

TEACHER EDUCATION PROGRAM (TEP)

ENTRY

HANDBOOK

Education Faculty

Full-time Faculty	Extensions
Dr. Linda Aulgur- Professor WH 248	6227
Dr. Barri Bumgarner- Assistant Professor WH 250	5219
Dr. Jim Concannon- Associate Professor WH 242	5293
Dr. Robert Cowles- Associate Professor WH 249	6228
Professor Mary Majerus, Math Education CSC 309	5298
Dr. Therese Miller- Professor GYM 7	5300
Dr. Sue Serota- Associate Professor WH 245	5210
Professor Amanda Stevens Coulter Science Center	5256

The Mission of Westminster College

It shall be the mission of Westminster College to educate and inspire all its students through a distinctive liberal arts curriculum and a dynamic developmental experience; to challenge them to be critically aware, life-long learners and leaders of character, committed to the values of integrity, fairness, respect and responsibility; and to prepare them for lives of success, significance and service.

Education Program Mission, Goals and Vision Statement

The Westminster Education Program instills life-long learning by providing education students with depth and breadth of teaching academic knowledge and practical experiences designed to equip them for success within the teaching profession. The faculty is dedicated to exemplary teaching and continual learning by drawing on sound research and practice. Students receive personal attention within a supportive learning community that encourages them to develop critical thinking, creative sensibility, content knowledge and communication skills to share ideas and to understand others as they teach and learn in a global-technological society.

Organizations for Education Students

Education Association free and open to all interested in education, meets 3 times a year, sponsors other events.

Health & Physical Education Club learns about new developments in health and physical education; and initiates and/or participates in community projects that promote health and physical fitness. Involves students, faculty and staff in health and physical education activities.

Missouri State Teachers' Association, Westminster Chapter

(MSTA) recommended for all who work directly with children, cost: \$13 yearly. The association provides liability insurance up to \$3 million for the member.

Kappa Delta Pi (Westminster/William Woods joint chapter) honorary education organization for those with junior standing and an overall GPA of 3.25. Eligible students are notified after they have completed 60 hours, and are invited to join.

Association of Childhood Educators International (ACEI) Westminster students' branch of the international organization is dedicated to improving education of children aged birth through middle school. Open to all students.

Association for Supervision and Curriculum Development (ASCD) An Association that develops programs, products and services essential to the way educators learn, teach and lead.

Education Degrees Offered

Early Childhood Education: birth through age 8

Elementary Education: grades 1-6

Early Childhood Education add-on: after completing all Elementary Education requirements, a student can receive additional certification to include birth-age 8 – with specialization in Preschool-Kindergarten.

Middle School: grades 5-9

Areas of Concentration

Language arts

Mathematics

Science

Social Studies

***Secondary Education:** grades 9-12

Areas of Concentration (all include a minor in that discipline)

Social Studies

Chemistry

English

Biology

Mathematics

Physical Sciences

General Science

Business Education

Physical Education: grades K-12

Can also obtain a Coaching Minor

Spanish K-12, French K-12

Education Curriculum Studies

Education Minor

Westminster College TEP Conceptual Framework: The Development of Future Teachers

The process of becoming a teacher is a complex journey through distinct interrelated stages. Along the journey, there are four major levels or components to the maturing process: (1) observation; (2) demonstration; (3) evaluation; and (4) reflection. Each component is a part of the preservice teacher (PST) education and provides for each student to fully participate in experiences that allow for active meaning seeking for that area. There are four phases of the Westminster College Teacher Education Program (TEP) that account for experiences in each of these four areas. Phase One concerns the **observation** of teaching by PSTs **and learning to be a reflective observer**. Phase Two provides many opportunities for PSTs to **demonstrate** developing concepts about human learning and experience curriculum designed to elicit **deeply connected understandings**. Phase Three includes PSTs completing an in-depth **action research** project with a formal reflection conclusion, including a record of PST self-evaluation. Phase Three also includes extended opportunities for PSTs to work directly in the classroom, which culminates in the student teaching experience. Phase Four begins with PST presentation of a portfolio, which provides an evaluation of the TEP as the student also **evaluates** himself or herself through the process of **reflection** on the first three phases of the TEP and his or her beginning year as a professional. Follow-up throughout the PST's first year as a classroom teacher provides additional **reflective** experiences as well as support and professional development opportunities.

The conceptual framework for the Teacher Education Program is based on constructivist and sociocultural learning principles, including opportunities to reflect on the learning that has occurred.



WESTMINSTER COLLEGE
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All prospective teachers have an electronic TEP file managed by Rikka Brown. Please see Rikka Brown to add, replace, or remove documents from your TEP file. Effective August 2015, students with an ACT score less than 21 are not eligible for entrance into the teacher education program unless they have passed the MOGEA within the first two attempts.

Entrance into the Teacher Education Program

- Register and take the **Missouri Educator Profile (MEP)**; passing score not required; required to take in EDU 101/291.
- Passing scores all subsets of the **Missouri General Education Assessment (MOGEA)**; required to take in EDU 290/291
- Resume**; to be done in EDU 290/291
- Written **Teaching Philosophy** Document; to be done in EDU 290; send to Rikka Brown
- Maintain an annual student membership with the Missouri State Teacher Association (MSTA); Practicum 1 (EDU 291); Send document to Rikka Brown
- Register with the **Family Care Safety Registry** at: health.mo.gov/safety/fcsr during Practicum 1 (EDU 291)
- Satisfactory **Dispositions** Checklist from Professor of Practicum I (EDU 291).
- Letter of Recommendation from an Education Faculty Member.
- Letter of Recommendation from an Outside Faculty Member.
- 4 – year Plan**
- Grade Point Average**: 2.75 Overall; 3.00 Education Coursework; 3.0 Content Coursework at the end of sophomore year; for transfer students, GPA will be calculated after one semester of Westminster coursework.
- Travel Waiver
- ACT Score of 21 or higher or evidence of passing the MOGEA in the first two attempts
- Declared a major in education
- Completed EDU 290 and EDU 291 with a grade of B or higher.

Missouri Educator Profile

The MEP is taken in EDU 101: The MEP is an assessment of work style preferences used to support the development of effective educator work habits. There is no right or wrong answers, so it is important to answer the questions honestly. There is no need to study or prepare for this assessment.

The MEP does not measure your knowledge, instead it measures work-relevant attitudes and behaviors that contribute to or impede job performance in a school setting.

There are 6 "Drivers of Performance" measured in the MEP

Achievement

Social Influence

Interpersonal

Self-adjustment

Conscientiousness

Practical Intelligence

Your results are presented in a Development Report so that you can better understand how your current work habits compare to those of effective educators and what you can do to develop your work habits further. You are encouraged to review the results with your academic advisor and to create a plan for your professional development.

How do I register for the MEP?

To register for the MEP, please go to the [MEP Registration Website](#)

Where do I go to complete this assessment?

The MEP can be taken from anywhere with a computer and internet connection. Because there is no "passing" score, you can take it anywhere, and at any time of day or night. Some refer to the MEP as a "pajama test" because you can take it at home in your pajamas!

What do I do with my results?

Send your results to Rikka Brown

Westminster College Teacher Education Program Recommendation

To be filled out by student

Student Name: _____ Recommender: _____

Department and/or Position of Recommender: _____ Date: _____

To be filled out by recommender

How long and in what capacity do you know the applicant?

(Time)

(Capacity)

Do you recommend the Education Department accepting the applicant into the Teacher Education Program at Westminster College? (please circle one of the following)

Strongly Recommend

Recommend

Cannot Recommend

Please provide a brief written statement.

Family Care Safety Registry

The Family Care Safety Registry (FCSR) helps protect seniors, children, and the disabled by conducting background screenings on long term care workers, child care workers, and personal care workers. If you are an employee or a job applicant in one of these fields, you must register with the FCSR before background screenings can be requested. Registering with the FCSR means you will provide personal information and agree to background screenings for employment purposes as defined in state law. There is a one-time registration fee of \$13.00.

Submitting your registration online is faster than the mail. Instead of the cost of a stamp, there will be a \$1.00 processing charge added to your fee. To register online you will need: Internet access, your Social Security number, and a credit card or debit card.

<https://webapp02.dhss.mo.gov/bsees/Main.aspx?sk=SK1985093432>

For student background checks, the Education Department uses the Family Care Safety Registry (FCSR). To receive a background clearance you must register with the FCSR.

Follow the instructions below to register online with the FCSR. This will be a one-time registration which will need to be paid by a debit or credit card. To receive future background clearances at no cost call 866-422-6872. This is how to make address or telephone number changes as well.

Instructions:

Go to the website: **Family Care Safety Registry**

Click **Register On Line**

Click **Register**

Click **Register**

Click **Is A Person Registered**

Enter **SS#**

Enter **Security Text**

Click **Search**

Click **Continue** (Proceed with Registration)

DO NOT ENTER ANYTHING IN THE EMPLOYER NAME BOX (Leave Blank)

Select **If No Employer** (it's a drop down)

Select **Student**

Click **Continue**

Under Selection Criteria Click **Voluntary**

Personal Information Enter **Last, First, Middle Name**

Enter **DOB**

Enter **Gender**

Contact Information Enter **Address/Phone #/email**

Click **Continue**

Click Box of Address

Click **Save**

Check Information and Click **Continue**

Registration Agreement Click **Agree**

Make Payment (debit or credit card) Click **Continue**

Click **Continue** (Transaction Successful)

It is your responsibility to bring a copy to Rikka Brown located in WH 42, scan a copy to her email Rikka.Brown@westminster-mo.edu or fax a copy to her at 573-592-5995.

Student MSTA <http://www.msta.org/s-msta/>

The Missouri State Teachers Association nurtures the next generation of teachers by sponsoring a student group at the college level.

Student-MSTA is the pre-professional organization for education majors on Missouri college and university campuses. Members have opportunities for:

- Personal and professional growth
- Development of leadership skills
- Participation in professional development at local and state levels
- Annual fall meeting during MSTA's state convention

Student-MSTA offers affordable services:

- Liability insurance for student teachers included in dues
- Legal assistance
- *Teacher U*, the S-MSTA newsletter
- *School & Community* magazine

Time Line Note: Each candidate must maintain a 3.0 GPA throughout the timeline

- 1st year – 1 semester
 - Join Education Association
 - Take Education 101, Intro to Teaching
 - Missouri Educator Profile (EDU 101)
- 1st year – 2nd semester
 - Declare Education as a Major
 - Take EDU 290, Foundations of Teaching
 - Take EDU 291, Practicum I
 - Register to take MoGEA
 - Start other documents for TEP admission
 - Pass MoGEA Test
 - Resume
 - Recommendation from Education Faculty
 - Recommendation from non-Education Faculty
- 2nd year – 1st semester
 - Complete requirements to be admitted to TEP
 - Meet with Education Faculty Advisor to complete a four-year plan of course work.
 - Take 200 level Tier II coursework
- 2nd year – 2nd semester
 - Take 200 level EDU coursework
- 3rd year – 1st semester
 - Take 300 level coursework
 - Join Missouri State Association (MSTA)
 - Apply for substitute teaching certificate
- 3 year – 2nd semester
 - Take EDU 393, Practicum II and
 - EDU 392, Reading in the Content Area
 - Take the Missouri Content Exam
 - Decide on possible student teaching location
- 4th year – 1st semester
 - Renew MSTA Membership
 - Pass Content/Certification Specific Exam/Pearson Vue
 - Apply to Student Teach
 - Meet with Education Chair to be approved for Student Teaching
- 4th year – 2nd semester
 - Take EDU 453, Organization and Management
 - Student Teach
 - Take EDU 490, Education Seminar
 - MOPTA Exam/Start the Professional Competency Profile
 - Obtain applications for district of your choice for teaching positions
 - Schedule exit interview with your advisor
 - Send all transcripts to the department assistant
 - Send Missouri Educator Evaluation Systems Scores to department assistant.

Westminster Education Department
School Districts Available for Field and Clinical Experiences

Fulton	Mexico	New Bloomfield
Montgomery City	North Callaway	South Callaway
Jefferson City	Columbia	

Student Teaching Policy: Clinical experiences (student teaching) outside a 30-mile radius must be approved by the education department a minimum of one semester prior to the start date of the clinical experience. Placement for clinical experiences will not occur until evidence of successful completion of the Missouri Content Assessment is provided to the Chair of Education and/or Coordinator of the Teacher Education Program.

EDU 393: Practicum 2 Policy: All students must be formally admitted into practicum 2 prior to the first day of EDU 393. Students not admitted into TEP will be dropped from EDU 393 or be an approved Education Curriculum Studies major. All students must have a background check and proof of insurance prior to entering the practicum site. In practicum 2, students observe for 45 clock hours, teach a minimum of 3 lesson, frequently interact with K-12 students in small group activities, and perform action research. Students are evaluated on their dispositions, teaching effectiveness, and analytical research skills. Students must also have a signed travel waiver on file. Students are required to apply for a substitute teaching certificate in Practicum 2.

EDU 291: Practicum 1 Policy: All students must have a background check and proof of insurance prior to entering the practicum site. Practicum 1 is an introductory course whereby students observe 30 hours in a K-12 classroom. Students are evaluated by the practicum 1 professor's perceptions of each student's teaching disposition. Students must have a signed travel waiver on file.

EDU 417: Special Practicum: A special practicum is for students majoring in Early Childhood Education or Education Curriculum Studies. The placement is a 45-hour placement for every 3-credit hours taken. A 6-credit hour course requires a 90-hour placement. The nature, expectations, assessment, and placement is dependent upon each student's expected goals for the course.

Memorandum of Understanding Missouri Standards for the Preparation of Education Standard #3 – Field & Clinical Experiences



WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM

The Teacher as an Inquiring Professional

Westminster College Department of Education

Statutory Authority and Administrative Rule for Pre-service Teachers and/or Interns

References to the status of pre-service teachers and/or interns can be found in the following statutes and administrative rules:

- Missouri Statutes
 - RSMo 161.092 – Powers and Duties of State Board
 - RSMo 161.097 – Evaluation of Teacher Education Programs
 - RSMo 168.021 – Issuances of Teachers' Licenses
- Missouri Administrative Rules
 - 5 CSR 20-400.330 – Clinical Experience Requirements for Candidates in Professional Education Programs

Scope of the Agreement

This Memorandum of Understanding (MOU) outlines various aspects of field and clinical experiences for initial and advanced certification programs. The roles and responsibilities of the candidate, the educator preparation program, and the PK-12 schools are outlined in the MOU. The MOU should be reviewed annually. The MOU establishes a common set of expectations for all field and clinical experiences. As always, the PK-12 schools and educator preparation programs may establish higher expectations for candidates and themselves.

Introduction & Development of MoSPE

The Missouri Standards for the Preparation of Educators (MoSPE) was approved by the Missouri State Board of Education on November 27, 2012 and replaced the Missouri Standards for Teacher Education Programs (MoSTEP). MoSPE was developed by a stakeholder work group of over 120 educators representing PK-12 schools, educator preparation programs, and professional associations.

MoSPE established the following six standards: 1) Academics, 2) Design & Assessment, 3) Field & Clinical Experiences, 4) Candidates, 5) Faculty, and 6) Operations & Resources. There was a stakeholder work group for each standard. The largest stakeholder work group was Field & Clinical Experiences. This 42 member work group was co-chaired by a representative from the PK-12 schools and a representative from an educator preparation program.

The Field & Clinical Experiences work group identified 8 questions that were vetted in a series of meetings held at the Regional Professional Development Centers. The 8 questions were also included in a survey that garnered responses from 999 PK-12 and educator preparation faculty.

Those statements were:

1. What is the responsibility of the P-12 districts in the preparation of student teachers?
2. What qualifications/characteristics should be required for someone to host a student teacher?
3. What qualifications/characteristics should be required for someone to be a university supervisor?
4. Should student teachers be evaluated using the same tools as practicing teachers?
5. Should there be some consistency among the expectations for student teachers/cooperating teacher for all Missouri colleges/universities?
6. How often should student teachers, cooperating teachers, and university supervisors meet during an assignment of 12 weeks? 16 weeks?
7. What type(s) of compensation should cooperating teachers receive for their services?
8. What should be included in an orientation with student teachers and cooperating teachers?

The results of regional meetings and surveys were incorporated into the development of Standard 3 – Field & Clinical Experiences and are also the cornerstone for the development of this Memorandum of Understanding.

Placement

Candidates must be placed in school/classroom settings within the grade range and content area(s) that aligns with the certification program they are exploring and/or certification area. Educator preparation programs must include their alignment to the Entry, Mid-Level, and Culminating Experiences established in Standard 3. There is an expectation that pre-service students in their first field experience are placed with teachers that have a minimum of three years of PK-12 experience. Pre-service teachers at the mid-level experience and culminating student teaching experience should be placed with a cooperating teacher who has a minimum of five years of experience in PK-12 schools. In addition to having five years teaching experience, cooperating teachers at the culminating level should hold a Master's Degree.

Assignment

Research has indicated that one of the most important aspects in educator preparation in the assignment of cooperating teachers and/or on-site internship supervisors. Every student teacher deserves the best cooperating teacher; every cooperating teacher deserves the best student teacher; every student teacher and cooperating teacher deserves the best educator preparation program supervisor. Each school site should also present a nurturing environment. Guidelines for assignment of cooperating teachers, on-site supervisors, and program supervisors are found in Standard 3. The early level and mid-level field experiences require 30 and 45 clock hours of interaction with PK-12 students. Westminster College required a minimum of 13 weeks of student teaching. While student teaching, students are enrolled in an Education Seminar course. The Education Seminar provides the student teachers the opportunity to communicate the progression of their student teaching experience.

Background & Security Checks Procedures

Teachers being placed for their early, mid-level, and culminating experiences are required to pass a background check. The background check for the early and mid-level students is conducted using the Family Care Safety Registry provided by the Missouri Department of Social Services. A background check occurs prior to the first day of their early field experience and again prior to their first day of the pre-service teacher's mid-level experience. For the culminating level, students are required to obtain a State of Missouri substitute certificate. To obtain a substitute certificate, pre-service teachers are required to undergo a thorough FBI background check.

Liability Insurance

All students working in PK-12 settings are required to have liability insurance. The liability insurance is through MSTTA or NEA.

Duration, Change of Assignment, and Termination

The early and mid-level field experiences require pre-service teacher to serve respectively 30 and 45 hours in the PK-12 school. The pre-service teacher should be placed in a classroom respective to the pre-service teacher's certification level and content area. Student teachers are required to serve a minimum of 13 weeks in one placement site. Dual placement sites (example: 6 weeks in two different classrooms) are not allowed. Students can be removed from, or be required to change, assignments in their field and/or clinical experiences by the building superintendent, principal, cooperating teacher, the chair of education, or the field and clinical supervisor.

Orientation for Pre-Service Teachers, Cooperating Teachers, Interns, and On-Site Supervisors

The semester prior to their student teaching experience, a student teacher and his/her field supervisor receive an orientation session. At this informational session, student teachers and their supervisors receive the appropriate chronological expectations in the student teaching experience. Clinical supervisors are required to meet with cooperating teachers and the student teacher prior to the student teaching experience to discuss timelines and expectations.

Supervision and Evaluation of Pre-service Teachers and/or Interns

MoSPE Standard 3 requires the use of the Missouri Educator Evaluation System. Cooperating teachers, on-site supervisors, and educator program supervisors must understand and demonstrate the ability to evaluate the candidates using this performance based system of continuous improvement. The most critical component is providing feedback to the candidate in a manner that promotes growth. The results of the evaluations will become part of the candidate's Professional Competency Profile and will also be included in the aggregate on the Annual Performance Report for Educator Preparation Programs. Field and clinical supervisors will have a minimum of three years of experience in PK-12 schools and/or educator preparation. The field and clinical supervisor will hold a minimum of a Master's Degree. Clinical supervisors will have weekly communication with the cooperating teacher. The cooperating teacher at the mid-level experience evaluates the pre-service teacher's ability to teach effectively, and the pre-service teacher's disposition to teach.

Compensation

Cooperating teachers will receive an honorarium of \$200 at the finish of the student teaching experience. Student teachers can be compensated for substitute teaching while doing their student teaching experience. Student teachers can only count a maximum of five days of substituting toward their student teaching experience given that the substituting occurs in the cooperating teacher's classroom. Student teachers cannot count substituting towards student teaching if it occurs in a classroom other than the cooperating teacher's classroom.

Missouri Standards for the Preparation of Educators (MoSPE)

Program Standard 3 – Field & Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.

- A. Clinically based educator preparation creates varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, while under the expert tutelage of skilled clinical educators. Candidates blend practitioner knowledge with academic knowledge as they learn by doing. They refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. A close partnership must exist between educator preparation providers and school districts to better serve prospective educators and the students they teach.
- B. Educator preparation programs shall use the Missouri Educator Evaluator System to measure the effectiveness of their candidates.
- C. Initial field and clinical experiences shall be divided into three developmental levels: Early, Mid-Level and Culminating. The requirements for cooperating teachers and university supervisors shall vary for each developmental level.

Developmental Levels for Initial Field & Clinical Experiences			
	Early Level	Mid-Level	Culminating Level
Levels and Definitions	Observations & Limited Experiences with Students	Observations & Structured Experiences with Students	Student Teaching in Collaboration with Cooperating Teacher
Length	30 Clock Hours	45 Clock Hours	Minimum of 12 Weeks
Cooperating Teachers	Minimum of 3 Years of PK-12 Teaching Experience		
	Minimum Degree Requirement		
	Bachelors Degree		Masters Degree
	Processes & Requirements		
	State Approved Certification in the Content Area & Grade Range		
Field & Clinical Supervisors	Minimum Years of Experience		
	Minimum of 3 Years of Experience in PK-12 Schools and/or Educator Preparation	Minimum of 5 Years of Experience In PK-12 Schools and/or Educator Preparation	
	Minimum Degree Requirement		
	Masters Degree	Masters Degree +	Masters Degree +
	General Practitioner	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	
	2-3 Years Experience in PK-12 Schools and/or Educator Preparation		3 to 5 Years of Experience in PK-12 Schools and/or Educator Preparation
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors		
	Number of Contacts & Observations		
			Weekly Contact with Student Teachers and Cooperating Teachers
			One Observation Every Two or Three Weeks

- D. Field experiences may be of an exploratory nature with planning and involvement of the PK-12 school partnerships. Clinical experiences shall be accomplished within the grade range(s) and certification area(s) sought by the candidates.
- E. Educator preparation programs and school districts shall provide regularly scheduled Orientation Sessions for student teachers, cooperating teachers, interns, on-site school supervisors, school site administrators, university faculty/supervisors and other members of the school and community.
- F. School sites shall be carefully selected and the appropriate level of participation shall be determined collaboratively.

Site Requirements for Field & Clinical Experiences by Developmental Levels		
Initial Certification		
Early Level	Mid-Level	Culminating Level
Initial Participation	Involvement of the Candidate determined by MOU	
School principal has knowledge of the candidates and the educators who will be hosting the candidates.		District or School Principal Identifies Educators eligible to host student teachers according to the definitions on the department website

- G. Educator preparation programs shall work in collaboration with the department to explore clinical models that increase the level of collaboration between PK-12 schools.
- H. Educator preparation programs must have a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. § 168.400 (2005) and Mo. Code Regs. 5 CSR 20-400.330.