Education (BA),
Health and Physical Education (BA), and
Secondary Education (BA/BS)
3. take and pass the Praxis I: Reading, Writing, and Mathematics examinations, and the Praxis II: Principles of Learning and Teaching and the Praxis II (specialty area) examinations
4. Sixty (60) clock hours of community service work completed in any social agency or organization
5. submit to their advisor and department chair for approval their senior thesis paper (or written project) that represents a major intellectual body of work
6. successfully complete 15 units (75 days or 600 hours) of clinical practice (student teaching) experiences in K-6 or 7-12 classroom settings.

The Division of Education is responsible for monitoring a student's matriculation through the teacher education program, and recommending to the Mississippi Department of Education that a teaching candidate be awarded a state teaching Class A license. Teaching candidates must successfully complete the Division's Teacher Education Program.

First, all teacher candidates are required to begin their coursework with six to twelve hours of pre-professional coursework that may include: EDU 101: *Professional Development*, EDU 214: *Educational Psychology*, EDU/SPED 217: *Introduction to Exceptional Children*, and EDU 221: *Introduction to Foundations of Education*. Next, candidates enroll in required courses for their program of study as described below and outlined in the candidate's respective advising status sheet.

Elementary Education Department

The goals and objectives of the Elementary Education and Special Education programs are adopted from the National Council for the Accreditation of Teacher Education (NCATE) standards, state and other professional association standards. The standards provide detail about the components needed to execute a comprehensive teacher preparation program. The department curriculum is also designed to correlate with the College's mission and expected student learning outcomes. The Elementary Education and Special Education focus is to equip teacher candidates for the challenges facing public, private, and parochial education today and in the future. The overall driving force of the program is to prepare R.E.A.D. (reflective, effective, active, decisive) teachers for the classrooms of Mississippi and the global community.

In addition, the professional teacher education programs, both elementary and special education are designed to foster/mentor effective pre-service teachers through traditional study, innovative research and field-based experiences. The programs are based on an undergraduate curriculum designed to encourage candidates to: 1) apply critical thought to all areas of life, 2) acquire a basic knowledge of the humanities, the natural sciences and social sciences, 3) develop skills required in their selected profession, and 4) provide leadership in a democratic society and in a changing world.

Elementary Education (K-6) Program of Study

Elementary Education (K-6) teacher candidates upon completion of pre-professional coursework enroll in elementary education pedagogical content courses. These courses include 15 semester hours and provide for field experiences in K-6 partnering schools (EDU 313: *An Integrative Approach to Literature, Language and Communicative Arts, K-12*; EDU 314: *Social Science for Children*; EDU 315: *Science for Children*; EDU 316: *Mathematics for Children*, and PHE 424: *Motor Development/ Movement* or PHE 411: *Principles, Methods & Materials of Teaching Physical Education, K-12*). Candidates must also take 12 semester hours of content-specific coursework. This coursework include: ART 301: *Art for Children*; MAT 201: *Number Systems*; MAT 202: *Geometry, Measurement & Probability*; MUS 411: *Music in Childhood Education*;

All Elementary Education (K-6) teacher candidates seeking admission into the Teacher Education Program must complete an interdisciplinary program of study, and complete two (2) areas of emphasis (concentration) in Early Childhood Education or Special Education, and 18 hours in the required Reading emphasis. Required pedagogy content reading courses include: EDR 300: *Early Literacy Instruction I*, EDR 301: *Early Literacy Instruction II*, EDU 312: *Reading Instruction*, EDU 420: *Diagnostic and Prescriptive Reading*; ELA 350: *Research and Practices in Language Arts*, and ELA 351: *Methods of Teaching Language Arts*.

In addition, teacher candidates are required to complete seven (7) professional education courses, which comprise 33 semester hours. These courses include: EDU 251: *Education Seminar*, EDU 252: *Issues, Research and Trends in Behavior Management*, EDU 331: *Human Development & Learning*; EDU 335: *Methods and Materials of Educational Technology in Classroom*, EDU 336: *Test, Measurement and Evaluation*; EDU 421: *Curriculum and Research*, and EDU 424: *Student Teaching in the Elementary School*.

Teacher candidates pursuing degrees in the elementary education program acquire knowledge, skills and dispositions that are grounded in major philosophical thinking about education and teaching. Teacher candidates gain and demonstrate the knowledge, skills and professional dispositions related to theoretical principles and best practices in classroom behavioral management, instructional strategies, differential learning, and subject matter content

areas. Upon completion of the program and college expected student learning outcomes, candidates are recommended for a State of Mississippi Class A teaching license.

Special Education (K-12) Program of Study

Special Education (K-12) teacher candidates are enrolled in special education methods and pedagogical content courses upon completion of their pre-professional coursework. These courses include 18 semester hours and provide for field experiences in K-12 partnering schools (EDU/SPED 334: *Introduction to the Education of the Mentally Retarded*, EDU/SPED 413: *Materials for Teaching the Learning Disabled*, EDU/SPED 414: *Education of the Mentally Retarded and the Mildly/Moderately Retarded*) and PHE/PHR 413: *Principles and Methods of Teaching Adapted PE & Recreation*. Special Education teacher candidates must also take 12 semester hours of content specific coursework that include these courses: EDU 312: *Reading Instruction*, EDU/SPED 333: *Human Development & Learning*; EDU/SPED 333: *Introduction to Learning Disabilities*; EDU 420: *Diagnostic and Prescriptive Reading*, PSY213: *Abnormal Psychology* or PSY 221: *Child Psychology*.

All Special Education (K-12) teacher candidates seeking admission into the Teacher Education Program must complete an interdisciplinary program of study; and choose a concentration area of (18-21 semester hours) in order to complete the minimum number of semester hours required for graduation with a Bachelor of Arts Degree in Special Education. In addition, Special Education teacher candidates are enrolled in professional education coursework, which consist of 24 semester hours (4 courses). These courses are EDU 251: *Education Seminar*, EDU 252: *Issues, Research and Trends in Behavior Management*, EDU 336: *Tests, Measurement and Evaluation* or PSY 331: *Psychological Measurement*; EDU 421: *Curriculum and Research*, EDU 424 or 436: *Student Teaching in the Elementary School or Secondary School*. Teacher candidates must complete all requirements for their concentration and degree major.

Special education teaching candidates acquire and obtain knowledge in varied etiology, theories and philosophies relative to learning disabilities for students and apply theories to current trends and issues for teaching the special needs student. The curriculum structure and program development revolves around specific objectives and research in teaching and evaluating trainable and mild/moderate disabled students in cognitive and language development, physical, social and emotional development. Teacher candidates gain and demonstrate knowledge, skills, and professional dispositions in differential learning approaches, learning styles and instructional strategies for teaching the learning disabled. Curriculum and program emphasis is placed on educational programs, problems and needs, the role and use of technology, laws and skills for observation, assessment, and recording the behavior of the special needs students. Upon completion of the program and the expected college student learning outcomes, candidates are recommended for a State of Mississippi Class A teaching license.

Health, Recreation & Physical Education Department

The goals of the department are adopted from the National Council for Accreditation of Teacher Education (NCATE), state and other professional association standards that include: 1) to provide a course of study which will contribute to the liberal education of health and physical education and recreation teacher candidates; 2) to provide a course of study for teacher candidates planning to teach health and physical education in the K-12 school setting; 3) to provide coursework, field experiences and clinical practice to assist candidates in developing and administering health and physical education programs; and 4) to provide a course of study for teacher candidates that will help them to be competitive in seeking professional employment and/or graduate schools.

Health & Physical Education Program of Study

Health & Physical Education (K-12) teacher candidates upon completion of pre-professional coursework enroll in health and physical education methods and pedagogical content courses. These courses include 12 semester hours in PHE 311: *Coaching & Officiating*, PHE 313: *Physiology of Exercise/Kinesiology*, PHE 323: *Individual Team Sports* or PHE 428: *Minor Sports*, and PHE 335: *Introduction to Rhythms, K-12*. Candidates must also take 24 semester hours of content-specific coursework. The coursework may include field experiences in K-12 partnering schools. These courses include: EDU 312: *Reading Instruction*; EDU 336: *Test, Measurement and Evaluation*; MAT 201: *Number Systems*; MAT 202: *Geometry, Measurement & Probability*, PHE 411: *Principles, Methods & Materials of Teaching Physical Education, K-12*; PHE 413: *Principles and Methods of Teaching Adapted Physical Education and Recreation*; PHE 424: *Motor Development/ Movement*.

All Health & Physical Education (K-12) teacher candidates seeking admission into the Teacher Education Program must complete an interdisciplinary program of study, and complete two (2) areas of emphasis (concentration) in Health Education and Physical Education, 18 hours in the required Health Education emphasis includes: PHE 211: *Introduction to Health, Physical Education and Recreation*, PHE 213: *First Aid, Safety and Athletic Injury*, PHE 315: *Consumer Health* or PHE 324: *Public Health*, PHE 316: *Community Health & Sanitation (Health Behavior)*, PHE 317: *Substance Abuse*, and PHE 423: *Organization & Administration*.

In addition, teacher candidates are required to complete five (5) professional education courses, which are comprised of 24 semester hours. These courses include: EDU 331: *Human Development & Learning*; EDU 335: *Methods and Materials of Educational Technology in Classroom*, EDU 420: *Diagnostic and Prescriptive Reading*, EDU 421: *Curriculum and Research*, EDU 424 or 436: *Student Teaching in the Elementary or Secondary School*.

Teacher candidates pursuing a degree in Health and Physical Education acquire knowledge, skills and dispositions that are grounded in major philosophical thinking about the nature of health and wellness management, physical fitness, and sports. Candidates gain knowledge in the history and development of health and physical education including physiological, psychological, sociological and biomechanical foundations. Health and Physical Education candidates acquire the knowledge and professional dispositions in the principles, techniques, skills, and safety practices of personal performance and sports activities, cooperative games and health and wellness. In addition, teacher candidates gain and demonstrate the knowledge, skills and professional dispositions related to the principles, methods, and materials, observation, curriculum planning, implementation or use of technology, evaluation and assessment techniques that relate directly to teaching health, physical education and sports activities in K-12 school settings.

Secondary Education (7-12) Program of Study

Secondary Education teaching candidates, upon successful completion of pre-professional coursework, are required to complete a pedagogy content course in Reading Instruction (EDU 312) in addition to their 30-51 semester hours of content-specific subject matter coursework in their respective major departments as illustrated in **Table 1**.

Table 1 – Required Content-Specific Coursework by Secondary Education Programs

Secondary Education Programs	Required Major Hours
Art	36 semester hours
Biology	44 semester hours
Chemistry	35 semester hours
English	33 semester hours

Secondary Education Programs	Required Major Hours
History	30 semester hours
Mathematics	44 semester hours
Mathematics and Computer Science	44 semester hours
Music	51 semester hours
Physics	43 semester hours

Secondary Education teacher candidates are also required to complete five (5) professional education courses, which are comprised of 24 semester hours. These courses include: EDU 252: *Issues, Research and Trends in Behavior Management*, EDU 335: *Methods and Materials of Educational Technology in Classroom*, EDU 336: *Tests, Measurement and Evaluation*, EDU 421: *Curriculum and Research*, EDU 436: *Student Teaching in the Secondary School*.

Students earning a degree in Secondary Education are expected to acquire knowledge, skills and behaviors in theoretical and practical principles of education, and in content area knowledge and preparation for teaching in secondary school settings. In addition, teacher candidates acquire specific subject-matter content knowledge, skills in teaching strategies, delivery of technology into the curriculum, and the use of best teaching practices for classroom behavioral management, and the use of evaluation and assessment techniques for implementing the learning objectives specific to the subject matter. Upon completion of the program and college expected student learning outcomes, candidates are recommended for a State of Mississippi Class A teaching license.

Field and Clinical Practice Experiences

The Office of the Dean of Education and the Department Chairs are responsible for all activities pertaining to field-based observation, practicum, and clinical (student teaching) practice experiences. Candidates studying in the clinical field are supervised and evaluated by the instructional faculty of the classes associated with the experience. Documentation of the student's experiences is kept in the Office of the Division of Education, Supervision and Instruction.

Field Observation and Practicum Experiences

The field observation, practicum, and clinical (student teaching) practice experiences for candidates in the teacher education programs is designed to provide all candidates with field-based experiences in partnering K-6 and 7-12 public school sites. These experiences provide students with:

1. Observing and practicing the basic understanding of the processes of teaching and learning,
2. Issues of diversity that affect school climate, teaching and learning,
3. An opportunity to integrate theoretical and practical research, and
4. Teaching candidates develop research-based strategies for improving student learning.

The field-based observation experiences component is offered to candidates in courses EDU 214, 217 221, and 331 and require 12-hours of field-based observation for each course. These courses help teacher candidates to understand the theoretical approach to teaching and learning, total role of the community, school, and families in the education process, exceptionalities and inclusiveness. Teacher education candidates are required to complete a minimum of 24-48 hours in clinical field observation experiences beginning in their sophomore year during pre-professional coursework.

At the completion of the observation phase, teacher candidates are transitioned into the field-based practicum experience phase. The practicum experiences component is offered in courses EDR 300, 301; EDU 252, 312, 313, 314, 315, 316; PHE 411, 413; SPED/EDU 333, 334, and 414. Each course requires 24-hours of field-based practicum experience as well as the mastery of

content objectives in each course. Teacher education candidates are required to complete a minimum of 48-216 clock hours in clinical field practicum experiences in their sophomore and junior years during their pre-professional, methods and pedagogical content coursework.

Field experiences incorporate diversity, mentoring and best practices as teacher candidates matriculate through their program of study. Field-based practicum experiences require candidates to demonstrate not only knowledge of subject matter, but also knowledge of how children learn, develop, and differ in learning abilities. Teacher candidates reflect on best practices and evaluate the effectiveness of the classroom experience based on their content knowledge, skills and dispositions using the assessment tools provided by Mississippi Department of Education Teacher and Administrator Education.

Clinical (Student Teaching) Practice Experience

The clinical practice (student teaching) experience consists of 15 weeks (600 hours) of supervised student teaching under a qualified cooperative classroom teacher/mentor. During this time, the candidate is supported by visits from the Tougaloo college supervisor. During this clinical practice experience the student teacher has the opportunity to apply the knowledge and pedagogical skills they have acquired during their studies. In addition, they are also given consistent guidance and encouragement from the Department Chair and the field experience supervisor. Student teachers are encouraged to participate in all professional development activities associated with their school placement. They are also encouraged to continue research activities, forums, community activities and all other activities which promote becoming highly qualified R.E.A.D (reflective, effective, active, decisive) teachers.

Teacher candidates' placements in field experiences and clinical practice are carefully selected and every effort is made to place teacher candidates in school settings that are diverse and contain school-based faculty who are familiar with the mission of the Division of Education at Tougaloo College. This placement begins in the last semester of the candidate's academic tenure at Tougaloo College. **Table 2** illustrates the minimum required field experience hours and the clinical practice experience hours in a candidate's coursework for the teacher education program.

Table 2 - Field Experiences and Clinical Practice by Program

Teacher Education Program	Field-based Experiences (Observation and/or Practicum)	Clinical Practice Experience (Student Teaching)	Total Hours
Elementary Education, K-6	EDU 214, 217, 221 – total 36 hours EDR 300, 301; EDU 252, 312, 313, 314, 315, 316; PHE 411 – total 216 hours	EDU 424 – total 600 hours 15-week, full-time placement in K-12 school setting	852
Health & Physical Education, K-12	EDU 214, 217, 221 – total 36 hours EDU 252,312; PHE 311, 316, 411, 413 – total 144hours	EDU 424/436–total 600 hours 15-week, full-time placement in K-12 school setting	780
Secondary Education, 7-12 [Art, Biology, Chemistry, English, History, Mathematics, Mathematics and Computer Science, Music,	EDU 214, 217, 221 – total 36 hours EDU 252, 312 – total 48 hours	EDU 436 – total 600 hours 15-week, full-time placement in 7-12 school setting	684

Teacher Education Program	Field-based Experiences (Observation and/or Practicum)	Clinical Practice Experience (Student Teaching)	Total Hours
Physics]			
Special Education, K-12	EDU 214, 217, 221- total 36 hours EDU 312, SPED/EDU 331, 334, 414; PHE 413 - total 120 hours	EDU 424 or 436 - total 600 hours 15-week, full-time placement in K-12 school setting	756

Community Service Graduation Requirement

Teacher candidates are also expected to participate in community service activities as required in fulfilling their minimum 60 hours of **COMMUNITY SERVICE** as a Tougaloo College graduation requirement. This requirement does not necessarily equate or overlap with the **CLINICAL FIELD-BASED EXPERIENCE** requirement for courses listed above. Teacher candidates are advised to plan to **exceed** the field experience hours if they are seeking credit for **COMMUNITY SERVICE**. They will also need to follow the designated procedures for approval of this option.

The community service component is completed after the sophomore year and may be performed in any social agency or organization which seeks to serve the social needs of the community and approved by the College. Projects may be completed at any point in the school year or summer under the mentorship of an approved person who will certify and evaluate the service. Service shall not be done for pay; although some social agencies might assist students with the cost of transportation and other expenses associated with the service. Candidates have opportunities to provide leadership and to share commitment to the principles during the experiences in this community service component.

Teacher candidates are required to write an essay detailing her/his community service experience and its benefits. Upon completing the essay, the mentor's evaluation and other relevant documentation will become a part of the candidate's record and will be used to help provide the kind of assessment needed to gauge the expected student learning outcomes by Tougaloo College. Completion of the project will be recorded on the candidate's final transcript. Candidates do not receive a grade or credit hours for the community service graduation requirement. The project may or may not be in the candidate's major, but it must deal with multi-dimensional problems and situations and use a variety of intellectual resources and interpersonal and leadership skills. Typical examples: tutoring pre-college children and youth; working in a day-care or Headstart Center; Voter registration drives; Income tax preparation; working with a church youth group; working as a hospital volunteer; or projects with the aged.

POLICIES AND REGULATIONS

Enrollment Requirements

The Division's Teacher Education Program is an undergraduate four-year program with course offerings beginning in the sophomore year in pre-professional education coursework. Upon receipt of an acceptance letter into the Teacher Education Program, candidates must enroll and complete pre-professional education coursework prior to enrolling in upper-level education courses. Unless previously exempted, all candidates are held accountable for the degree requirements in effect at the time of their entrance to the college, as long as the candidates are in continuous residence from the date of their entrance. All candidates are expected to complete pre-professional courses first, and to continuously enroll in upper-level courses offered for the duration of the program. Completion of all coursework, field experiences, clinical practice, and examinations, such as EWPE and PRAXIS, allow for graduation in approximately four years.

In compelling circumstances, candidates may request one formal leave of absence for a semester or more or leave the program for a short period of time and be allowed to reapply for admission to the Division's Teacher Education Program. Candidates who stop for a semester or more and return to the college, will be accountable for the degree requirements in effect at the time of return. Deviations from the policy will be permitted only upon appeal of the individual candidate to the Academic Affairs Council. Such an appeal must be made within one semester from the candidate's date of return. The Council shall have the final decision for each case upon its individual merits.

Transfer of Credit

Individuals wishing to transfer from other accredited institutions may petition for admission to the college by providing the following:

1. Official application
2. Official copies of all previous college transcripts
3. A "C" (2.00) or better grade point average (GPA). The Division of Education requires an 2.5 ("C+") cumulative grade point average for entry into teacher education programs.
4. Evidence of good academic standing at previous institution(s) and statement(s) of eligibility to return to those institutions.

Generally, academic credit will be awarded for transfer work where a grade of "C" or better was earned. The coursework must be College level academic work. The College will accept up to 64 hours from a community college or other two and four-year institutions.

Registration & Cancellation/Withdrawal

Teacher Education Program candidates who find it necessary to cancel registration or to withdraw from all classes after enrolling for any academic term are required to follow the College's official withdrawal procedures. In addition, teacher candidates are required to submit a copy or a formal letter of withdrawal to the Office of the Dean of Education, Holmes Hall, Education Wing, Room 1. Failure to follow formal college procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission to the college and to the Division's Teacher Education Program.

Student Progress & Academic Standards

Teacher Education Program candidates shall maintain a minimum 2.5 cumulative grade point average (GPA) throughout the program. Candidates who fall below a 2.5 grade point average

(GPA) in an academic term will be notified in writing that they are placed on academic probation in the Teacher Education Program. A candidate who does not maintain a minimum 2.5 cumulative grade point average (GPA) for two successive terms shall be disqualified from the Teacher Education Program. The qualified candidate shall advance to student teaching and complete all courses and examinations successfully in time for student teaching placement in their final senior semester. The candidate shall pass all required examinations within two attempts. A candidate who does not pass both required examinations with three attempts shall be disqualified from the teacher education program.

The completion of any incomplete grade is required prior to enrolling in the clinical (student teaching) practice experience. Candidates will be allowed to carry no more than 9 semester units of incomplete coursework. Candidates will not be permitted to enroll in additional courses until all incompletes are resolved. A candidate carrying more than 9 semester units of incomplete coursework or who fails to remove an incomplete grade will receive a written notice and be placed on academic probation by the program. Failure to remove an incomplete grade in the timeframe designated by the program will result in a grade of F and disqualification from the teacher education program.

Additionally, satisfactory progress pertains to teacher candidates' adherence to the high standards of professional ethics outlined in the NEA Code of Ethics. Candidates must adhere to scholarly and ethical standards in all courses, fieldwork and research endeavors. Such standards are defined by the faculty; the professional accrediting bodies; policies of the College and Board of Trustees; and relevant statutes of federal and state governments. Candidates may be placed on probation or disqualified from the teacher education program based on unsatisfactory scholastic progress or failure to adhere to professional and ethical standards.

A teacher candidate who has a cumulative grade point average (GPA) below 2.5 in two successive terms will be disqualified from the program. A candidate who falls below a 2.5 grade point average (GPA) in an academic term will be notified in writing that he/she has been placed on academic probation. A candidate who is disqualified from the program will not be allowed to continue in the program, enroll in education level courses, or register again for the Teacher Education Program. The disqualification shall be communicated to the candidate in writing through certified mail.

Probation & Disqualification

Probation

1. A teacher candidate admitted to the Teacher Education Program will be placed on academic probation if the candidate fails to maintain a cumulative grade point average (CGPA) of at least 2.5 (grade of C+) in all semester hours applicable to the program (major).
2. The Department may place a candidate on probation for repeated failure to progress toward the degree objective.
3. Failure to comply, after due notice, with an academic requirement may result in the department placing the teacher candidate on probation.
4. A candidate placed on probation will be notified in writing and will be provided with the conditions to be met for removal from probation, as well as the circumstances which will lead to disqualification.

Disqualification

Teacher education candidates are subject to disqualification if, while on probation the candidate fails to raise his/her grade point average to at least 2.50 within the time specified by the department and/or division. The disqualification of teacher candidates is the responsibility of the appropriate department.

Leaves of Absence

Unavoidable Leave of Absence

Teacher candidates withdrawing from Tougaloo College who will not be registered for at least one semester each calendar year for reasons beyond their control (e.g., compulsory military duty, medical, pregnancy, etc.) may request a "leave of absence". Submission of written verification explaining the reason(s) for non-enrollment is required. Financial reasons for non-enrollment are not an acceptable justification for a Leave of Absence approval.

The Request for a Leave Of Absence form may be obtained from the Division Office or Enrollment Services Office. Granting a "leave of absence" to a candidate does not guarantee re-admission to the teacher education program nor exemption from the regular teacher education program application for re-admission process and filing dates.

Advisement

The objectives of advisement for the Division's teacher education candidates are twofold: first, advisement by the Division of Education and Secondary Education program advisors is governed by the principle that focuses on enhancing the academic and professional development of candidates in the Division's Teacher Education Programs; and second, advisement by program advisors promotes well-planned and efficient undergraduate teacher education programs of study that can be completed within four-years by candidates, facilitating advocacy on behalf of candidates and their needs. Program advisors oversee the progress of all teacher candidates, provide consistent and accurate advising, and ensure candidates remain on-track for program completion. Division of Education and Secondary Education program advisors who advised teacher candidates will advise candidates with regard to the grade point average (GPA), courses, Written English Proficiency, PRAXIS I, and PRAXIS II examinations, field experiences and clinical practice, the candidate's senior thesis/written research project, etc. The Division Office maintains an assessment system for program completers and program advisors who meet with each teacher candidate to provide advising in completing their Program of Study and in their coursework, examinations, field experiences, and clinical practice. The program advisor will review each teacher candidate's progress every semester and as requested by the teacher candidate and will provide appropriate assistance to those encountering challenges.

All program faculty members have visibly posted office hours during the weekday mornings and afternoons to provide outside-of-class advising and academic support regarding course assignments, preparation for examinations, and thesis writing. Also, teacher candidates have access to each faculty member's email address and office phone number.

Plagiarism & Intellectual Honesty

The foundation of the scholarly experience for candidates and faculty alike rests on the knowledge that has been created by others. It is expected that student coursework and faculty research and publications, will depend in some measure on the use of others' intellectual property. It is also expected that, in the course of using others' work, proper credit and responsibility will be assigned for the use of another's words, ideas, theories, data or other forms of intellectual property. Failing to assign proper credit for prior work – whether it's your own or another person's – is

plagiarism, and is a flagrant violation of Tougaloo College's policies and code of student and academic conduct.

Tougaloo College is devoted to the discovery and communication of knowledge. Tougaloo maintains that intellectual integrity is of utmost importance and that its absence is taken very seriously. Examinations and assignments are employed to encourage learning. Individuals, who are guilty of cheating or plagiarism, as defined below, will be subject to disciplinary action as outlined in Tougaloo College's *Student Handbook* (2009-12).

Cheating

Dishonesty of any kind with respect to examinations, course assignments, alterations of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the candidate not only to abstain from cheating but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any candidate who helps another candidate to cheat is as guilty of cheating as the candidate he/she assists. The candidate should also do everything possible to engender respect for the examination process and for honesty in the performance of assigned tasks inside or outside of the classroom.

Plagiarism

Honesty requires that any ideas or materials taken from another for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement is also considered plagiarism. Any candidate who fails to give credit for ideas or materials that he/she takes from another is guilty of plagiarism. Plagiarism can be defined as, but not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without an acknowledgment of the source.
- Using another person's ideas, opinions, or theories, even if they are presented entirely in your own words, without proper acknowledgment of the source from which they were taken.
- Using facts, statistics, or other material to support an argument without acknowledgment of the source.
- Copying another teacher candidate's work.
- Submitting in a course or for a project all or portions of a work prepared or submitted for another or previous course without proper acknowledgement and approval of the instructors involved.

Candidate Appeal & Grievance Process

As outlined in the *College Faculty Handbook*, if a candidate has an academic grievance against a faculty member, the candidate should attempt to resolve the problem with the faculty member. If a satisfactory resolution is not achieved, the teacher candidate can contact the Department Chair. If the matter is not resolved with the Department Chair, the candidate may appeal to the Division Dean. If it is not resolved at this point with the Division Dean, the candidate may appeal to the Provost/Vice President for Academic Affairs. At the written request of the candidate, the Provost/Vice President for Academic Affairs will appoint an Ad Hoc Committee within the Division to investigate the problem and make a recommendation to the Provost/Vice President for Academic Affairs. The Division Dean, Department Chair and at least one student will comprise the Ad Hoc Committee.

The Provost/Vice President for Academic Affairs arranges the first meeting of the Ad Hoc Committee. The committee elects its own chair and secretary. It hears the grievance with both sides presenting their evidence, calling witnesses, and the opportunity for rebuttal. The Ad Hoc Committee makes a recommendation to the Provost/Vice President for Academic Affairs who makes a recommendation to the President of the College for a final decision.

CANDIDATE RESOURCES

The Library

The L. Zenobia Coleman Library located across from Holmes Hall, built in 1972, is named in honor of longtime chief librarian, L. Zenobia Coleman. The Coleman Library is designed to provide an environment that contributes to intellectual enrichment and continued learning for teacher candidates. The Coleman Library is designed to provide an environment conducive to study, so it has individual study carrels, computers, listening rooms, and conference/seminar rooms. The library holdings of approximately 328,661 volumes include a well balanced collection of education collateral and curricular reading (approximately 30% of the library holdings are dedicated to Education). The Library is available online and has several electronic databases, including JSTOR periodicals database (full-text access to more than 790 journals dating back to the 19th century); EBSCO Academic Search Premier Database (indexing for approximately 8,200 journals, abstracts, images and full texts for approximately 4,650 scholarly journals, embracing all disciplines).

Other scientific and medical databases provide teacher candidates access to information on a wide variety of topics, including social issues, economics, environment, government, health, science and sports. There are also news articles and reviews on theater, films, art, music, literature and the media, as well as biographical articles on individuals and vocations. The U.S. Department of Education Resources Information Center (ERIC) database provides indexing and abstracts for more than 750 education-related journals in the Current Index to Journals in Education, as well as full text articles of its Digest records.

Access to the NetLibrary includes 107 library's digital collection of 30,848 book and journal titles. NetLibrary e-Books are digital full-text versions of books including reference works, scholarly monographs, literature and fiction, and publicly-accessible titles. The online catalog and all electronic databases are accessible to teacher candidates 24 hours a day.

Psychological Counseling Services

The Counseling Center is located in the Jamerson Hall, next to Blackmon and Warren Halls. The center provides confidential, free counseling services for teacher candidates at Tougaloo College. The Counseling Center provide services to assist students in transitioning from high school to college and to provide services that address the teacher candidate's mental, social, and personal needs in order to ensure a successful college matriculation. The Director of Counseling Services helps the individual identify his/her issues or problems, aids in setting goals to overcome the problem, and lends support as the goals are reached and changes are made. The Office of Counseling Services provides individual and group counseling to all teacher candidates, faculty, and staff. Example of problems include: social counseling (relationship problems); friendship, roommate, parent/child, educational counseling (test anxiety, study skills, time management, and personal counseling (alcohol/drug problems, depression, and self-esteem).

In addition, the Office of Counseling Services sponsors workshops each semester that are designed to prepare undergraduates for college survival and enlighten them on life issues that they will face after graduation. The workshops are presented in a variety of settings. Sample topics include Adjustment to College, Stress Management, Self-esteem, Male/Female Relationships, Sexual Assault, and Drugs and Alcohol.

Health & Wellness Services

The George A. and Ruth B. Owens Health and Wellness Center located in front of the campus, provides primary health care and preventative health care services through wellness and nutrition education, physical fitness programs, and a variety of exercise programs that target

individual goals for teacher candidates, faculty, and staff. The Owens Center is named for Dr. George A. Owens, President of Tougaloo College from 1964 to 1984, and his wife. It is a key wellness resource that supports faculty and teacher candidates at Tougaloo College. The center provides health services to promote preventive health care services. It is a complete wellness center that includes a state of the art facility designed to enhance the overall wellness of Tougaloo College faculty, administrators, staff, students, as well as provide health and medical services to the community.

Student Academic Success Center (SAS-C)

The Student Academic Success Center (SAS-C) is located in the old Social Science Complex directly behind the Blackmon Building. The SAS-C provides services to help to improve the teacher candidate's academic performance by identifying individuals having academic difficulty and providing intervention; offering and encouraging the use of tutoring services to increase success in the teacher candidate's coursework, by providing updated and accurate education and resource information to teacher candidates.

The SAS-C facilitates retention and success by providing academic advising and counseling services to assist teacher candidates in coping with challenges effecting their academic performance and persistence; providing mentoring to first time, first year, and transfer college students. In addition, the SAC-C collaborates with Student Support Services and the Science Success Center to coordinate intervention services and support for STEM students, first generation and all other student populations.

APPENDIX 1

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APPENDIX 2

Scholars essential to the professional education knowledge base:

Arends, Richard	Goodlad, John
Binet, Alfred	Goodman, Kenneth
Bloom, Benjamin	Kaufman, Alan
Brophy, J.E.	Kaufman, James
Bruner, Jerome	Kirk, Samuel
Chomsky, Carol	Locke, John
Chomsky, Noam	Mann, Horace
Cooper (classroom teaching)	Maslow
Crabtree, Charlotte	Metcalf, L.E.
Deshler, Don	Montessori, Maria
Dewey, John	Pestalozzi, Johann
Durkin, Delores	Piaget, Jean
Elkind, David	Plato
Erikson, Eric	Socrates
Frobel, Frederick	Skinner, B.F.
Gagne', R.M.	Slavin, Robert
Gallagher, James	Thorndike, E.L.
Gardner, Howard	Tobin, K.
Glasser, William	Van Allen, Roach
Good, Thomas	Vygotsky, Levine

APPENDIX 3

Website Resources

<http://aera.net/>

<http://eval.org/>

<http://www.csteep.bc.edu/ctest>

<http://cresst96.cse.ucla.edu>

<http://www.tc.columbia.edu/~teachcomm>

<http://www.nbpts.org/>

<http://putwest.boces.org/Standards.html>

www.ncrel.org/sdrs/pathwayg.htm

<http://www.tapr.org/~ird/Mathew/main.html>

<http://aft.org/index.htm>

<http://nea.org/>

<http://www.educationindex.com>

<http://www.ascd.org/>

<http://www.ncate.org>

<http://www.mde.k12.ms.us>

<http://www.cec.org>

<http://www.nclb.org>