



TAYLOR UNIVERSITY EDUCATION DEPARTMENT

Transition to Teaching Student Handbook

*Developing Competent, Caring, and Reflective Teachers
Prepared for World Service*

Taylor University
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DIRECTORY
Transition to Teaching Program

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Transition to Teaching Program Overview

Transition to Teaching is a program designed for those individuals who have previously earned an undergraduate degree and wish to pursue a teaching career. It is a process by which one can obtain an Indiana teaching license after completing a required number of education courses. The Transition to Teaching program at Taylor University offers three tracks in an online format:

Elementary (K-6)

Secondary (5-12)

- Agriculture*, Art, Business, Business and Information Technology*, Chemistry, Chinese, Computer Education, Earth/Space Science, Economics, English Language Arts, Family and Consumer Sciences*, French, Geographical Perspectives, German, Government and Citizenship, Health, Historical Perspectives, Japanese, Journalism, Latin, Life Science, Marketing*, Mathematics, Music: Instrumental, Music: Vocal, Physical Education, Physical Science, Physics, Psychology, Sociology, Spanish, Theatre Arts

All-grade (P-12)

- Art, Chinese, Computer Education, French, German, Japanese, Latin, Library/Media Specialist, Music: Instrumental, Music: Vocal, Physical Education, Reading, Spanish, Technology Education, Theatre Arts

**Denotes a Career and Technical Education field, which also requires 4,000 verified work hours.*

Applicants must have a bachelor's degree from an accredited institution. Candidates who meet all qualifications will be granted full acceptance into the program. Provisional status may be granted to those who are working to meet testing requirements.

The elementary program is designed for those individuals who wish to obtain a teaching license for grades K-6 and requires 24 hours of graduate level courses with 6 hours focused upon reading instruction. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

The secondary program is designed for those individuals who wish to obtain a teaching license in a specific content area. The secondary program requires 18 hours of graduate level courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

The all-grade program is designed for those individuals who wish to obtain a teaching license in a specific content area. The secondary program requires 24 hours of graduate level courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Department of Education, as well as state certification tests. The program includes a ten-week student teaching component as the last class.

TRANSITION TO TEACHING PROGRAM REQUIREMENTS

Elementary Program

| | | | |
|-----|-----|--|----------------------------|
| TTT | 510 | Introduction to the Education Profession Field Experience: 20-24 hours observation | 3 hours |
| TTT | 520 | Educational Psychology Field Experience: 8-10 hours tutoring | 3 hours |
| SED | 520 | Exceptional Children Field Experience: teacher interview | 3 hours |
| TTT | 540 | Mathematics in the Elementary Classroom Field Experience: 4 hours observation and teaching | 3 hours |
| TTT | 551 | Classroom Management for Elementary Teachers Field Experience: 3 hours observation | 1 hour |
| TTT | 560 | Early Literacy Experiences and Assessments: K-3 Field Experience: 12 hours observation and teaching | 3 hours |
| TTT | 565 | Middle Childhood Literacy and Assessment Field Experience: 10 hours of tutoring and teaching | 3 hours |
| TTT | 581 | Elementary Methods Field Experience: 1 hour volunteering or teacher interview | 2 hours |
| TTT | 590 | Student Teaching (10 weeks full-time) | <u>3 hours</u> 24 hours |

Secondary Program

| | | | |
|-----|-----|--|----------------------------|
| TTT | 510 | Introduction to the Education Profession Field Experience: 20-24 hours observation | 3 hours |
| TTT | 520 | Educational Psychology Field Experience: 8-10 hours of tutoring | 3 hours |
| SED | 520 | Exceptional Children Field Experience: teacher interview | 3 hours |
| TTT | 535 | Reading in the Content Area for Secondary Teachers Field Experience: 3-6 hours interview, discussion, bookstore visit | 2 hours |
| TTT | 552 | Classroom Management for Secondary Teachers Field Experience: 1 hour principal/teacher interviews | 1 hour |
| TTT | 555 | Secondary Methods Field Experience: 12-15 hours observation and teaching | 3 hours |
| TTT | 590 | Student Teaching (10 weeks full-time) | <u>3 hours</u> 18 hours |

All-Grade Program

| | | | |
|-----|-----|--|----------------------------|
| TTT | 510 | Introduction to the Education Profession Field Experience: 20-24 hours observation | 3 hours |
| TTT | 520 | Educational Psychology Field Experience: 8-10 hours of tutoring | 3 hours |
| SED | 520 | Exceptional Children Field Experience: teacher interview | 3 hours |
| TTT | 535 | Reading in the Content Area for Secondary Teachers Field Experience: 3-6 hours interview, discussion, bookstore visit | 2 hours |
| TTT | 551 | Classroom Management for Elementary Teachers Field Experience: 3 hours observation | 1 hour |
| TTT | 552 | Classroom Management for Secondary Teachers Field Experience: 1 hour principal/teacher interviews | 1 hour |
| TTT | 555 | Secondary Methods Field Experience: 12-15 hours observation and teaching | 3 hours |
| TTT | 560 | Early Literacy Experiences and Assessments: K-3 Field Experience: 12 hours observation and teaching | 3 hours |
| TTT | 581 | Elementary Methods Field Experience: 1 hour volunteering or teacher interview | 2 hours |
| TTT | 590 | Student Teaching (10 weeks full-time) | <u>3 hours</u> 24 hours |

Field Experiences: Field Experience Placement locations and times are determined mutually between candidate and instructor. Field Experience Placement forms are to be signed by an appropriate school official to verify the field placement. Forms are then forwarded by the candidate to be placed in the candidate's file in the Taylor University Education Department Office.

Transition to Teaching Elementary Program

TTT 510 - Introduction to the Education Profession (3 hours)

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school, P-12, in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Assignments are commensurate with graduate level work. This course includes field experience.

TTT 520 - Educational Psychology (3 hours)

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. This course includes field experience.

SED 520 - Exceptional Children (3 hours)

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 540 - Mathematics in the Elementary Classroom (3 hours)

TTT 540 is a content-methods course for elementary teacher preparation. The course is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 551 – Classroom Management for Elementary Teachers (1 hour)

This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 560 - Early Literacy Experiences and Assessments: K-3 (3 hours)

This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 565 - Middle Childhood Literacy and Assessment (3 hours)

This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children's weaknesses in reading. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 581 – Elementary Methods (2 hours)

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning and integration of elementary subject areas. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 590 - Student Teaching (3 hours)

Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel. Candidates will create lesson plans/units and gain experience using appropriate assessment and discipline strategies. A portfolio is required to obtain credit. A student teaching application should be submitted a full semester before the anticipated start date of the student teaching experience. All courses in the TTT program are to be successfully completed before candidates can be approved for student teaching.

The elementary licensure program has a statute limit of 24 credit hours.

Transition to Teaching Secondary Program

TTT 510 - Introduction to the Education Profession (3 hours)

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school, P-12, in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Assignments are commensurate with graduate level work. This course includes field experience.

TTT 520 - Educational Psychology (3 hours)

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. This course includes field experience.

SED 520 - Exceptional Children (3 hours)

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 535 – Reading in the Content Area for Secondary Teachers (2 hours)

Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 552 – Classroom Management for Secondary Teachers (1 hour)

This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 555 - Secondary Methods (3 hours)

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 590 - Student Teaching (3 hours)

Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel. Candidates will create lesson plans/units and gain experience using appropriate assessment and discipline strategies. A portfolio is required to obtain credit. A student teaching application should be submitted a full semester before the anticipated start date of the student teaching experience. All courses in the TTT program are to be successfully completed before candidates can be approved for student teaching.

The secondary licensure program has a statute limit of 18 credit hours.

Transition to Teaching All-Grade Program

TTT 510 - Introduction to the Education Profession (3 hours)

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school, P-12, in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Assignments are commensurate with graduate level work. This course includes field experience.

TTT 520 - Educational Psychology (3 hours)

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. This course includes field experience.

SED 520 - Exceptional Children (3 hours)

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 535 – Reading in the Content Area for Secondary Teachers (2 hours)

Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 551 – Classroom Management for Elementary Teachers (1 hour)

This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 552 – Classroom Management for Secondary Teachers (1 hour)

This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 555 - Secondary Methods (3 hours)

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 560 - Early Literacy Experiences and Assessments: K-3 (3 hours)

This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 581 – Elementary Methods (2 hours)

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning and integration of elementary subject areas. Assignments are commensurate with graduate level work. This course includes field experience.

Prerequisites: TTT 510 and TTT 520

TTT 590 - Student Teaching (3 hours)

Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel. Candidates will create lesson plans/units and gain experience using appropriate assessment and discipline strategies. A portfolio is required to obtain credit. A student teaching application should be submitted a full semester before the anticipated start date of the student teaching experience. All courses in the TTT program are to be successfully completed before candidates can be approved for student teaching.

The all-grade licensure program has a statute limit of 24 credit hours.

**TAYLOR UNIVERSITY
EDUCATION DEPARTMENT**

MISSION STATEMENT

The Taylor University Education Department provides students with a rigorous professional preparation in the areas of elementary and secondary education. This occurs within a reflective framework of evangelical Christian values that integrates faith with liberal arts and professional training. Students will be equipped and empowered to have a profound influence on the educational growth of the students they teach in public, private and/or overseas school settings.

Realizing that the preparation of teachers is a university-wide responsibility, the Education Department cooperates and collaborates with all other departments to ensure the development of high-quality general education and major fields of study. This comprehensive liberal arts curriculum structured within the general education requirements provides the foundation for subject-matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession.

Interwoven into the professional preparation program is the demonstration of excellence in teaching as well as the emulation of the servant-leader model by faculty. As a result, students will be equipped to meet the needs of a diverse, pluralistic, global community.

CONCEPTUAL FRAMEWORK OUTLINE

VISION: The Taylor University teacher education graduates will be competent, caring and reflective teachers prepared for world service.

MISSION: The Taylor University Education Department will:

1. Provide candidates with rigorous professional preparation in the areas of elementary and secondary education.
2. Integrate faith and Christian values with liberal arts and professional training.
3. Cooperate and collaborate with all other departments to ensure the development of high-quality general education and major fields of study.
4. Demonstrate excellence in teaching as well as the emulation of the servant-leader model by faculty.

GOALS: The Taylor University teacher education candidates and graduates will meet the following goals:

1. To develop competency in personal qualities, general education, ethical and moral dispositions, subject matter, and professional skills.
2. To strive to become caring teachers who are learner-centered and respondents to the intellectual, social, emotional, and physical developmental needs of each student.
3. To become reflective teachers who are thoughtful individuals motivated to analyze a situation, set goals, plan and monitor actions, evaluate results and reflect on their own professional thinking.
4. To become equipped with the knowledge, understanding, performance skills, and attitudes for developing a global perspective that values and appreciates the contribution of a diverse student population in public, private, and/or international settings in the community for which they serve.

COMPETENCIES: The Taylor University teacher education candidates and graduates will demonstrate the following five primary competencies which are mastered through their integration of the academic and spiritual objectives of the university.

1. Personal Competencies:
Teacher education candidates and graduates will develop those aspects of personality and interpersonal relationship skills that will enhance effective classroom teaching and contribute to society.
2. General Competencies:
Teacher education candidates and graduates will exhibit knowledge of respect for and an application of the liberal arts as these relate to teaching, positive involvement in the world, and personal enrichment.

3. *Ethical Competencies:*

Teacher education candidates and graduates will consistently use Christian and professional ethics and will demonstrate a caring commitment to self, the profession, and to the people with whom they work.

4. *Subject Matter Competencies:*

Candidates and graduates of the teacher education program will demonstrate a level of proficiency in their chosen subject matter discipline that will allow them to be competent teachers of that discipline.

5. *Professional Competencies:*

Teacher education candidates and graduates will understand and apply the reflective, factual, theoretical, and practical knowledge of the educational process as related to the specific academic level.

TRANSITION TO TEACHING TAYLOR UNIVERSITY GENERAL PROGRAM REQUIREMENTS

1. Complete the application process with all required information
 - a. Fill out online application
 - b. Submit official transcripts to Director of TTT
 - c. Secure current (within the last year) criminal background check
 - d. Pay \$100 application fee

2. Successfully demonstrate content area competencies
In order to be fully accepted and proceed beyond TTT 510 and TTT 520, secondary and all-grade candidates with GPA's lower than 3.0 or pursuing licensure in a content area different from their undergraduate degree must pass their content area assessment. Elementary candidates with GPA's lower than 3.0 may be required to pass their content area assessment early in the program. Other candidates may take their content area assessment toward the end of their program. Personalized details about testing requirements are provided in the official audit.

3. Complete required courses

4. Maintain a 2.7 grade point average throughout the program and earn at least a C- in all coursework. Candidates not achieving a 2.7 GPA upon completion of all regular coursework will not be approved for student teaching or be able to complete the program.

5. Successfully complete the student teaching experience and the student teaching portfolio

TRANSITION TO TEACHING PERMIT

The TTT permit is a three-year, non-renewable permit available to candidates enrolled in a Transition to Teaching program and hired by a school corporation. CPR certification and suicide prevention training are requirements for this permit. If pursuing licensure in a content area other than their undergraduate degree, candidates will be required to pass the content area test before qualifying for a TTT permit. Candidates need to be fully accepted and remain active in the program to retain their eligibility for this permit. Director of Teacher Licensure Kim Overbey is the contact person (kmoverbey@taylor.edu).

State Licensure Requirements

The Indiana Department of Education has established certain requirements in order to apply for a license.

Content Area Assessment: Content assessments measure knowledge of the licensure area(s). Both elementary and secondary programs have content area tests.

- A. Praxis content assessments taken on or after September 1, 2021
- B. Pearson content assessments taken by August 31, 2021

Pedagogy Assessment: Elementary, secondary, and all-grade candidates must pass the Praxis pedagogy assessment in their developmental area before they can apply for their Indiana license.

CPR Licensure Requirement

Per Indiana Code 20-28-5-3(c), applicants applying for a TTT permit or an initial teaching license must have successfully completed training in:

- Cardiopulmonary resuscitation that includes a test demonstration on a mannequin;
- Removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver;
- Beginning July 1, 2011, the use of an automated external defibrillator (AED); and
- Hold a valid certification in each of these procedures from either the American Red Cross or the American Heart Association or other providers as approved by the department.

An initial teaching license is the first license issued to an applicant, regardless of content area or setting. Effective July 1, 2012, the requirements above must be met for all license and permit renewals. Applicants for initial licensure of any type and applicants for all renewals must show proof of valid CPR/AED/Heimlich certification.

CPR-Heimlich Maneuver training may be delivered primarily online, but it must include a "hands-on" training/demonstration component with a mannequin.

Suicide Prevention Training

Effective July 1, 2013, the department may not issue a TTT permit or an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide.

For additional information, contact any of the following:

Mrs. Kim Overbey, Director of Teacher Licensure, kmoverbey@taylor.edu, 765-998-5286
Mrs. April Dickey, Director, Transition to Teaching/Online Licensure Programs,
april_dickey@taylor.edu, 765-998-5145
Praxis testing website: <https://www.ets.org/praxis/in>

Transition to Teaching: Frequently Asked Questions

1. Are there any grade point requirements for acceptance into the program?

Yes, applicants must have a bachelor's degree from an accredited institution with a grade point average of 3.0 or above for full acceptance into the program. Provisional acceptance could be granted to candidates with a 2.5 to 3.0 grade point average. Candidates with a grade point average lower than 2.5 will be considered on an individual basis.

2. Are there any test requirements for acceptance into the program?

Candidates may need to demonstrate proficiency in their content area based upon their undergraduate GPA and major.

Provisional acceptance may be granted, allowing students to enroll in their first two classes while meeting any test requirements.

Each candidate will receive an audit which will clarify individual testing requirements.

3. What is a Transition to Teaching permit, and am I eligible to receive one?

TTT permits are valid for three years and granted by the Indiana Department of Education. Candidates may be eligible for a TTT permit if they are hired by a school corporation, have been granted full acceptance (meeting GPA and testing requirements) into a TTT program, and are currently enrolled in at least one course.

4. How many credit hours must I take?

Candidates must meet standards prescribed by the Indiana Department of Education. For the elementary and all-grade program, candidates meet standards with 24 credit hours, and for the secondary program, candidates meet standards with 18 credit hours.

5. Does this program contain field experiences and student teaching?

Yes, all courses contain field experiences which are mandatory requirements for the course. A full ten-week student teaching experience is required to complete the program. All field experiences and student teaching will be done at schools local to the candidate.

6. How long will it take to complete the program?

The program is designed to be flexible depending upon the individual candidate. The program can be completed in approximately one to two years for most candidates.

7. What content areas are available?

An elementary program (K-6)

Secondary programs (5-12) in the following areas:

Agriculture*, Art, Business, Business and Information Technology*, Chemistry, Chinese, Computer Education, Earth/Space Science, Economics, English Language Arts, Family and Consumer Sciences*, French, Geographical Perspectives, German, Government and Citizenship, Health, Historical Perspectives, Japanese, Journalism, Latin, Life Science, Marketing*, Mathematics, Music: Instrumental, Music: Vocal, Physical Education, Physical Science, Physics, Psychology, Sociology, Spanish, Theatre Arts

All-grade programs (P-12) in the following areas:

Art, Chinese, Computer Education, French, German, Japanese, Latin, Library/Media Specialist, Music: Instrumental, Music: Vocal, Physical Education, Reading, Spanish, Technology Education, Theatre Arts

**Denotes a Career and Technical Education field, which also requires 4,000 verified work hours.*

8. Do I need to maintain a grade point average in the program?

Yes, candidates are expected to maintain a 2.7 grade point average and earn at least a C- in all coursework. Candidates not achieving a 2.7 GPA upon completion of all regular coursework will not be approved for student teaching or be able to complete the program.

9. When do I apply for student teaching?

The candidate should apply a full semester before the anticipated start date of the student teaching experience.

| | |
|--------------------------------|-----------------------------------|
| Application due date – Feb. 1 | for an August-October placement |
| Application due date – Mar. 15 | for an October-December placement |
| Application due date – Sept. 1 | for a January-March placement |
| Application due date – Oct. 15 | for a March-May placement |

10. How are student teaching placements made?

The candidate and the instructor of TTT 590 will work together to secure a placement that is appropriate for each individual situation.

11. Are there additional fees for student teaching?

Candidates student teaching in Indiana are not assessed additional fees. If a candidate is student teaching out of state, there may be additional fees to cover supervision expenses.

12. Can education courses taken at other institutions transfer into our program?

Yes, courses will be reviewed on an individual basis to see if they meet content criteria. Only courses with a grade of B- or better will be accepted, and courses older than 7 years are generally not accepted.

13. Can TTT 590 Student Teaching be waived?

Yes, if candidates have taught full-time for at least two years, it might be possible to waive student teaching. Completion of a Student Teaching Waiver Application requires documentation of effective teaching and administrative recommendation. Substitute teaching and/or working as an instructional aide does NOT qualify for a student teaching waiver. If waiver is approved, a recording fee of \$60 will be assessed.

14. Can I take a class during student teaching?

No, student teaching is the capstone of the program and must be taken only after all other courses are completed.

15. What does the state of Indiana require for licensure?

- Completion of an approved program such as TTT
- Passage of all required licensure tests (content and pedagogy)
- Valid CPR certification
- Suicide-prevention training
- Submission of application and fee to the Department of Education

GENERAL INFORMATION

Advisement

Taylor University is committed to the success of its students, and advising is an important part of that process. As such, all students will be assigned an advisor to guide them through the program.

Teacher Education Committee

Faculty committees of Taylor University are given the responsibility to consider and formulate university policies and to make decisions with those policies. The members of the Teacher Education Committee are given the responsibility of overseeing the teacher education program which includes the Transition to Teaching program. As listed in the Taylor University Faculty and Administrative Staff Handbook, the duties of the Teacher Education Committee are the following:

- 1) recommend or establish policies regarding the teacher education program,
- 2) coordinate all aspects of the teacher education program,
- 3) recommend to the curriculum management committee any course changes affecting the teacher education program,
- 4) evaluate periodically the entire teacher education program and report to the academic policy committee,
- 5) administer standards of admission and retention in the teacher education committee,
- 6) work in concert with the Provost/Dean of the University and report to the faculty

Applications for student teaching are reviewed by the director of the program. Recommendations from the director are presented to the Education Department and the Teacher Education Committee for formal approval for student teaching.

Grading System

The following grades and quality points are assigned to graduate students at Taylor University in calculating the GPA:

| <i>Grade Meaning</i> | <i>Quality Points</i> | <i>Calculated in GPA</i> |
|----------------------|-----------------------|--------------------------|
| A Superior | 4.00 | Yes |
| A- | 3.67 | Yes |
| B+ | 3.33 | Yes |
| B Satisfactory | 3.00 | Yes |
| B- | 2.67 | Yes |
| C+ | 2.33 | Yes |
| C Poor | 2.00 | Yes |
| C- | 1.67 | Yes |
| F Failing | 0 | Yes |
| W Withdrawn | 0 | No |
| WP Withdrawn/passing | 0 | No |
| WF Withdrawn/failing | 0 | Yes |

Financial Aid

Transition to Teaching students may be eligible to borrow money through the Federal Direct Stafford Loan program to help with the costs of the TTT program. Taylor University follows federal laws and regulations concerning financial aid. Students interested in financial aid should contact the Financial Aid Office at 765-998-5358.

Transfer Credit from Other Institutions

Students seeking admission to the Transition to Teaching program may have earned course credits that are applicable to the program, which will be determined by the initial transcript audit. Only courses with a grade of B- or better will be accepted, and courses older than 7 years are generally not accepted.

Student Teaching Waiver

Some candidates may be or have been employed as classroom teachers; therefore, the director has the authority to waive student teaching based upon at least two years of experience, positive teacher evaluations, and recommendations from administration. It will be the candidate's responsibility to provide documentation of successful classroom experience. Substitute teaching and/or working as an instructional aide does NOT qualify to waive student teaching.

Course Extensions and Re-takes

A student is eligible for one 4-month extension per course. The fee for a 4-month extension is \$250. Extension requests and payment of the fee must be received prior to the due date of the course. If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of "F" is issued.

Students are allowed only one opportunity to re-take a course. Students have the option of re-enrolling in the course and, while the old course and grade remain on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics.

Candidate Disclosure Policy

Candidates in teacher education courses are required to self-report in writing any criminal legal proceeding in which the candidate is involved. Moreover, after being accepted into the TTT program, the program participant must also self-report in writing any criminal legal proceeding in which he/she becomes involved. The self-report should be submitted to the Director of TTT. For purposes of this policy, a "criminal legal proceeding" means an arrest or conviction for a criminal offense of any kind. A self-report pursuant to this policy must be made as soon as the candidate or program participant becomes aware of the criminal legal proceeding. Failure to self-identify as required by this policy may result in consequences deemed appropriate by the university including, but not limited to, immediate removal from the TTT program.

APA Format

All written materials submitted for professional education courses must use the guidelines of the Publication Manual of the American Psychological Association (APA). These guidelines include production of text as well as documentation of print and electronic sources.

DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Instructors will be using the following rubric at various points during the program to ensure that TTT students display the dispositions of a qualify educator.

| Care | | | | |
|----------------|--|--|--|--------------|
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 1 | <ul style="list-style-type: none"> Candidate’s behavior demonstrates difficulty demonstrating respect for self or others | <ul style="list-style-type: none"> Candidate’s behavior exemplifies respect for self and others | <ul style="list-style-type: none"> Candidate’s behavior exemplifies respect for self and others by evaluating impact of choices on others | |
| 2 | <ul style="list-style-type: none"> Candidate demonstrates difficulty in communicating respect for opinions of others | <ul style="list-style-type: none"> Candidate communicates respect for opinions of others | <ul style="list-style-type: none"> Candidate communicates respect for differing perspectives and the opinions of others, even if opinions are different than ones’ own | |
| Empathy | | | | |
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 3 | <ul style="list-style-type: none"> Candidate demonstrates difficulty in listening to and considering various perspectives | <ul style="list-style-type: none"> Candidate listens to and observes others, demonstrating a willingness to understand various perspectives | <ul style="list-style-type: none"> Candidate thoughtfully listens to, observes, and seeks to understand various perspectives, diverse backgrounds, and individual differences | |

| Adaptability | | | | |
|---------------------|---|--|---|--------------|
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 4 | <ul style="list-style-type: none"> • Candidate has difficulty considering ideas of others or does not demonstrate ability to adapt appropriately | <ul style="list-style-type: none"> • Candidate considers others' ideas and adapts appropriately | <ul style="list-style-type: none"> • Candidate considers and seeks others' ideas, and adapts appropriately | |
| 5 | <ul style="list-style-type: none"> • Candidate is rigid and responds to challenges negatively | <ul style="list-style-type: none"> • Candidate responds to challenges with positivity | <ul style="list-style-type: none"> • Candidate responds to challenges with positivity and initiative | |
| 6 | <ul style="list-style-type: none"> • Candidate's work exhibits minimal or lower level thinking | <ul style="list-style-type: none"> • Candidate's work exhibits his/her ability to think critically | <ul style="list-style-type: none"> • Candidate's work exhibits his/her ability to think critically and solve problems | |
| Competent | | | | |
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 7 | <ul style="list-style-type: none"> • Candidate has limited understanding of instructional strategies that encourage learning | <ul style="list-style-type: none"> • Candidate demonstrates a growing awareness of instructional strategies that encourage learning | <ul style="list-style-type: none"> • Candidate demonstrates understanding and application of instructional strategies that encourage deep learning | |
| 8 | <ul style="list-style-type: none"> • Candidate has difficulty seeking increased content and pedagogical knowledge | <ul style="list-style-type: none"> • Candidate values and seeks increased content and pedagogical knowledge | <ul style="list-style-type: none"> • Candidate values and seeks increased content and pedagogical knowledge and researches a variety of resources | |

| Reflective | | | | |
|----------------------|---|---|--|--------------|
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 9 | <ul style="list-style-type: none"> • Candidate responds defensively to critiques and/or issues of concern by instructor/mentor teacher | <ul style="list-style-type: none"> • Candidate responds appropriately to critiques and/or issues of concern by instructor/mentor teacher | <ul style="list-style-type: none"> • Candidate seeks alternative ways to approach teaching/learning and effectively responds to critiques and/or issues of concern by instructor/mentor teacher | |
| 10 | <ul style="list-style-type: none"> • Candidate needs assistance with self-discipline and self-motivation | <ul style="list-style-type: none"> • Candidate exercises self-discipline and self-motivation | <ul style="list-style-type: none"> • Candidate exercises self-discipline and self-motivation independently, without prompting | |
| 11 | <ul style="list-style-type: none"> • Candidate needs assistance with judgment and common sense | <ul style="list-style-type: none"> • Candidate exhibits good judgment and common sense | <ul style="list-style-type: none"> • Candidate exhibits judgment and common sense beyond expectations for a beginning preservice teacher | |
| Collaborative | | | | |
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 12 | <ul style="list-style-type: none"> • Candidate has difficulty in communicating in written and/or oral forms exhibiting numerous errors | <ul style="list-style-type: none"> • Candidate effectively communicates in both written and oral forms with minimal errors | <ul style="list-style-type: none"> • Candidate effectively communicates in both written and oral forms with fluency, and tact, and no errors | |
| 13 | <ul style="list-style-type: none"> • Candidate remains silent during classroom discussion and appears to be disengaged | <ul style="list-style-type: none"> • Candidate contributes to classroom learning through active engagement | <ul style="list-style-type: none"> • Candidate contributes to classroom learning through active engagement, discussion, and appropriate questioning | |

| Global Minded | | | | |
|------------------------------------|--|---|---|--------------|
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 14 | <ul style="list-style-type: none"> • Candidate demonstrates a lack of cultural sensitivity regarding global perspectives | <ul style="list-style-type: none"> • Candidate demonstrates cultural sensitivity and is aware of global perspectives | <ul style="list-style-type: none"> • Candidate demonstrates cultural sensitivity and seeks knowledge of a global perspectives | |
| Professional Responsibility | | | | |
| | Below expectations 1 pt. | Meets expectations 2 pts. | Above expectations 3 pts. | Score |
| 15 | <ul style="list-style-type: none"> • Candidate has difficulty with punctuality and attendance and/or lack of communication with instructor/mentor teacher | <ul style="list-style-type: none"> • Candidate exercises punctuality and attendance consistently with very few lapses | <ul style="list-style-type: none"> • Candidate exercises punctuality and attendance, communicating in a timely manner with instructor/mentor teacher when needed | |
| 16 | <ul style="list-style-type: none"> • Candidate lacks preparation for class or has difficulty following through with appointments and responsibilities (e.g. does not turn in materials on time) | <ul style="list-style-type: none"> • Candidate is prepared for class, appointments, and responsibilities (e.g. turns in materials on time) | <ul style="list-style-type: none"> • Candidate is proactive and is well prepared for class, appointments, and responsibilities (e.g. turns in materials on time, prepared for class discussion and readings) | |
| 17 | <ul style="list-style-type: none"> • Candidate has intentionally misinformed instructor and/or has used others' ideas or resources inappropriately | <ul style="list-style-type: none"> • Candidate exercises honesty/integrity | <ul style="list-style-type: none"> • Candidate exercises honesty/integrity beyond expectations, with sensitivity and tact | |
| 18 | <ul style="list-style-type: none"> • Candidate exhibits inappropriate standards of appearance; does not follow dress code | <ul style="list-style-type: none"> • Candidate exhibits appropriate standards of appearance | <ul style="list-style-type: none"> • Candidate exhibits appropriate standards of appearance demonstrating in-depth knowledge of the dress code | |

ACADEMIC GRIEVANCE PROCEDURE FOR STUDENTS

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an extension) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for the course (exam or lesson).

Program Withdrawal

The withdrawal process requires the student to complete, sign, and date an official withdrawal form. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Readmission Procedure

Students who wish to reenter the TTT program may need to submit an updated application and background check for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of re-admittance. Students will be subject to the current tuition rate at the time of readmission.

ACADEMIC INTEGRITY

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the Office of the Provost and the Office of Student Affairs. Departments and/or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge^[1]) material without giving appropriate credit to the source.^[2]

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism: collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered *for* the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor, and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (i.e. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work *with* the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is *not* plagiarism. However, having a peer *make changes* to the organization, ideas, paragraphs, or sentences *for* the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Some examples of plagiarism:

1. Not giving credit to the original source—electronic or print
2. Copying passages or phrases without attributing them
3. Not using quotation marks where needed
4. Having a peer alter the paper *for* the student
5. Downloading a paper electronically from a web source or from another student
6. Intentionally aiding another student's act of plagiarism

¹**Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

²**Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.

Policy: All major acts of plagiarism must be reported by the faculty to the Office of the Provost and the Office of Student Affairs. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both Academic Affairs and Student Affairs and will be viewed and used *solely* by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in Academic Affairs' and Student Affairs' offices will be destroyed along with all other student records according to their respective policies.

Best practices for avoiding plagiarism^[3]:

Students will avoid plagiarism by learning:

1. how to summarize and paraphrase appropriately.
2. how to give appropriate acknowledgement of all sources and ideas, even when what is appropriate may change depending on the discipline.
3. to contact the faculty member whenever they are unsure about appropriate acknowledgement of sources or ideas.

Faculty will teach students how to avoid plagiarism by:

1. including a plagiarism statement in course syllabi and discuss that statement with students (in all appropriate courses).
2. teaching the requirements and procedures for properly citing sources within the discipline.
3. modeling recognition of sources whenever appropriate on materials you obtained from another source (e.g., handouts, any image or text you put on PowerPoint).
4. trying to create assignments that make it unlikely that students would plagiarize.

Administrators will encourage a climate of academic integrity by:

1. publicizing all policies related to academic integrity, including ethical research, copyright practices, special internet issues, and plagiarism.
2. providing adequate support services for students who need extra help in learning how to conduct academic research (Zondervan Library, Academic Enrichment Center, and Writing Center).
3. providing opportunities for students to discuss plagiarism issues.

^[3] **Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.

The InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

FIELD EXPERIENCES

Field experiences are considered a vital part of teacher preparation. In all TTT programs beginning with the first professional education class (TTT 510) and continuing throughout the programs, field experiences are required. The culmination of these field experiences occurs with a ten-week, full-time student teaching experience. During the student teaching experience, a candidate is expected to assume the total responsibilities of a classroom teacher.

Field Experience Forms

Candidates are required to submit various forms for each field experience. The forms are to be completed by the candidate and electronically forwarded to the TTT professor and the TTT office (ttt@taylor.edu). The form will be placed in the candidate's file.

Diverse Field Placement Information

Candidates are required to submit a Diverse Field Placement Information Form for each field experience. The form is to be completed by the candidate from school demographic data. The form is to be electronically forwarded to the TTT office (ttt@taylor.edu). The form will be placed in the candidate's file in the TTT office at Taylor University. At least one of the field experiences needs to be in a diverse setting. The student teaching course instructor will review the previous diverse field placement settings to help select an appropriate student teaching setting to ensure a candidate's opportunity to work with students in diverse school settings.

Appearance Reflects a Professional Image

Since teachers are highly visible to students and to the general public, they are expected to be dressed professionally. Some school districts have dress codes for their teachers. Taylor University students who are pursuing teaching licenses must also be prepared to function as teachers, which means they must behave, dress and carry their responsibilities in an appropriate manner.

To maintain and promote these essentials, Taylor University students seeking a license to teach are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

What is Appropriate?

1. Dress in a manner consistent with responsibilities
2. Dress in a manner that communicates to others pride in personal appearance
3. Dress in a manner that does not cause ill-feelings to others in the school
4. Be groomed in such a way that dress, hair style or jewelry does not disrupt the education process or cause a health or safety hazard
5. Dress in accordance with host school requirements



Transition to Teaching Diverse Field Placement Information

Candidate: _____ TTT Course: _____

P-12 School: _____ Date: _____

Elementary: Middle School: Secondary School:
(Please check appropriate school setting)

School Address: _____ City: _____ Zip: _____

Candidates are to complete the following information concerning the demographics of the field experience school setting. Use percentages of the student population for the school setting data.

Total number of students in the school: _____

| | | | | |
|--|------------------|---------|-----------------|---------|
| Racial Composition <input type="checkbox"/> * | White | _____ % | Hispanic | _____ % |
| | African-American | _____ % | Native American | _____ % |
| | Asian | _____ % | Other | _____ % |

Economically Disadvantaged * _____ %

English Learners * _____ %

Students with Disabilities * _____ %

*Mark this box if school qualifies as diverse.

As a requirement for successful completion of the TTT program, one field experience placement must occur in a diverse setting, defined as:

- a school with more economically disadvantaged students than the state average
- a school with more minority populations than the state average
- a school with more English Learners than the state average
- a school with more students with disabilities than the state average

Average diversity for Indiana schools is updated at <https://inview.doe.in.gov/state/1088000000/population>

Diversity for specific schools is located at <https://inview.doe.in.gov/>

Return this form to:
Taylor University Education Department
ATTN: April Dickey
ttt@taylor.edu

Transition to Teaching Student Teaching Waiver Process

If candidates have at least two years of teaching experience, they may qualify for a student teaching waiver. Substitute teaching and/or working as an instructional aide do not qualify.

To apply for a waiver, complete the Student Teaching Waiver Application and attach the following documentation:

- At least three evaluations completed by a principal or department head
- A letter of support to waive student teaching written by a school administrator/principal

Completed applications should be submitted to April Dickey (april_dickey@taylor.edu). If the waiver is granted, a \$60 recording fee will be assessed.

GENERAL INFORMATION

Name: _____ Date: _____
 Address: _____
 Phone: _____ Email: _____

PROGRAM

Elementary P-12 Secondary Content area: _____

STUDENT TEACHING WAIVER REQUIREMENTS

Please complete the following information and attach the requested materials demonstrating each of the following criteria for consideration of a student teaching waiver.

Teaching Experience: *Minimum of two years, full-time, in own classroom*

| Dates taught | School | Grade/content area |
|--------------------------|--------|--------------------|
| | | |
| Duties/responsibilities: | | |
| Dates taught | School | Grade/content area |
| | | |
| Duties/responsibilities: | | |

Letter of Recommendation from an Administrator

Please attach a letter from an administrator (or have administrator send directly) supporting your student teaching waiver based upon his/her knowledge of your teaching ability.

Name: _____ Title: _____

Formal Evaluations

Please attach a minimum of three evaluations demonstrating teacher effectiveness over the two years.

Once compiled, please email all materials to:
 April Dickey, Director, TTT/Online Licensure Programs
april_dickey@taylor.edu

If waiver is approved, a recording fee of \$60 will be assessed.

Transition to Teaching Student Teaching Application Process

1. Application initiated by student at least one full semester prior to student teaching according to the following schedule:

| | |
|--------------------------------|-----------------------------------|
| Application due date – Feb. 1 | for an August-October placement |
| Application due date – Mar. 15 | for an October-December placement |
| Application due date – Sept. 1 | for a January-March placement |
| Application due date – Oct. 15 | for a March-May placement |

2. Application sent to the Director of TTT
3. Director of TTT reviews candidate's progress in the program and presents application to the Education Department and Teacher Education Committee for approval
4. Director of TTT contacts the student to discuss placement options
5. Director of TTT confers with districts to secure placement for candidate
6. Student notified of the placement for the ten-week student teaching experience



ONLINE

TRANSITION TO TEACHING Student Teaching Application - Elementary

GENERAL INFORMATION

Name: _____

Address: _____

Phone: _____ Email: _____

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: _____ Date: _____

ACADEMIC RECORD

Undergraduate Degree: _____

University Issuing Degree: _____

Date of Degree _____ GPA (Undergrad degree) _____

Professional Education Hours: Record the date of course completion or date course is to be taken.

TTT 510 _____ Introduction to the Education Profession

TTT 520 _____ Educational Psychology

SED 520 _____ Exceptional Children

TTT 540 _____ Mathematics in the Elementary Classroom

TTT 551 _____ Classroom Management for Elementary Teachers

TTT 560 _____ Early Literacy Experiences and Assessments: K-3

TTT 565 _____ Middle Childhood Literacy and Assessment

TTT 581 _____ Elementary Methods

TTT 590 _____ Student Teaching

Transition to Teaching Cumulative GPA to date: _____



ONLINE

TRANSITION TO TEACHING Student Teaching Application - **Secondary**

GENERAL INFORMATION

Name: _____

Street: _____ City: _____ State: _____ Zip Code: _____

Phone: _____ Email: _____

Desired teaching level: Middle Secondary

Content area: _____

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: _____ Date: _____

ACADEMIC RECORD

Undergraduate Degree: _____

University Issuing Degree: _____

Date of Degree _____ GPA (Undergrad degree) _____

Professional Education Hours: Record the date of course completion or date course is to be taken.

TTT 510 _____ Introduction to the Education Profession

TTT 520 _____ Educational Psychology

SED 520 _____ Exceptional Children

TTT 535 _____ Reading in the Content Area for Secondary Teachers

TTT 552 _____ Classroom Management for Secondary Teachers

TTT 555 _____ Secondary Methods

TTT 590 _____ Student Teaching

Transition to Teaching Cumulative GPA to date: _____



ONLINE

TRANSITION TO TEACHING Student Teaching Application – P-12 (All Grade)

GENERAL INFORMATION

Name: _____

Street: _____ City: _____ State: _____ Zip Code: _____

Phone: _____ Email: _____

Licensure Content Area: _____

I hereby request admission to the Taylor University Student Teaching Program according to the established standards.

E-Signature: _____ Date: _____

ACADEMIC RECORD

Undergraduate Degree: _____

University Issuing Degree: _____

Date of Degree _____ GPA (Undergrad degree) _____

Professional Education Hours: Record the date of course completion or date course is to be taken.

TTT 510 _____ Introduction to the Education Profession

TTT 520 _____ Educational Psychology

SED 520 _____ Exceptional Children

TTT 535 _____ Reading in the Content Area for Secondary Teachers

TTT 551 _____ Classroom Management for Elementary Teachers

TTT 552 _____ Classroom Management for Secondary Teachers

TTT 555 _____ Secondary Methods

TTT 560 _____ Early Literacy Experiences and Assessments: K-3

TTT 581 _____ Elementary Methods

TTT 590 _____ Student Teaching

Transition to Teaching Cumulative GPA to date: _____

AUTOBIOGRAPHICAL INFORMATION

WHY I WANT TO BE A TEACHER

PERSONAL TRAITS THAT WILL ENHANCE MY TEACHING EFFECTIVENESS

PLACEMENT PREFERENCES

Name: _____

Field experience in a diverse school setting is a requirement of the TTT program. Diversity is defined as a school with a population higher than the [state average](#) in the areas of: socio-economic status, racial composition, students with disabilities, and English-language learners.

Have you met this diversity requirement? Yes No

If yes, in which school? _____ For what course? _____

If no, your student teaching placement will need to be within a diverse school. Please be mindful of that as you list your preferred locations.

Semester

- preference:** First half FALL (August – October) Second half FALL (October – December)
 First half SPRING (January – March) Second half SPRING (March – May)

School preference:

(Please leave blank if no preference)

| | District | School | Teacher | Diverse? |
|----|----------|--------|---------|--------------------------|
| 1. | _____ | _____ | _____ | <input type="checkbox"/> |
| 2. | _____ | _____ | _____ | <input type="checkbox"/> |
| 3. | _____ | _____ | _____ | <input type="checkbox"/> |

Grade Level preference: _____

Any special circumstances that contribute to placement preference *(please describe below)*:

*Requests are subject to acceptance by the school.
 A preferred placement would be in a school that doesn't employ close relatives or educate the candidate's children, but exceptions may be made on an individual basis.*