MARYVILLE UNIVERSITY
ST. LOUIS

Teacher Education Handbook
School of Education

This handbook and all others from the School of Education are available on-line at
www.maryville.edu/ed
(Click on *Manuals and Forms*)

All policies in this manual are current as of **6/30/07.**
The School of Education retains the right to change these policies as necessary.
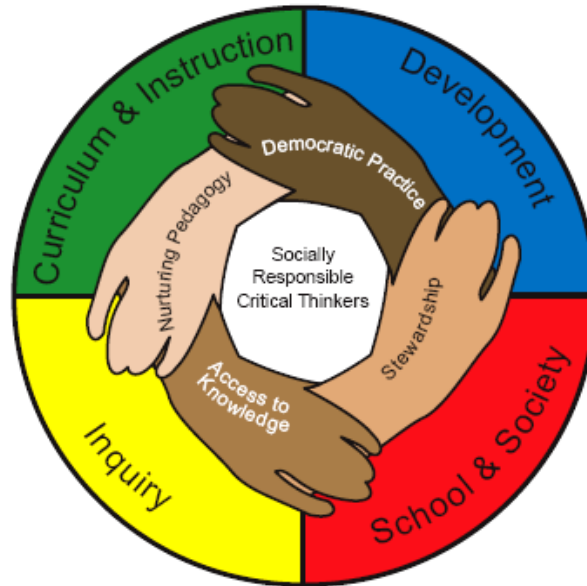
Revised 7/07

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I. Mission and Moral Purposes of the School of Education

The mission of the School of Education at Maryville University is to prepare socially responsible critical thinkers who are collaborative and reflective educators committed to the moral endeavor of schooling in a democracy.

The moral purposes of schooling, derived from the *National Network for Educational Renewal*, provide the foundation for School of Education programs. We believe teachers have the responsibility to:

a. **Stewardship of the school**— work at their own teaching and the teaching of others as well as collaborate with others in practices that serve the school, its students and the larger community.

b. **Pedagogical nurturing**— nurture their own pedagogical skills so that each child develops to her/his highest potential within a caring learning community.

c. **Access to knowledge**— provide equitable access to knowledge for ALL students based on developing understanding of the unique strengths and needs of students within the context of culture.

d. **Enculturation into a social and political democracy**— model behaviors and create opportunities that help students learn and practice caring, fairness, tolerance, and responsibility.

As learners in the School of Education, we seek out perspectives and skills that enhance our experience, understanding and appreciation of diversity in individuals, curricula, and practice

The School of Education is committed to working with our school and community partners in the simultaneous renewal of schools and teacher education.

Revised July 2007

II. BECOMING A REFLECTIVE PRACTITIONER
Teacher Education at Maryville University

TO THE READER

The following pages describe the teacher education program at Maryville University of Saint Louis. School of Education programs reflect our beliefs, our values, and our compromises. They reflect the myriad views we bring with us as a result of our own intellectual and experiential journeys. Children and teachers of all ages, ethnic groups, nationalities and from many cities and states have touched us, affecting these programs. We remember and cherish those who have influenced us in honing our views and developing our beliefs. They have had an impact upon us greater than they will ever know. Yet these programs are distinctively ours, distinctively Maryville University. They are grounded in the following set of assumptions made explicit from the start of the programs through the final specification of program performance outcomes:

We believe in and support actively the dynamic role of education in the democratic society of the United States. Thus, we strive to prepare teachers who see it as their role to engage youth in the learning, beliefs, values and actions consistent with a political democracy.

We believe that all children and young adults can learn, although they may do so at different rates and in different modes. We further believe that all children must be offered access to equitable educational opportunities.

We believe that teachers in our democratic society must be intellectually able, socially responsible, and deeply committed to ongoing learning about all that relates to the professional rights and responsibilities of their positions.

We believe that teachers must be broadly and deeply prepared in the knowledge and skills of the education profession. They must be willing and able to reflect upon their practice and the context in which they practice in order to thoughtfully and ethically consider themselves as teachers in our society.

Thus...we strive to prepare teachers who are committed to and act upon these beliefs as a moral imperative in their professional lives, ready to guide their students to rich lives as citizens.

We, as a faculty, believe in teachers and teaching. That is our calling and our reason for being. The programs that we offer and are described in the pages that follow strive to develop and enhance the best in those who plan to teach and who presently teach. We intend that these practitioners be reflective, empowered, caring, and professional for that is our mission (Zeichner, 1981; Zeichner & Liston, 1987; Van Manen, 1977; Wildman & Niles, 1987; Liston & Zeichner, 1991; Valli, 1992; Brubacher & Reagan, 1999; Kennedy, 1997, 1999; Clark, 1995). (See our web pages at http://www.maryville.edu/academics/ed/mission.asp for more detail and references on our conceptual model)

III. **THE CONCEPTUAL MODEL**

Faculty members are committed to preparing teachers who, in Schon's words, "reflect IN action" as well as "reflect ON action". Further, the faculty believes that teachers must be makers of their own meaning, consciously reflecting intellectually and ethically upon their own beliefs and practices. This is not a profession for mindless practice (Schon, 1983; 1987; Grimmett, 1988; Fuller, 1969,1970; Fuller & Case, 1969).

Thus, the teacher education programs at Maryville University are further informed by a "constructivist" perspective (Kamii, 1987; Duckworth, 1987, 1996; Fosnot, 1996) as well as by the growing knowledge base(s) of pedagogy and practice (McDiarmid, Ball & Anderson, 1989; Griffin, 1988; Shulman, 1986, 1987; Delpit, 1995; Kennedy, 1997, 1999; Ladson-Billings, 1994; 1999; Ball & Cohen, 1999; Lampert & Ball, 1999; Danielson, 1996; Wiggins; 1998).

The reflective practitioner, as envisioned by the Maryville University School of Education and liberal arts and sciences faculty, considers questions ranging from "Why am I teaching?" and "How am I teaching?" to "Why have I chosen this particular piece of content or that particular strategy and what is its relationship to my broader goals?" and "How do I know that what I am doing is ensuring that my students are learning?" "What evidence do I have that my students are learning about good citizenship?" Ultimately, the reflective practitioner questions "What is the role of education in shaping the society in which we live and work?"

Reflective and analytical modes of thinking and acting are built into all Maryville programs. Faculty members model behaviors which they hope that candidates, both teachers-to-be and teachers-in-practice, will themselves learn and use. Program completers are assessed and held accountable for performances that reflect their attainment of program objectives and outcomes. Ultimately, moral, thoughtful teaching should ensure that students of our teachers have a better chance at becoming productive citizens (Goodlad, 1990, 1994, 1997; Clark, 1995; Goodlad, Soder & Sirotnik, 1990; Soder, 1996; Cochran-Smith, 2000).

Completing the Model: Four Conceptual Strands

Four conceptual strands flow through all teacher education programs at Maryville. Arising from our mission and the research on the profession, these strands give structure to the reflective practitioner model we use: a *developmental strand*, a *curriculum and instruction strand*, a *school and society strand*, and finally, a *research and inquiry strand*. These four strands specify the areas of reflection and professional preparation developed throughout the program. They also provide the framework for the teacher education program curricula and programmatic outcomes. Candidates at Maryville will be expected to articulate their own growth and development in each strand of the program as they progress through the program and at the time of exit. It is the faculty's belief that exploration of each of these strands is necessary for all of us in our individual and collective professional growth and development. (See our web pages at http://www.maryville.edu/academics/ed/mission.asp for more detail and references on the four conceptual strands)

a. *Developmental Strand*
Humans grow and develop throughout every aspect of their lives. Teachers must be able to understand how their students' growth and their own personal and professional development have an impact upon the teaching/learning process. Understanding how children and young adults grow and learn socially, physically, emotionally, and cognitively is essential for every teacher. In

addition, the teacher must continue to examine and understand his/her own personal and professional development as a person and a teacher.

b. *Curriculum and Instruction Strand*
Teachers are ultimately responsible for what is taught and how it is taught. They must spend each day of their professional lives weighing decisions about how to best spend the instructional time in their classrooms and what resources to best use. Ultimately, these decisions are made from knowledge of child development, reflection upon national, state and local guidelines and their beliefs about the purposes of schooling, as well as a deep appreciation for schooling in the context of the local community. All Maryville University teacher education candidates (whether pre-service or in-service) are expected to become more familiar with standards, policies, and publications of the learned societies to inform their work.

Teachers will learn to reflect upon their individual curricular and instructional decisions. In particular, our work with the National Network for Educational Renewal has suggested that we MUST reflect upon the access to quality curriculum and instruction for our poor and minority children, since education is organized around middle class norms for schooling. The collaborative culture in which candidates make their instructional decisions must include increasing access to technology to enhance students' access to knowledge.

In addition to the philosophical and overarching issues related to curriculum, teacher education candidates must be conversant about the content they teach. Reflection is informed by the study of the nature of knowledge and pedagogy in the disciplines. In today's climate that emphasizes accountability, reflection must include an even more careful analysis of the effects of each teacher's curricular and instructional decisions on the assessment of student growth and development.

c. *School and Society Strand*
The School and Society Strand addresses the most important philosophical underpinnings from which a teacher operates. Critical examination of the purposes of schooling in a diverse and democratic society is essential, as is the reconciling of many essentialist educational policies and operations in a post-modern society. Asking candidates to reflect upon the fundamental questions of "Why schools?" and "What are the purposes of schooling for the individual and the society as a whole?" are absolutely critical. Learning about and assessing one's personal responsibilities to assist individuals, as well as the community of the school are necessary. This reflection should inform not only the curriculum and instruction within the school day, but also the reflection on action as the teacher reaches out to the broader community, particularly to the parents, families and community members that the school serves.

d. *Research and Inquiry Strand*
On what basis do teachers and teacher candidates assess their reflection? This strand not only acknowledges, but validates as essential, the role of current research and inquiry as a means for reflection on teacher development and practice. Reflection must be ongoing if it continues to inform practice on action and in action. Reflection in our program is inclusive of all types of inquiry, e.g. action vs. classical, qualitative vs. quantitative, short term vs. long term. For each pre-service and in-service teacher in our programs, even with the stated dilemmas, determining how to answer fundamental questions of practice must be addressed in a life of reflection that includes research and inquiry. Action research, group inquiry, the work of critical friends, as well as other types of research and action from systematic data collection are all parts of the program.

Development, curriculum and instruction, school and society, research and inquiry become the four overarching bases for reflection within the School of Education program. While each of these strands appears discrete in that we have identified competencies/outcomes for each, candidates are asked to address the multiple connections that exist among these knowledge bases. Indeed assignments often require candidates to analyze and "see" the parts, while also asking questions and testing conclusions that encompass knowledge across the four strands. (See our web pages at http://www.maryville.edu/academics/ed/mission.asp for more detail and references on the four conceptual strands)

IV. School of Education Organization

School of Education

Teacher Education at Maryville is the major responsibility of the School of Education together with the
- Liberal Arts faculty with whom the students interact
- Teachers and other educators in our partner schools.

The School of Education consists of eleven full-time faculty, one dean, one assistant dean, four administrative staff members, and a number of part-time faculty members. The School of Education has the authority and responsibility for establishing and implementing policies concerning the undergraduate and Post A.B. Certification pre-service Teacher Education programs and all graduate education programs. Teacher Education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Missouri Department of Elementary and Secondary Education (DESE).

Partner Schools

A major strength of teacher education at Maryville University has been the collaboration the School of Education faculty has engaged in with teachers and other educations in St. Louis area schools. Programs at Maryville University were the first in the area to integrate courses and theory on campus with extensive work in K-12 schools.

Partner schools (PDS) are sites which are highly extensive collaboration with a given school or department of education. According to NCATE:

> Professional development schools (PDSs) are innovative institutions formed through partnerships between professional education programs and P–12 schools. PDS partnerships have a four-fold mission: the preparation of new teachers, faculty development, inquiry directed at the improvement of practice, and enhanced student achievement. PDSs improve both the quality of teaching and student learning. PDSs are often compared to teaching hospitals, which are also hybrid institutions created in the early twentieth century. As practicing professions, both teaching and medicine require a sound academic program and intense clinical preparation. The teaching hospital was designed to provide such clinical preparation for medical students and interns; PDSs serve the same function for teacher candidates and in-service faculty. Both settings provide support for professional learning in a real-world setting in which practice takes place. (www.ncate.org/public/pdsWelcome.asp)

The School of Education works with a number of schools in various models of clinical work. Several of these schools are acknowledged partnership or professional development schools. These schools are: Wilkinson Early Childhood Center in the St. Louis Public Schools, Clark Elementary School in Webster Groves and Parkway South High School in the Parkway School District. In addition, with Harris-Stowe State University, Maryville shares a partnership school in St. Louis, Roosevelt High School. In addition, several additional schools and/or school districts are working in partnership relationships with the School of Education. Maryville candidates will be placed in-groups or cohorts in these schools for extended periods of time and teachers in these schools will spend time on the Maryville campus as well as teaming with Maryville faculty in the schools. Maryville faculty spends a significant amount of time in the schools working with K-12 teachers as well as teacher education candidates.

The Metropolitan St. Louis Consortium for Educational Renewal

One additional partnership involves Harris-Stowe State University and Maryville University, with each institution's partner schools. Together, these organizations form the Metropolitan St. Louis Consortium for Educational Renewal, the 16th setting in the National Network for Educational Renewal. Overall 24 settings in the *NNER*, colleges and universities around the United States with their partner schools, are deeply committed to preparing teachers for a democratic society and the simultaneous renewal of teacher education and the public schools. See http://www.nnerpartnerships.org/ for more information.

All 24 settings in the National Network for Educational Renewal have committed themselves to working to attain the beliefs expressed in the 20 Postulates (see Appendix A) and to preparing teachers who are stewards of the American School, believe in and actively engage in access to knowledge for all children, who understand that teaching is a moral and ethical endeavor and who are committed to the nurturing of beginning and experienced teachers as they practice their pedagogy.

Maryville's participation in the Metropolitan St. Louis Consortium for Educational Renewal guides all the work of the School of Education. For teacher education candidates, this means a continued questioning of one's intentions regarding teaching and children, a constant reflection about what it means to be a moral and ethical teacher in a democracy and a deep commitment of the learning of ALL children. A return to the mission statement further illuminates this commitment.

School of Education Offices

School of Education offices are located in Gander Hall 243 and 245, second floor. The phone numbers are 314-529-9486 and 314-529-9466. Questions about the programs and coursework should be directed to your advisor. Questions about field experiences may be directed to the Coordinator of Clinical Experiences or the course instructor.

V. EDUCATION PROGRAMS AVAILABLE AT MARYVILLE

In accordance with the regulations set forth by the Missouri Department of Elementary and Secondary Education, Maryville University has developed programs for the initial preparation of teachers at the early childhood, elementary, middle level secondary, and K-12 art. The School of Education offers approved pre-service programs * in the following major areas. All are NCATE approved:

Elementary/Early Childhood 3/2 Program (B.A./M.A in Ed.)
Elementary/Early Childhood (B.A. program)
Elementary Education with areas of concentration in:
- Language Arts
- Mathematics
- Art K-12
- Social Studies
- Science

Elementary Education/Psychology (B.A./M.A. in Ed.)
Elementary Education/English (B.A./M.A. in Ed.)
Middle Level with areas of concentration in:
- Language Arts
- Mathematics
- Social Studies
- Science

Secondary Education   (at the graduate level with completion of the M.A. in Education) with the following teaching fields:
- Language Arts/English
- Mathematics
- Social Studies
- Unified Science (with a specialty in biology, chemistry or physics) .Physics is available only to students with a physics degree from another institution.

B.A. Art Education (K-12)

Areas of concentration in education range from 21-30 hours depending upon state certification requirements and additional requirements of the Maryville School of Education. In almost all instances, Maryville requires more than the standards for certification suggested by the State of Missouri.

Program sheets outlining each program listed above are available on the School of Education of website www.maryville.edu/ed, manuals and forms.

Added endorsement/certification
Middle Level (Graduate Endorsement)
Early Childhood (Graduate Endorsement)
Gifted (Graduate Endorsement)
Reading Specialist (Graduate Endorsement)
Administration (Principal)
Administration (Superintendent)

A brief overview of the Pre-Service program at Maryville illustrates the developmental nature of the program which begins with the very first field experience, Education 100, a course offered for candidates who are just beginning to think about becoming a teacher. Programming continues until the intensive student teaching semester. Program sheets (link) provide information for the program.

OVERVIEW REQUIREMENTS

YEAR ONE: Spring

This is the experience, which developmentally moves the candidate towards a career in teaching or to another career choice. Faculty members help the candidate begin analyzing and reflecting on the teaching process and what it really means. Its purpose is to give the candidates first-hand experiences in classrooms observing and discussing the complexities of teaching and schooling. Candidates reflect on their current preconceived views and perceptions of schools, their teachers, and question how and to what extent their observations conform to the realities of classroom life. During this semester candidates begin a preliminary focus on three of four strands of the School of Education pre-service model: (developmental, school and society, and inquiry and research) and prepare initial artifacts for their program portfolio. All freshmen interested in education are urged to take EDUC 100.

Candidates enrolled in EDUC 100 file or have filed Preliminary Applications to Teacher Education (Form A…available in the office of G-243 or on the School of Education web page) are assigned a faculty advisor in the School of Education.

Field experience (practicum) contact hours within the School of Education can be offered within a course or as a separate course. Practicum hours within courses are specified in the syllabus for that course. When practica are completed as a separate course, the following contact hours are maintained at a minimum level:

One credit	=	30 hours
Two credits	=	60 hours
Three credits	=	90 hours

YEAR TWO: Fall (All certification students)
Introductory Education Block: EDUC 200, EDUC 201, and EDUC 309.

All candidates who plan to major in early childhood, elementary, middle level, secondary or art education, including transfer students and post-baccalaureate students, are required to take the introductory block of courses as a ten-hour "package." These courses are designed to be taken together. It is during this semester that candidates begin substantial work on a professional portfolio. Candidates with an AA degree in Education from a college with which there is an articulation agreement might be approved, after a portfolio review, to begin the program at a later point.

EDUC 200   Field Experience in Teaching – Four Credits

Candidates are in the schools Monday, Wednesday and Friday mornings. Candidates meet with the course instructor on Friday afternoons.

EDUC 201   School and Society – Three Credits
Candidates meet to learn more about the foundations, history, politics and philosophy of education. This course meets one day per week.

EDUC 309   Developmental (Life-span) Psychology – Three Credits
This course meets one day per week.

Education 200: Field Experience in Teaching

In the first few weeks of the semester on campus, classes focus on human relations, interpersonal communication, cohort development, and awareness of why the student wants to teach. In the last month of the semester, also on campus, candidates finalize the development of their "street project" case studies. The School and Society strand competences are developed through this collaborative semester-long study, which focuses on the diversity of the St. Louis region. The case study enables the candidates to learn the benefits of qualitative and quantitative research, how to understand a case study on a small scale, to practice case study research, work and resolve issues in groups, and present findings to the class (inquiry strand). Issues in multicultural education are, also integrated throughout the block during this month.

During this semester, candidates are placed in a school closely matching the level they plan to teach. Block instructors will make several visits, not to evaluate performance but to gain information to be used for course discussion. In the field experience candidates may observe, engage in tutoring pupils, become involved in small or even large group instruction and generally "get the feel" of acting in the role of teacher. How much a student does depends upon her comfort and initiative. The class sessions will be used to discuss issues and problems arising from the field experiences and to help students develop techniques for "looking at classrooms".

Candidates who have not taken EDUC 100 will usually have time to achieve the developmental steps necessary to continue the teacher education program. Only candidates who have had several years active teaching experience, not counting teacher aide experience, and those entering with an AA degree in education from a college with which MU has an articulation agreement may be exempted from EDUC 200. As part of EDUC 200, all preservice candidates use their experiences to explore the essential question:

What does it mean to be a morally responsible teacher in a diverse and democratic society within the global community?

One further aspect of the school and society strand is introduced this term as candidates analyze diverse socio-economic and cultural experiences in urban and suburban settings from their field and cohort experiences. Candidates begin the process of exploring the concept of culture, their own values in relation to different cultures, races and ethnic groups and the effect of both on the teaching and learning process.

Education 201: School and Society

This course complements candidate learning in the field from EDUC 200. Students analyze how what they are learning and doing fits into the history of American education and the thinking of educational historians such as Cremin, Callahan and Cuban as well as philosophers such as Dewey, Greene and Apple. The candidates' knowledge of education will be expanded through an exploration of the problems and issues related to the American school and its role/relationship to American society. Planned activities involve guest speakers and reflecting upon ones' own heritage: how the culture of family and region influence personal beliefs. Candidates will read

books selected from a bibliography on professional and multicultural education and engage in reflection and dialogue. Works by Goodlad, Kozol, Sadker and others will be discussed.

Education 309: Developmental (Life-span) Psychology:
During this term, the developmental strand is expanded to begin the study of children and young adults through the works of Erikson, Gilligan, Perry, Piaget, Skinner, Vygotsky and others. Candidates begin developing their own theory as they synthesize these works across topics and age, physical, social-personal, and social-cultural strands. Candidates are introduced to types of research. **Candidates formally apply to teacher education at the end of this semester.**

YEAR TWO: Spring
During this term, the candidate's major area of study will determine what coursework is taken. All students except those pursuing Elementary/Early Childhood 3/2 will take EDUC 310/620 – Developmental (Life Span) Psychology (How People Learn).

All candidates except some secondary content majors:
Education 310/620: Developmental (Life Span) Psychology *OR*
Education 523: Child Development and Perceptual Motor Development
The second semester of EDUC 310 continues to use a chronological (ages and stages) approach with each stage examined as an entity unto itself and at how that stage's characteristics interact with characteristics of other stages of development. Moral, cognitive and behavioral theorists' works are considered as they inform practice. Adolescent development is the primary focus of this semester with specific topics being emphasized as they connect to students' areas of interest. The early childhood course is framed around the competencies needed for early childhood teachers, including the social, intellectual and perceptual motor development of young children.

Elementary, early childhood, and middle level candidates begin methods coursework and enroll in a practicum to begin learning to plan and implement lessons.

Candidates may not enroll in Year Three courses without formal admittance to teacher education.

YEAR THREE: Fall and Spring Terms
Secondary Education candidates concentrate on content courses during this year. Prospective secondary teachers at Maryville may enroll in the Integrated Minor to prepare for admission into the Master of Arts in Education (Secondary Teaching and Inquiry) or continue in an undergraduate program in secondary education.
Art Education candidates enroll in two practica, EDUC 300, and EDUC 342 prior to student teaching. These practica are taken concurrently with Reading in the Content Area and the Special Methods course in the content area. Fieldwork, at this point, comes during the time the student is actively learning methods and content courses. This provides the opportunity to both apply content information and to reflect upon the teaching process, thus building one's own understanding through personal experience.

During this third year, placement in partner and practica schools allows continued experiences for the candidate to learn about a school its sustained influence and its place in a community. Within the curriculum and instruction strand, theorists are studied in addition to the methods. Models and strategies particularly appropriate to each field are examined and questioned. For example, theorists espousing phonics and whole language are compared and contrasted in reading courses. Candidates are asked to apply their learning and try both sets of ideas in practica, reflecting upon and analyzing what occurs. Readings of research studies in methods courses and involvement in

one's own inquiry provides a continuation of the research and inquiry strand. The school and society and developmental strands are continued by experiencing and discussing teaching and learning in the context of schools. Middle Level and Elementary candidates focus on methods courses and accompanying practica.

YEAR FOUR (Senior Year): Fall and Spring
It is the School of Education faculty's goal to develop teachers who act as lifelong learners and reflective practitioners. In this year we continue to nurture the candidates to a higher developmental level through student teaching. At the culmination of this year, candidates will present their inquiry/research to their classmates/teachers and their portfolios to their exit interview committee.

Application for student teaching should be filed with the Coordinator for Teacher Certification, Clinical Experiences and assessment by January 31 of the year before the student teaching experience. Applications may be obtained from the secretary in G-243 or on the School of Education web page. Prior to student teaching and before completing the application, candidates must meet with their advisors. Student Teaching Handbooks are available on the School of Education web site.

EDUC 400, 401,403.405   Student Teaching – Ten Credits

Education 400: Student Teaching:
The final step taken at the conclusion of the professional education coursework is student teaching or an extended internship. **Elementary, middle school and K-12 art education candidates** will student teach all day for a full university semester. Most of these pre-service candidates have the option of student teaching in either semester. **Spring student teachers** must enroll in a non-credit course called September Experience   September experience candidates spend thirty hours in the same classroom where they will teach in the spring. The purpose of September Experience is for candidates to see how schools are organized in the fall: teachers' meetings, organizing the room for instruction, planning for the first week and the significance of immediately establishing student expectations.   Secondary candidates pursue the fifteen month Master of Education/Secondary Teaching and Inquiry to complete their program. **Middle level candidates** register for ten credit hours of student teaching and work in both content areas.. **Early Childhood 3/2 program candidates (MA degree)** teach for ten weeks at the elementary level during their fourth year. During the fifth year, Early Childhood 3/2 candidates participate in an internship at the early childhood level. Elementary/Early childhood candidates pursuing a BA degree student teach in both elementary and early childhood, completing 5 hours in each area.

Student teachers and interns are placed, as much as possible, in our partner and/or professional development schools. Teachers in these schools collaborate with the School of Education. They understand our program and have worked with us in learning to help students reflect upon their teaching. The university supervisor and school cooperating teacher become the critical links at this stage of the program.

Candidates are required to follow their placement school's vacation/work day schedules. This may mean beginning before or finishing after the Maryville semester. Candidates should plan for this contingency. Candidates take the vacation of their assigned school, not Maryville's vacation. A formal written request to the Coordinator for Teacher Certification, Clinical Experiences and Assessment may be accepted for any variance in this policy.

Education 404: Student Teaching Professional Seminar
Concurrent with student teaching, candidates return to campus for reflection and instruction in order to help them analyze and extend their understanding of content, of working with diverse groups of children, of the assessment process and other needs as they arise. The instructor and outside resources will help the student teachers explore their personal and professional development, discuss the development of children, further investigate issues in curriculum and research, and address the issues surrounding the school as a social system. The seminar instructor supports the development of the student work sample process known as the assessment project.

The Minor in Education for Candidates Desiring to Obtain Early Access Into the Master of Arts in Education/Secondary Teaching and Inquiry

Maryville University undergraduate students wishing to complete programs in secondary education apply for Early Access to the Master of Arts in Education/Secondary Teaching and Inquiry. It is recommended Maryville students take EDUC 100 *Introduction to Education* as a freshman or sophomore. Students complete an academic major with specific certification requirements in their chosen content areas (English, history, mathematics, biology or chemistry). In their junior year, students apply for Early Access to the master's program through completing the application process concurrent with taking the EDUC 300 practicum and successfully completing an interview with the appropriate mentoring triad in one's field. Students pursuing Early Access into secondary education should take the following courses before graduation:
EDUC 300 *Practicum in Secondary Education*
EDUC 301 *Peer Tutoring* or ENGL 411 *Practicum: Teaching/Assessing Writing*
EDUC 618 *Developmental Stages*
EDUC 626 *Issues in Adolescent Development*
All students in these programs are advised by the School of Education and an adviser in their content area. They should work with these advisers to ensure completion of appropriate and required coursework in a timely manner.

Candidates desiring Early Access must also be interviewed and recommended by the Triad Mentoring Team in his/her appropriate content area. The remainder of the program may be taken as it fits appropriately into the candidates' schedule and with the advice from the candidate's academic and professional education advisors. Though the early access process reserves a spot for candidates over "outside" candidates, those applying for a slot must meet all entry requirements (3.0 GPA in the content area; 2.7 cumulative GPA; a passing score on the Praxis; a successful interview with the mentoring team; acceptable writing sample). Early Access does not guarantee acceptance into the M.A. in Education program but does provide appropriate background for possible success. Certification occurs at the completion of the M.A. in Education.

VII. Summary of the Pre-Service Model

It is the goal of the faculty of the School of Education at Maryville University to develop teachers who act as <u>reflective</u> practitioners. Using the four organizing curricular strands as the conceptual framework, the faculty work collaboratively to nurture candidates to a higher developmental level.

We believe our model of reflective, constructivist teaching makes a difference, both in the lives of teachers and in their students. The School of Education faculty has committed itself to studying the program and publishing the findings. We are committed to determining whether our graduates are acting reflectively and, as Kamii says, "autonomously...making decisions based on relevant information and, continuously constructing their own meaning-through the reflective process...and also enabling their own students to do the same". For the development of autonomous, well-educated and empowered citizens is what education is all about.

VIII. Teacher Education Portfolio:
Evidence of One's Professional Performance

A portfolio is used as part of the ongoing pre-service teacher education process at Maryville University. The portfolio facilitates candidate reflection and self-evaluation by requiring systematic framework collection of work over time (Tierney, Carter and Desai, 1991)

1. The process encourages a candidate to look at his or her development, personally and/or professionally while a student at Maryville University (and throughout his/her teaching career). It provides the opportunity for candidates to see themselves as life-long learners and developing teachers throughout their professional preparation.

2. The process engages candidates in self-evaluation and reflection about their personal and professional growth and demonstrates evidence of mastery and performance in each of the program strands.

3. The process enables a candidate to construct an autonomous profile of him/or herself as a teacher. The self-select portion of the portfolio, in particular, allows for - even encourages - personal choice and thus diversity. In addition, this portfolio provides the School of Education a substantive framework for program assessment.

4. The portfolio process models current practice for teacher education candidates in that it allows students the opportunity to be participants in an authentic assessment process. They also experience this process from a "student" point-of-view. The candidate documents his/her instructional impact upon K-12 students' learning.

5. The process provides a vehicle for systematic goal setting by students. These goals may emerge from experiences or through conferencing with academic advisors. Candidates will refine their portfolio each semester, adding artifacts that reflect their growth and development.

6. The process provides a product, which may be used by candidates as their beginning portfolio during the employment process.

7. The portfolio itself and the review process are required to demonstrate how the candidates meets Maryville University program outcomes.

What is the Portfolio?

The teacher education portfolio is designed to promote candidate reflection, autonomy and self-evaluation. The portfolio is maintained from semester to semester by the candidate, and must be brought to a conference with the candidate's academic advisor each semester.

The portfolio is preserved electronically on a flash drive. The pieces selected as evidence should demonstrate the candidate's personal/professional growth. Each piece should reflect a position, a point of growth and development in a particular area. The evidence as a whole should demonstrate the candidate's growing understanding and knowledge about the particular outcome. To further demonstrate this, the candidate must write a context piece explaining his/her choices. The candidate may include work done outside the School of Education, or items representative of his/her ideas, position or profile. Candidates are encouraged to select artifacts from the College of Arts and Sciences as well as professional education coursework, which display expertise in content knowledge. The candidate should also select artifacts which demonstrate that students in their classrooms are learning and growing.

Process

Candidates begin the development of their portfolios during their first semester of education block course work, and maintain their portfolios through student teaching and hopefully throughout their careers. Candidates participate in a required portfolio conference with their advisor in January and May and receive formative feedback. At this time, a candidate engages in a dialogue with the faculty advisor about his/or her growth and development as reflected through pieces of the portfolio. Before student teaching assignments are confirmed in the spring prior to student teaching, candidates must have had their portfolios "scored" by their advisor. Candidate must reach an acceptable level of performance on their portfolio at this time. At the close of the student teaching semester, the candidate makes a final presentation using the total portfolio to faculty members in the School of Education. The candidate will present a profile of her/himself as a teacher, reflecting on his/her growth and development over time. The portfolio will be "scored" again at this time. For early childhood 3/2 programs students, there will be a formal portfolio scoring before student teaching and a review after student teaching. The final portfolio scoring will occur at the end of the early childhood internship. During the student teaching semester, suggestions are made for how the portfolio might be modified for the employment process. A copy of the final program portfolio must be in the School of Education by the end of student teaching and/or the early childhood internship for 3/2 students. Certification applications are not processed until the portfolio is on file in the School of Education.

For candidates in the Secondary Teaching and Inquiry program, portfolios will be reviewed and scored by the mentoring team at the completion of the fall module and again at the close of the spring student internship semester. Candidates cannot progress with their internship without reaching an acceptable score on their portfolio.

Portfolio Assessment

A.   Completeness of Artifacts

Portfolios present evidence to demonstrate the pre-service teacher's growth and development. These evidences may include goals set for different semesters; videotapes of interactions with children with an accompanying written analysis; a pupil's work in relationship to a written lesson plan; reflections on lessons taught with an assessment of projects done with students; content area work which shows evidence of subject matter competency; completed case studies; journals; positions paper; self evaluations; assessment tools or rubrics developed; action research projects,

etc. The portfolio also clearly addresses each of the outcomes of the School of Education program and the competencies prescribed in each outcome.

B.   Organization/Presentation of the Portfolio

The portfolio is clearly organized by the candidate to articulate the accomplishments and beliefs of the pre-service teacher. Evidence of proficiency in each of the outcomes areas is identified and easily located on the flash drive. (The use of hyperlinks is suggested). The portfolio is constructed/compiled/displayed in a professional manner. The portfolio should include a table of contents, a draft of/or completed resume, and an on-going/or completed statement of educational philosophy. Each outcome must be adequately addressed in the portfolio.

C.   Critical and Reflective Thought

The portfolio gives clear evidence of the candidate's ability to be reflective about the planning, instruction, and assessment processes in a democratic society. The candidate shows evidence of looking at and thinking attentively about the teaching/ learning process and the political and ethical principles, which underlie teaching. Candidates show ability to name and frame issues, identify goals, sort through strategies, make decisions and reflect on the effects of those decisions.

PORTFOLIO REVIEW SUMMARY

Type of Review:	____ Initial	____General Progress /Follow-up	____Pre-Student Teaching
	____Post Student Teaching		

Global Dimensions of		Portfolio and	Interview
Artifacts	**Circle:**		
	1	No variety demonstrated in kind, origin and source of artifact.	
	2	Limited variety in kind, origin and source of artifact.	
	3	Artifacts represent a variety in kind, origin and source of artifact.	
	4	Artifacts represent a wide variety of kind, origin and source of artifact; candidate thought "outside the box".	
Organization and Expectations	**Circle:**		
	1	Limited or no clear organization; directions not followed; incomplete in what's required at this point.	
	2	Minimal organization with directions followed in part; parts missing at this point.	
	3	Portfolio is clear and logical with all parts required at this point in evidence.	
	4	Portfolio is exceptional; exceeds expectations.	
Critical Thought	**Circle:**		
	1	Limited thinking exhibited by candidate about outcomes or their implications.	
	2	Basic concrete thinking exhibited by candidate about outcomes and their implications in relationship to personal experience and practice.	
	3	Clear and somewhat critical thinking demonstrated in analysis of outcomes and implications for practice.	
	4	Critical and deeply reflective thinking exhibited throughout portfolio in relationship to outcomes, artifacts and practice.	
Self-directed Learning	**Circle:**		
	1	Candidate has not begun to use portfolio for learning; needs constant direction.	
	2	Candidate has begun to direct own learning (goal setting and planning) but needs assistance and support.	
	3	Candidate is able to identify next steps, set goals and follow through independently in work on portfolio.	
	4	Candidate is totally self directed and engaged in development of portfolio.	

Candidate abilities relative to current placement in program (circle)
Below expected ability   At expected ability   Exceeds expected ability overall

Portfolio Evidence of Understanding	**Outcome Areas**

Outcome	Score	Does the candidate understand the outcome? 1. No understanding of the outcome. 2. Articulates partial understanding of the outcome. 3. Appropriate understanding of the outcome. 4. Exceptional insight demonstrated in understanding of outcome. Comments	Score	Are the core elements of the outcome addressed? 1. Doesn't understand the elements. 2. One or more elements addressed. 3. Most elements of the outcome are addressed. 4. All elements of the outcome are addressed in an integrated reflection. Comments	Score	What is the quality of the connections the candidate makes between artifacts and the outcome? 1. Limited connections made or inferred. 2. Connections are present though implicit and limited in depth of thought. 3. Connections are present and demonstrate some depth of thought. 4. Clear, insightful thinking is demonstrated in a reflection that shows sophisticated analysis and thinking. Comments
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total/40						

Total Score out of 120: _____

IX. PROBLEM SOLVING PROTOCOL

There are several grievance procedures available to students both at the University level and within the School of Education. Students' right to advice and counsel will be safeguarded, and the Vice President for Academic and Student Affairs is available to provide information regarding the appropriate committee to which a specific grievance or appeal should be referred.

> Affirmative Action/Sexual Harassment Grievances are referred to the Director of Human Resources/Affirmative Action Hearing Committee. Complete details of this procedure are provided in the Personnel Policy Manual.

> Grievance with a faculty or staff member. A student having difficulties with a particular member of the faculty or staff first is encouraged to discuss the grievance with that particular instructor, advisor or staff person, beginning with the Problem Solving Protocol

Establishing and maintaining professional relationships with colleagues is very important if a school and university partnership is to function as a learning community. This does not mean, however, that there won't be problems and conflicts among personnel. Wherever one practices the art and craft of teaching, individuals in a setting might perceive the same event differently or come to the situation with a differing set of values, beliefs and behaviors.

Such episodes can be positive in that they give the pre-service teacher an opportunity to practice the communication and problem solving skills necessary for collaboration to occur. Indeed, as members of the National Network for Educational Renewal, we are committed to helping pre-service and in-service teachers effect needed changes in school organizations. This document is intended to provide a set of protocols to assist the pre-service teacher, the cooperating and university supervising professor and others in solving problems that are inevitable when adults work closely together in these efforts. Some of this document comes from work done by the Texas A & M University, Corpus Christi. We are grateful to JoAnn Canales for her work in this area.

Guiding Thoughts About Conflict Management

1. You may perceive there is a problem, but others may not. Your standards or norms may be different from the other person, resulting in your perception of a problem--or theirs.

2. Most problems are best solved by those **in** the situation, not outside of it. If at all possible, talk to the person that you perceive to be a part of the problem, **not others.** This means talking with the person with whom you have the problem, not other practicum students or other teachers in the building if they are not involved. Rallying support for yourself before trying to solve the problem is not acceptable. It is fair and important to get problems addressed and solved, but the strategies used are critical. If you need to get perspective before approaching the person involved, your university supervising professor and/or advisor are the only people to whom you should speak.

3. Most problems are best solved when they are addressed as soon as possible. When we sit on problems, they often become harder to solve. Also, unresolved prior conflicts can result in tension in a relationship. Your professional development includes learning to solve problems.

4. When problems are well defined, resolutions often follow more easily. The following steps are helpful in problem definition.

- Define the problem for yourself as clearly as you can---what is occurring, how often, and under what circumstances.
- Consider who/what is contributing to the problem. Are you and others working from the same data and vocabulary? Are you and others drawing different conclusions from the same facts? Do you share the same values and beliefs?   Are there ambiguous jurisdictions that need to be clarified? What are the honorable intentions of all who are involved? Think about how you might be contributing to the problem.
- What is within your control and the others' control regarding the problem? If the problem is outside the control of either of you, should you live with it or take it to a "next level?"
- Stop and check your behavior as you identify the problem. Are you listening to the point of view of the other person? What is the other person's perception of the problem? Are you attacking the person with whom you may not agree rather than attacking the problem? After thinking about these things, restate the problem.
- Spend some time thinking about how to pose the problem. Try to be concrete and specific but at the same time respectful in your phrasing.
- Consider when to meet with the person with whom you are having a problem. It is best to meet in private during an agreed upon time. Don't address the problem in front of others or bring it up at an inopportune time. Always ask, "When could I meet with you?" or "Is this a good time to discuss a problem?"
- In approaching another person with a problem, it is usually helpful to share perceptions of the problem before suggesting solutions. Remember at this point to listen carefully and objectively to the perceptions of others. Once a problem is identified, it is best to determine common objectives before brainstorming solutions. You might find your objectives are similar, but that your ideas about solutions vary.   Try to find a solution that meets each participant's objectives.
- If the other person does not agree with you, it may not be because he/she isn't listening. They may not agree with you. There are times when we must agree to disagree with grace. To get respect in a problem-solving situation, we must give it. There are times when we must also acknowledge the impact our solutions might have for the other person.
- If a solution is agreed upon or negotiated, "field test" it and revisit the solution.

Specific Protocols for Pre-service Teachers/Interns

If you are a pre-service teacher/intern with a problem with a cooperating teacher

1. Define the problem for yourself. (See previous information). Determine if the problem is "real." Consult your university supervising professor if the issue is major…to help you with the reality check.
2. Meet with the cooperating teacher
   a. present the problem
   b. listen to the perceptions of the cooperating teacher
   c. determine joint objectives and generate solutions
   d. negotiate if necessary
   e. generate an action plan, including goals, responsibilities, timelines
   f. share plan with cooperating teacher

3. If problem is resolved, acknowledge that to cooperating teacher. If the problem continues, repeat the previous steps and check with university supervising professor.
4. If a resolution is not possible, request help from the university supervising professor and if necessary, request a care team.

If you are a pre-service teacher/intern with a problem with a university supervising professor

1. Define the problem for yourself.
2. Meet with the supervising university professor
   a. present the problem
   b. listen to the perceptions of the university supervising professor
   c. determine joint objectives and generate solutions
   d. negotiate as necessary
   e. generate an action plan
3. If problem is resolved, acknowledge this to university supervising professor. If the problem continues, repeat the previous steps.
4. If a resolution is not possible, request the help of the Assistant Dean or Dean of the School of Education.

If you are a pre-service teacher/intern with a problem with another pre-service teacher/intern

1. Define the problem for yourself.
2. ONLY if the problem involves other students should you also talk with them about your perceptions. Determine if you should meet with the student alone or as a group.
3. As determined in #2, meet with the other pre-service teacher/intern
   a. present the problem
   b. listen to the perceptions of the pre-service teacher/intern
   c. determine joint objectives and generate solutions
   d. negotiate as necessary
   e. generate an action plan
4. If the problem is resolved, acknowledge that to the pre-service teacher/intern. If the problem continues, repeat the previous step.
5. If the resolution is not possible, request help for the site facilitator or university supervising professor.

Specific Protocols for Cooperating Teachers

If you are a cooperating teacher who has a problem with a pre-service teacher/intern in your school.

1. Define the problem for yourself.
2. If you view the problem as minor, continue the remaining steps on your own. If you view the problem as major, talk with the university supervisor and site facilitator (if applicable). Determine whether to meet with the pre-service teacher intern alone or with others.
3. As decided in #2, meet with the pre-service teacher/intern to
   a. present the problem
   b. listen to the perceptions of the pre-service teacher/intern
   c. determine joint objectives and generate solutions
   d. negotiate as necessary
   e. generate an action plan

4. If the problem is resolved, acknowledge that to the pre-service teacher/intern.
    If the problem remains, repeat the previous steps.
5. If resolution is not possible, consult with the university supervising professor.
    Determine if a "care team" is needed to resolve the problem. A "care team" consists of the student's advisor, the student, an advocate of the student's choice, and the student's teachers for the semester. The purpose of the team is to address unresolved issues and establish a plan of action for the student.

If you are a cooperating teacher who has a problem with a university supervising professor or a site facilitator.

1. Define the problem for yourself.
2. Meet with the university supervising professor or site facilitator to
    a. present the problem
    b. listen to the perceptions of the university supervising professor or site facilitator
    c. determine joint objectives and generate solutions
    d. negotiate as necessary
    e. generate an action plan for addressing the issue
3. If the problem is solved, acknowledge that to the university supervising teacher or site facilitator. If it continues, repeat the previous steps.
4. If resolution is not possible, inform the site facilitator (if problem is with university supervising teacher), the principal and the Assistant Dean or Dean of the School of Education. If the problem is with the site facilitator, inform the principal and the Assistant Dean or Dean of the School of Education.

Specific Protocols for University Supervising Professors

If you are a university supervising professor who has a problem with a pre-service teacher/intern.

1. Define the problem for yourself.
2. If the problem involves the cooperating teacher and/or other school staff, talk with the appropriate person about is/her perceptions. Determine whether to meet with the pre-service teacher/intern alone or with the CT and other school staff.
3. As decided in #2, meet with the pre-service teacher/intern to
    a. present the problem
    b. listen to the perceptions of the pre-service teacher/intern
    c. determine joint objectives and generate solutions
    d. negotiate if necessary
    e. generate an action plan, including responsibilities, timelines, etc.
4. If the problem is resolved, acknowledge that to the pre-service teacher/intern. If it continues, repeat the previous steps.
5. If a resolution is not possible, request help from the site facilitator and the Asst Dean of the School of Education. Determine if a care team meeting is appropriate.

If you are a university supervising professor who has a problem with a cooperating teacher

1. Define the problem for yourself.
2. Meet with the CT to
    a. present the problem
    b. listen to the perceptions of the CT

c. determine joint objectives and generate solutions
d. negotiate if necessary
e. generate an action plan
3. If the problem is resolved, acknowledge that to the CT. If it continues, repeat previous steps.
4. If the resolution is not possible, request help from the site facilitator or principal. Discuss the issue with the Asst. Dean or Dean of the School of Education.

X. ADMISSION TO AND RETENTION IN PROFESSIONAL EDUCATION PROGRAMS AT MARYVILLE
ADMISSION, RETENTION AND GRADUATION POLICIES

A.   Pre-Service: Undergraduate and Post AB/Graduate Pre-service
(Post AB/Graduate Pre-service candidates working toward initial certificates must meet the criteria required of undergraduates in the pre-service program.)

1. Admission Policies
    a. Time of Application
Prospective undergraduate teacher education candidates should apply for admission to the program (early childhood, elementary, middle school, K-12 art) at the end of the fall semester in which they enroll for Educ 200, 201, 309.   Early childhood students apply to the graduate program in the fall semester of year 4.

2. Requirements for Admission: (undergraduates and Post AB): Students must:
    a. Maintain 2.7 cumulative grade point average, (3.0 grad students) based on a 4.0 (GPA)
    b. Maintain 3.0 average in professional education course work with no grade below "C-"
    c Maintain 3.0 average in academic area on concentration (K-12 Art, Middle-level and secondary students only) with no grade below a "C-".
    d. Submit an ACT or SAT (students who enter as Freshmen)
    e. Complete beginning block (or approved equivalent) of course work with 3.0 average
    f. Receive a satisfactory evaluation in initial field experience
    g. Receive a passing score, as determined by the Missouri Department of Elementary and Secondary Education, on the Missouri College-Base Test (C-BASE) (undergraduate only)
    h. Complete initial background screening for participation in practica

3. Deferral and Denial
    a. Students not meeting the above requirements will be deferred to allow time for remediation the College Base score(s) or of grade point average. Undergraduate students will be allowed one semester for this remediation. Post AB students will contract with the Coordinator of Clinical Experiences to develop a remediation plan.
    b. Students who do not meet all requirements for admission by the end of the second semester of the program will be officially denied admission.
    c. Only students fully admitted to the Teacher Education program may enroll for the third professional semester.
    d. Exceptions may be made upon petition of the student to the Student Personnel Committee the petition must originate with the student, be approved by the advisor, and be submitted in writing no later than May following the first professional year. The form for this process is on the School of Education website.

4.   Retention Policies

These Admission and Retention criteria are required throughout the program and are continually monitored as the candidate progresses from course to course. A review is conducted mid-way through the program as well as just prior to student teaching.

- **Students must have 3.0 education GPA <u>AND</u> a 2.7 overall GPA prior to beginning student teaching.**

- **For elementary and early childhood students, a 2.5 GPA in mathematics is required or 2.0 average in three different mathematics courses with no grade lower than "C".**

Candidates are urged to carefully and frequently review the admission and retention section in this handbook.

5. Transfer of Credit Policies

Often pre-service students applying for admission into the Maryville University School of Education Program have already taken several professional education credits, sometimes a number of years in the past. Because of the rapid expansion of the knowledge base in professional education, the School of Education regarding transfer of professional education hours into the program is designed to insure currency in the areas covered by such course work.

Candidates with an A.A. in Education from approved community college programs must meet with the Coordinator of Clinical Experiences to submit their portfolio for review and determine appropriate placement in the program.

   a.   If professional education course work is more than 10 years old, the student must retake the courses to be used for certification
   b. All transfer students must take 12 hours of professional education coursework at Maryville prior to the student teaching semester and meet the same GPA requirements as all Maryville teacher education students. Post AB students may take 9-12 hours at the graduate level and they may be enrichment education courses if the student has the required certification courses. Selection of courses should made jointly by the student and her advisor.
   c. Post A.B. students requesting initial certificate must fulfill the Maryville University Professional education requirements not the State of Missouri.

6. Education minor Early Access to MA in Ed/STI (Master of Arts in Education/Secondary Teaching and Inquiry)

Maryville undergraduate students who are seeking initial secondary (English, Biology, Chemistry, Social Studies, and Math) certification through our MA in Ed/STI Program are required to:
   a. Enroll in EDUC 300 and complete this work with a 3.0 average.
   b. Enroll in the Minor in Education.
   c. Pass CBASE in 1st year of professional coursework
   d. Complete the integrated minor, maintaining a 3.0 in their content area and a 2.7 Cum GPA to be considered for the Master in Education: Secondary Teaching and Inquiry program.

7. Graduation Policies

In order to graduate from the Pre-Service Teacher Education Program (undergraduate, integrated minor or Post AB graduate), students must have met the admission criteria and satisfactorily completed the following:

    a. All academic requirements of the University and the Teacher Education Program indicated in the program sheet (link)

    b. Mathematics requirements

ELEMENTARY	2.5 average in the two required courses
EARLY CHILDHOOD	OR
MIDDLE SCHOOL	2.0 average in three different mathematics courses, with no grade lower than "C"
K-12 ART	
SECONDARY	OR
MA in Ed/STI	2.5 GPA level in one college level mathematics course

    c. Student Teaching (including all requirements for this experience and the assessment project).

    e. Passing score on appropriate Praxis test(s) which must be taken for the first time in the semester prior to the student teaching semester.

    f. Payment of graduation fee

    g. Diploma order filed in the Office of the Registrar

    h. Application for teacher certification, filed in the School of Education office

    i. Successful completion of final portfolio review

    j. Complete fingerprinting for FBI check sent to DESE less than six months before application for licensure

B. Teachers seeking a second certificate or teachers previously certified in other states that are seeking an initial Missouri certificate.

    1. If a teacher is completing only remaining state requirements, he/she can take any class required as long as it is not part of a block of required classes. (Maryville does not apply for the teaching certificate)

    2. Teachers of the gifted who wish to take the practicum may do so only if they are enrolled in the gifted certification program or if they have taken a minimum of two graduate courses in gifted education at Maryville University prior to the practicum.

C. Special Post A.B Policies

    1. Post A.B. Certification candidates, with the exception of experienced teachers working to attain and additional certificate.

This category of candidate must meet the same criteria as those for transfer students entering the Maryville undergraduate Teacher Education Program. Accordingly, they must take EDUC 200 and complete the rest of the requirements, and maintain the required 3.0 education GPA and the 2.7 overall GPA.

2. All Post A.B. certification candidates must take 12 hours of professional education course work at Maryville prior to the student teaching semester. They must meet the same GPA requirements as undergraduates. The professional education courses must be taken at Maryville. These 12 hours may be taken at the graduate level and may be enrichment courses if the candidate already has the courses required for certification. The selection of courses should be made jointly by the candidate and his/her advisor.

3. Post A.B. certification candidates obtaining initial certification must retake psychology and methodology courses which are more than ten years old. Courses included are:
   Developmental Psychology I and II
   Specific methods course (e.g.,) reading, math, language arts, etc.

4. *Testing Proficiency and Credit for Experiential Learning (Appendix D) Post A.B. Certification candidates who have teaching experience and who can demonstrate the competencies of a given required education course may petition to receive credit for experiential learning of that course. This applies to candidates who acquired the competencies through either equivalent course work or practical experience. The candidates will follow the procedure described below:

 a. Complete request for permission to demonstrate prior learning of a specified required education course with the advisor.
 b. Include in the petition proof of equivalent course work or practical experience. If the petition is based on equivalent course work, transcripts and course descriptions must accompany the request.
 c. Final disposal of the petition is provided by the Dean.

XI. Support Services

A.   Planning and Advising

Each candidate upon entering the initial education block of courses is assigned to a School of Education advisor. **Secondary education (prospective MA in Ed/STI students) and art education** candidates will also have an advisor in their content area; this is crucial, especially for undergraduates who must fulfill the requirements for an academic major at Maryville. Having a content area advisor is not as important for **Post A.B. Certification candidates**, although it can be useful in case a course in the content area is necessary to complete certification. **M.A. in Education/Secondary Teaching and Inquiry candidates,** upon admission to that program, are assigned to a Mentoring Team.

Early and careful program planning is absolutely essential for the candidate who is planning to enter Teacher Education at Maryville. **Pre-education candidates (entering freshman)** are required to consult with members of the School of Education from their initial registration. **Transfer students** with 30 hours or more are advised by the School of Education faculty in order to plan their programs. **Elementary** and **Art Education** majors, as well as art majors have few if any electives; therefore, taking a "wrong" course or two in the freshman or sophomore year may prolong or extend the program unnecessarily.

Prospective secondary candidates who will enroll in the Integrated Minor (major in English, social studies, math or science) have a bit more flexibility. For all candidates, however, early contact with a School of Education member as well as with the advisor in the major field will save time, money and extra course work
- The Teacher Education candidate is expected to meet with the advisor during pre-registration each semester in order to plan the next semester's schedule.
- The advisor must approve exceptions to school regulations, or to university regulations, first.
- A "student advisor" can be especially useful for checking the amount of work a professor usually assigns in a course and how many hours to take during a particular semester, as well as for help on projects.
- The faculty has a major role in the advising system and THE CANDIDATE HAS TO ASSUME EQUAL RESPONSIBILITY in planning and implementing his/her college career. No faculty member except the advisor can approve changes in registration.

B.   Americans with Disabilities Act

Maryville University supports and complies with the Americans with Disabilities Act. Students with special needs should contact the instructor in the Academic Success Center so that appropriate accommodations can be provided.

C.   Regulations Affecting Teacher Education Candidates

Once a candidate has been admitted to the Teacher Education program at Maryville, she should be aware of a number or regulations, which are unique to the School of Education. These are listed below:

1. Candidates must maintain a 2.7 overall grade point average and 3.0 grade point in average in professional education courses.
2. A grade of "D or F" in a professional course will require the candidate to retake the course.
3. Education courses are numbered sequentially. Courses numbered 200 are required before 300 and 400 level courses. Courses numbered 500 are dual enrollment courses for undergraduate and graduate candidates.
4. Candidates are expected to attend a student teaching meeting the week prior to the beginning of classes in the fall. They are also expected to be at the school with the teacher as the district calendar requires. Please plan accordingly with regard to summer plans.
5. Candidates who elect to student teach in the spring must enroll in a 30-hour "September Experience" the preceding fall. Plans for this should be made with the advisor. This policy affects ALL TEACHER EDUCATION CANDIDATES. Student Teaching applications must be filed by January 28 for the following fall and spring semesters.
6. As a general rule, professional education courses should NOT be taken at a community college unless it is a complete approved by DESE and part of the total AA program. Special approval must be obtained from the Student Personnel Committee prior to acceptance of such courses
7. To obtain an exception to School of Education Policy, a candidate must present a petition in writing to the Student Personnel Committee AFTER receiving written approval from his/her faculty advisor.
8. The School of Education has its own policy on independent studies. Candidates must obtain independent study request forms from the School secretary or their advisor. The forms must be approved and signed by the advisor and the course instructor and then approved by the Dean. A maximum of two independent studies is permitted in professional education courses.
9. Candidates who have been convicted of a felony should contact the Dean of the School of Education immediately as this may affect state certification.
10. The School of Education has established a "care team" policy. The "care team" may be organized at the request of a faculty member, the advisor or the candidate. The purpose of the "care team" is to help the candidate through a personal or professional concern. The "care team" is enlisted through the advisor and the candidate may include a student colleague or advocate, if desired.
11. Police/FBI checks - candidates are required to complete police checks/child abuse screenings before enrolling in EDUC 200 and annually after that. In some cases, an FBI check must be done before student teaching as well as for certification.

D.   Application

1. Undergraduate students must make application to the Teacher Education Pogrom during the semester that they enroll in EDUC 200/201/309. Post baccalaureate student must make application to the program at the time of initial enrollment. Early

childhood 3/2students should apply to the graduate program during the fall semester of their fourth year.
2. Application for student teaching must be made before January 28 of the year prior to student teaching.
3. Application for certification must be made at the August student teaching meeting during the year of student teaching.
4. Application for graduation must be made by September 15 for fall semester, January 15 for spring semester, and May 15 for summer.

E.   Academic Expectations

Although it should not be necessary to remind college students of "correct" ways to prepare papers, complete assignments, and act in the "student role," we feel that some words on this topic are in order. This is the part of developing the "professional behavior" necessary to be a teacher.

1. Read all assignments when they are distributed by the instructor--read them carefully and in full. Nothing frustrates an instructor more than having a student ask questions about an assignment and then finding that the student has not even read it. Questions are always in order--after you have read the assignment--if you still do not understand what is being required.
2. Unless specified otherwise, formal papers should always be word-processed.
3. Papers should be proofread carefully. Incorrect spellings, sentence fragments, incorrect punctuation and other English errors are not acceptable for future teachers-- or anyone in college, for that matter. If you have difficulty with language usage, seek help from someone in the school or go to the Academic Success Center (314-529-9477).
4. Papers are due ON TIME. Most instructors give "due dates" in writing. It is up to you to clarify when a paper is due and then have it in on time.
5. Attending classes ON TIME AND REGULARLY is expected. If you must arrive late or miss a class, it is courtesy to notify the instructor in advance, if at all possible.
6. If you are in doubt as to the TYPE of paper expected by an instructor (formal, informal), check it out. Formal papers are expected to have references and footnotes as needed, and to be written in a certain form and style. If you are in doubt as to how to write a formal paper, ask for help from the school or the Academic Success Center. Stylebooks are available in the bookstore. USE THEM.
7. Although it is sometimes awkward to mention oral language, we do expect our students to use correct grammar when speaking, not only when writing. Correct speech practices are especially necessary for teachers. Again, if you need help, let us know. We will try to help or refer you to an appropriate source.
8. Reference lists and citations for papers should follow APA style.
9. Consult the Student Survival Guide for academic integrity policies. We follow strict policies related to plagiarism. If in doubt, cite. Just because you get it off the internet does NOT mean you don't have to credit to the author.

F.   Professional Ethics

The Code of Professional Ethics for both the Missouri State Teachers Association and the National Education Association are included in this document (see Appendix E) Professional Codes of Ethics. The School of Education at Maryville subscribes to the beliefs set forth in these documents and expects its graduates to do likewise.

In addition, the School of Education at Maryville expects its students at all times to exhibit the highest possible level of ethical conduct (see the Preamble to the Code of Ethics of the NEA – (Appendix E). This conduct is expected not only in academic work, but also in every field placement to which the student is assigned. Students in professional education are expected at all times to act as professionals, people who are responsible for the education of the children of our country – clearly an awesome and exacting responsibility.

Professional competence implies that the educator holds professional standards at the highest level. Each person is responsible for keeping current on educational issues and methods and for evaluating his/her strengths and weaknesses.

- The following section is meant to provide an introduction to appropriate ethical behavior. It is not meant to be a comprehensive code of ethics.

- The primary responsibility of the educator is to help each student acquire knowledge and skill and to realize his/her potential in society.

- The educator shall present her qualifications as accurately as possible.

- The educator will dress in a highly appropriate, professional manner.

- The educator shall hold the confidentiality of peers and students as a prime concern.

- The educator shall be aware of his limitations.

- Referrals should be made to the appropriate disciplines when necessary.

- To put the above in more general terms, all educators—this includes those persons who are in the process of acquiring the education and credentials to be qualified educators— have a responsibility to their students, their profession, their peers, their community, and themselves. The general rule or thumb could be participate in those behaviors that you feel are beneficial for all parties; avoid those behaviors that can be considered questionable or hurtful.

As Maryville Faculty we take seriously our responsibility to insure that, to the best of our knowledge, all persons who receive our sanction as teachers have demonstrated behavior of the highest moral and ethical standards.

G.   Identification Cards

ID Cards are used as your form of identification for all Maryville functions and services such as the library and bookstore. Once a candidate has an identification number, he/she can have a card prepared in the security office in Duchesne Hall 24 hours a day. This may be done in connection with the visit to the library.

H.   Web Address

The "generic" web address to get to a listing of School of Education documents is
www.maryville.edu/ed

I.   E-mail Accounts

E-mail is a principal means of communication and all candidates **must** obtain a Maryville e-mail address. You may set up your e-mail account via the Internet at www.maryville.edu, by phone at (314) 529-9506 or in person at the Help Desk in the Information Technology office (Gander 25-A). Instructors will contact you via your Maryville e-mail; do not expect instructors to use your private e-mail address.

Grade reporting, planning for your schedule, course registration and evaluation occur through the use of Access Maryville. You must have an email account to use Access Maryville.

J.   Library

The University Library, a 54,000 square foot facility, houses the library collection and services, as well as the Morton J. May Foundation Art Gallery, the Monsanto Auditorium and the McDonnell Douglas Board Room. The library collection currently includes 252,550 book titles, 600 subscriptions to journals, 1500 videos and 6,000 recordings. The library subscribes to many on-line databases that include an additional 4,000 journal titles available electronically. **To access on-line databases, students must apply for and receive a Maryville University e-mail account through www.maryville.edu**.

The library provides services to the Maryville University community that include library instruction in database use; reference services (PLEASE don't be afraid to ask the reference librarians for help - they are great); and inter-library loan for materials beyond the scope of Maryville's collection through OCLC, an international database of more than 30 million titles. In the future, faculty and students will be able to borrow directly from other academic library collections in the state.

The collection includes an extensive K-12 curriculum library and children's literature collection on the second floor.

It is expected that the student will visit the library every semester. While the on-line resources are very good, nothing substitutes for a good library search for references and materials. Vacations are a good time to visit the library, but we do suggest you call ahead to make certain the library is open before you make the trip (314) 529-9595.

XII.   Graduation, Certification, Career Management Office

Candidates graduating from Maryville with majors in elementary education and middle-level will receive a B.A. in Education. Early Childhood majors will receive a B.A. or an M.A. in Education. Upon the completion of the degree requirements (or certification requirements in the case of post A.B. students), candidates apply through the School of Education for certification in the state of Missouri.

The School of Education will verify that the candidate has finished the appropriate program and will forward her transcript(s) with the certification request to the State of Missouri Department of Elementary and Secondary Education. Candidate will file fingerprinting record with DESE within six months of application. The certificate usually arrives within six (6) weeks.

Make sure that your address in the School of Education and Maryville University is current as you may be informed by mail of graduation ceremonies and cap and gown ordering. A correct address will allow us to do post-graduate follow-up. Please check these items and consider ordering a final transcript in your last semester,

Although the Director of Career Education will visit the student teaching seminar throughout each term to conduct a session on compiling a resume getting a job, candidates are *URGED* to familiarize themselves with the Career Education office in Gander Hall and talk with the Director of Career Education in order to develop your placement portfolio. You are responsible for your own file - keeping it and seeing that it is available to prospective employers. Both the Career Education office and your professors will help you develop your portfolio/placement file and work with you to see it conveys your strengths. ***DO DEVELOP YOUR PLACEMENT PORTFOLIO EARLY AND UTILIZE MARYVILLE'S ELECTRONTIC SOURCES FOR YOUR SEARCH. Visit http://www.maryville.edu/studentLife/careerEd/ for more resources.***

Recommendations should be obtained for your portfolio from your cooperating teacher, your college supervisor and at least one (1) professor who knows you well. If you have been observed by the building principal, it is a good idea to ask him/her to write a recommendation as well.

XIII. Professional Organizations

Maryville University sponsors a Maryville Education Club, a student chapter of the National Education Association (MSA). Students are invited and urged to join as they enter the program. Many benefits are available through SNEA, especially in student teaching experience programs and other professional activities.

Maryville also sponsors membership in Pi Lambda Theta, a national honor society in education. Students must have a 3.5 GPA and 60 hours of completed course work in order to be invited to membership in the society. Information regarding these organizations may be obtained through the School of Education.

XIV. School of Education Scholarships
Scholarships Specific to the School of Education

The School of Education has several scholarships available exclusively to education students. In order to apply, students are asked to submit the following materials:
- Application form (ask in Gander 243)
- Financial Aid Form (FAFSA)
- One letter of recommendation
- Essay:

Two pages typed describing your qualifications for the scholarship/ loan including
- Commitment to education
- Service to the university and/or community
- Promise as an educator
- Academic achievements

Applications are generally due by April 25 of each year. See your advisor for more information.

A. **Southwestern Bell Teacher Scholarship** – Donated by Southwestern Bell Company, this scholarship was established in 1991 to help support minority education majors

B. **The Mildred S. Dennis Scholarship** – Established in memory of Mildred S. Denis, alumna of the class of 1934, this scholarship is awarded to students seeking a teaching career at the elementary, secondary or college/university level.

C. **The Leona Korol Interest Free Loan Award** – The Leona Korol Award was established in 1987 by the Drs. Bernard and Leona Korol, The award provides funds to grant interest free loans to students demonstrating commitment to education, professional promise and financial need.

D. **The Thomas Moeller Middle School Scholarship** – The Thomas Moeller Middle School Scholarship was established in 1997 upon the death of Dr. Moeller. The scholarship is awarded to undergraduate and graduate students showing promise and commitment to middle school teaching.

E. **The Monsanto Education Scholarship** – The Monsanto Fund established the scholarship to provide funding to outstanding full-time undergraduates and part-time graduate students interested in science or mathematics education for early childhood/primary education.

F. **The Charles and Mary Ellen Finch Scholarship** – The Finch scholarship was established to support outstanding teacher candidates primarily in the Masters of Arts in Education/Secondary Teaching and Inquiry Program. Undergraduate students in secondary education may also apply.

G. **Southwestern Bell Scholarship:** For students majoring in education with preference to minority students.

H. **Paul & Lelia Guignon Scholarship:** For students majoring in education with preference to students graduating from a Catholic high school.

I. **Energizer Scholars Program:** For undergraduate and graduate education students with significant financial challenges (pending continuing funding).

J. **Chesterfield Kiwanis Scholarship:** For education students from Chesterfield.

APPENDICES

Twenty Postulates of the National Network for Educational Renewal

Postulate One. Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership.

Postulate Two. Programs for the education of educators must enjoy parity with other professional education programs, full legitimacy and institutional commitment, and rewards for faculty geared to the nature of the field.

Postulate Three. Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

Postulate Four. There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting diverse groups of students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduation into teaching careers.

Postulate Five. The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required.

Postulate Six. The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and enculturating responsibilities to be assumed, and make clear to them that preparing for these responsibilities is central to this program.

Postulate Seven. Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

Postulate Eight. Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students or organized knowledge to become teachers who inquire into both knowledge and it's teaching.

Postulate Nine. Programs for the education of educators must be characterized by socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching.

Postulate Ten. Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

Postulate Eleven. Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.

Postulate Twelve. Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and interest groups and the role of schools in transcending parochialism and advancing community in a democratic society.

Postulate Thirteen. Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths.

Postulate Fourteen. Programs for the education of educators must involve future teachers not only in understanding schools as they are but also in alternatives, the assumption underlying

alternatives, and how to effect needed changed in school organization, pupil grouping, curriculum, and more.

Postulate Fifteen*. Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.*

Postulate Sixteen*. Programs for the education of educators must engage future teachers in the problems and dilemmas arising our of the inevitable conflicts and incongruities between what is perceived to work in practice and the research and theory supporting other options.*

Postulate Seventeen*. Programs for the education of educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.*

Postulate Eighteen*. Programs for the education of educators require a regulatory context with respect to licensing, certifying, and accrediting that ensures at all times the presence of the necessary conditions embraced by the seventeen preceding postulates.*

Postulate Nineteen*. Programs for the education of educators must compete in an arena that rewards efforts to continuously improve on the conditions embedded in all of the postulates and tolerates no shortcuts intended to ensure a supply of teachers.*

Postulate Twenty*. Those institutions and organizations that prepare the nations' teachers, authorize their right to teach, and employ them must fine-tune their individual and collaborative roles to support and sustain lifelong teaching careers characterized by professional growth, service, and satisfaction.*

See also http://ieiseattle.org/Publications/postulates.htm for more details.

APPENDIX B

Minor in Education

A minor in education (18 hours) exists for students majoring in other academic areas, i.e., psychology, management, and physical therapy.

The application form for the minor follows.

The *Minor* in Education consists of:

An approved program of 18 credit hours developed by the student in conjunction with the student's academic advisor and the Student Personnel Committee. The program will consist of the following:

1. Twelve (12) upper division hours
2. A minimum of six (6) hours must be taken at Maryville University

MARYVILLE UNIVERSITY SCHOOL OF EDUCATION
Application for Minor in Professional Education

_____
Name

_____
Date

_____
Home Address   City   Zip

_____
Campus Address

_____
Major Area at Maryville   Advisor

Please list any professional education courses you have had to date:

_____   _____   _____

_____   _____   _____

_____   _____   _____

Please describe briefly why you wish to obtain a minor in education

Please ask you advisor to read the following statement and sign:

I recommend that _____ be admitted as a
student in School of Education as a *minor* in Professional Education.

_____
Signature of Advisor   Date

****

Admitted: _____

Education advisor/Signature _____

Professional Education course plan should be listed on sheet attached.

Outcomes for the School of Education

School and Society
1. The teacher candidate reflects on the roles that teachers and education play in a political and social democracy. The focus is on the moral and ethical purposes of schooling.
2. The teacher candidate demonstrates an awareness of the need for teacher, school, and school systems to be proactive in meeting the needs of all children. The focus is on soliciting and using the input of parents, caretakers, and families, and striving to create a healthy community in the classroom and beyond. Included here is the role of the teacher candidate in the stewardship of the school and/or in the advocacy of children.

Developmental
3. The teacher candidate is actively engaged in ongoing professional growth and development.
4. The teacher candidate expands his/her knowledge of how diverse groups of students as well as individual students learn and develop and provides learning opportunities that support the intellectual, social, and personal growth of these students.

Curriculum and Instruction
5. The teacher candidate demonstrates an ability to reflect upon and appropriately use various instructional models, strategies, and techniques including those involving technology.
6. The teacher candidate creates (or reflects upon) how a participative and interactive classroom is organized to facilitate student voice, motivate students and effect student learning.
7. The teacher candidate employs a variety of assessments to provide evidence of student learning including authentic tasks that demonstrate alignment between learning goals and assessments. Appropriate feedback to parents or caretakers must be included.
8. The teacher candidate develops short and long term developmentally appropriate curriculum plans. These plans are based on students' prior ideas, student performance. These plans also correlate with district, state, and national performance standards.
9. The teacher candidate develops an understanding of the structure and content of the academic disciplines. S/he uses knowledge and experiences from liberal arts and sciences courses to show the relationship between these courses and the teaching of content to children.

Research
10. The teacher candidate explores existing research, engages in his/her own inquiry, and develops action research explorations to inform his/her own practice.

APPENDIX D

Application for Evaluation of Non-College Learning for Credit

_____

Name of Student

_____

Date Application Submitted

****

Experiential Learning Committee:

Approved_____
                                                                              Date

Rejected_____
                                                                              Date

****

Application re-submitted_____
     (If Applicable)   Date

****

School of Education Evaluator: (appointed by Dean)

Approved_____
                                                                              Date

Rejected_____
                                                                              Date

Recommendation:

NEA Code of Ethics

MSTA Bill of Teacher Rights

Maryville University "Academic Honesty" Policy

<u>Code of Ethics</u>
Of the Education Profession Adopted by the 1975 NEA Representative assembly

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals are the protection of freedom to learn and to teach and the guarantee of educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principal I - Commitment to the Student

The educator strives to help each student realize his or her potential as worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator...

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not unreasonably suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, martial status, political or religious beliefs, family, social or cultural backgrounds, or sexual orientation unfairly:
   a. Exclude any students from participation in any program:
   b. Deny benefits to any student:
   c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principal II - Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator...
1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession f a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions

Bill of Teacher Rights

Preamble

We, the teachers of the United States of America, aware that a free society is dependent upon the education afforded its citizens, affirm the right to freely pursue truth and knowledge.

As an individual, the teacher is entitled to such fundamental rights as dignity, privacy and respect.

As a citizen, the teacher is entitled to such basic constitutional rights as freedom of religion, speech, assembly, association, and political action and equal protection of the law.

In order to develop and preserve respect for the worth and dignity of humankind, to provide a climate in which actions develop as a consequence of rational thought, and to insure intellectual freedom, we further affirm that teachers must be free to contribute fully to an educational environment which secures the freedom to teach and the freedom to learn.

Believing that certain rights of teachers derived from these fundamental freedoms must be universally recognized and respected, we proclaim this Bill of Teacher Rights.

Article I - Rights as a Professional

As a member of the teaching profession, the individual teacher has the right:

Section 1. To be licensed under professional and ethical standards established, maintained, and enforced by the profession.

Section 2. To maintain and improve one's professional competence.

Section 3. To exercise professional judgement in presenting, interpreting, and criticizing

Section 4. To influence effectively the formulation of policies and p procedures which affect one's professional services, including curriculum, teaching materials, methods of instruction, and school-community relations.

Section 5.   To exercise professional judgement in the use of teaching methods and materials appropriate to the needs, interests, capacities, and the linguistic and cultural background of each student.
Section 6.   To safeguard information obtained in the course of professional service.
Section 7.   To work in an atmosphere conducive to learning, including the use of reasonable means to preserve the learning environment and to protect the health and safety of students, oneself, and others.
Section 8.   To express publicly views on matters affecting education.
Section 9.   To attend and address a governing body and be afforded access to its minutes when official action may affect one's professional concerns.

Article II – Rights as an Employee

As an employee, the individual teacher has the right:

Section 1.   To seek and be fairly considered for any position commensurate with one's qualifications.
Section 2.   To retain employment following entrance into the profession in the absence of a showing of just cause for dismissal or non-renewal through fair and impartial proceedings.
Section 3.   To be fully informed, in writing, of rules, regulations, terms, and conditions affecting one's employment.
Section 4.   To have conditions of employment in which health, security and property are adequately protected.
Section 5.   To influence effectively the development and application of evaluation procedures.
Section 6.   To have access to written evaluations, to have documents placed in one's personnel file to rebut derogatory information, and to have removed false or unfair material through a clearly defined process.
Section 7.   To be free from arbitrary, capricious, or discriminatory actions affecting the terms and conditions of one's employment.
Section 8.   To be advised promptly in writing of the specific reasons for any actions which might affect one's employment.
Section 9.   To be afforded due process through the fair and impartial hearing of grievances, including binding arbitration as a means of resolving disputes.
Section 10.   To be free from interference to form, join, or assist employee organizations, to negotiate collectively through representatives of one's own choosing, and to engage in other concerted activities for the purpose of professional negotiations or other mutual aid or protection.
Section 11.   To withdraw services collectively when reasonable procedures to resolve impasse have been exhausted.

Article III – Rights as an Organization

As an individual member of an employee organization, the teacher has the right:

Section 1.　　　To acquire memberships in employee organizations based upon reasonable standards equally applied.

Section 2.　　　To have equal opportunity to participate freely in the affairs and governance of the organization.

Section 3.　　　To have freedom of expression, both within and outside the organization.

Section 4.　　　To vote for organization officers, either directly or through delegate bodies, in fair elections.

Section 5.　　　To stand for and hold office subject only to fair qualifications uniformly applied.

Section 6.　　　To be fairly represented by the organization in all matters.

Section 7.　　　To be provided periodic reports of the affairs and conduct of business of the organization.

Section 8.　　　To be provided detailed and accurate financial records audited and reported at least annually.

Section 9.　　　To be free from arbitrary disciplinary action or threat of such action by the organization.

Section 10.　　　To be afforded due process by the organization in a disciplinary action

APPENDIX F
Maryville University
School of Education "Academic Honesty" Policy

III. ACADEMIC INTEGRITY AND THE GRIEVANCE PROCESSES

As a student at Maryville University, you will find yourself on a campus where students, faculty and staff respect each other and have committed themselves to creating a community of learners who trust one another and act responsibly in the pursuit of knowledge.   All members of the Maryville community, including students, are expected to be honest, to do their own work, to respect the work of others, and to acknowledge information received from other sources.

As part of our commitment to honesty and responsible action, all members of the university community; students, faculty and staff, share the responsibility to challenge and report acts of apparent academic dishonesty. Faculty and staff have the responsibility to deal equitably but firmly with reports of dishonesty supported by evidence.

Because Maryville values academic integrity both in the character of our students and in the reputation of the university, all instances of academic dishonesty are addressed with consequences. These consequences range from a failing grade on a test or an assignment to suspension or expulsion from the university.

PREAMBLE

Freedom to teach and freedom to learn are inseparable facets of academia. All members of the University community share the responsibility to uphold the integrity of the academic community. Faculty members should encourage free discussion, inquiry and expression and students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled.

While grade and academic judgments are the province of the faculty, problems arising from academic dishonesty (such as cheating, fabrication, plagiarism) or faculty error (such as judgment affected by prejudice or capriciousness) should be resolved through the grievance procedures set below.

INFORMAL GRIEVANCE PROCESS

1   An initial complaint of a student or faculty member regarding academic integrity should be addressed at a fact-finding meeting between the two parties at which the perceived problem should be presented by the student or faculty member.
2   In documented cases of academic dishonesty, faculty members will forward a "Report of Academic Dishonesty" to the student's academic advisor, the student's Dean, the Registrar, and the Dean of Student Life. This report will be kept in the student's advising file, permanent academic file, and permanent student life file. Additional consequences, including but not limited to one or more of the following, may be imposed:
   - A failing grade in the particular assignment, paper or test
   - A lower grade in the course
   - A failing grade in the course
   - Removal of the student from the course in progress

- Disciplinary probation requiring the development of a behavioral contract monitored by the Academic Success Center
- Dismissal from an academic program
- Suspension or expulsion from the university

3   After the student's Dean receives the "Report of Academic Dishonesty," the Dean will send a letter to the student, notifying the student of the consequences of this particular case of academic dishonesty and reminding the student that any future cases of academic dishonesty may result in more serious consequences. The Dean will also advise the student of step 3 in the Informal Grievance Process.

4   If a second "Report of Academic Dishonesty" is filed, the student's advisor, in consultation with the student's Dean will determine the appropriate consequences.

5   If the problem is not resolved in the initial fact-finding meeting of the Informal Grievance Process, the student or faculty member should request a meeting with the Dean of the applicable academic unit.