

MacMurray

C O L L E G E

Student Guide to the Teacher Education Program

*“Reflective Educators
Transform Lives”*

**Education Department
MacMurray College
Jacksonville, Illinois
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Mission of MacMurray College’s Department of Education

The Education Department of MacMurray College is committed to preparing graduates for fulfilling and productive professional teaching careers, effective leadership roles, and lives of continued learning and service. The Education Department’s curriculum in conjunction with MacMurray’s liberal arts experience transforms students’ lives through a foundation of learning built on a strong infrastructure of theory, history, and current professional practices in the field of education. The Education Department of MacMurray College is committed to preparing graduates for fulfilling and productive professional teaching careers, effective leadership roles, and lives of continued learning and service. The faculty members of the Department of Education believe that effective educators:

- are excellent communicators
- are critical and reflective thinkers
- are adept at collaborating with others
- positively impact the lives of their students
- believe that all students have the ability to learn and succeed
- believe that education is a lifelong process
- serve as resources, advocates and models for their students
- understand the value of research and assessment
- conduct themselves professionally
- promote education through leadership

The Conceptual Framework of the Department of Education

The MacMurray College unit produces candidates who possess the knowledge, skills, and dispositions to succeed, primarily in the schools, but are adaptable to any community where today’s mobile society may take them. The candidates become life-long learners within these educational communities. They are also able to reflect upon their teaching and make changes when needed to accommodate today’s changing society with its changing needs. MacMurray candidates demonstrate their reflective abilities as well as their ability to accommodate all students using a variety of assessment tools, the reflection/accommodation portion of their lesson plans, their teaching portfolios, and their success on professional teaching exams.

The MacMurray Teacher Education Program is also designed to address the eleven Illinois Professional Teaching Standards, the three Core Language Arts Standards, and the eight Core Technology Standards. These standards provide a framework for the development of our teacher education programs. Teacher candidates develop their professional portfolios around the eleven Illinois Professional Teaching Standards.

Illinois Professional Teaching Standards

1. Content Knowledge
The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
2. Human Development and Learning
The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. Diversity
The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Planning for Instruction
The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

5. Learning Environment
The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Instructional Delivery
The competent teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.
7. Communication
The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Assessment
The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
9. Collaborative Relationships
The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.
10. Reflection and Professional Growth
The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
11. Professional Conduct
The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.

Benchmarks of the Teacher Education Program

Each of the four benchmarks is aligned to assess the candidate’s progress in the Performance Expectations for Teacher Candidates, which directly correspond to the Illinois State standards. The benchmarks for teacher candidates are:

One - Completion of Freshman Year

- Cumulative grade point average 2.0 and ‘C’ in all Education courses
- Completion of Introduction to Education (EDUC 202) course

Two - Completion of Sophomore Year

- Successful completion of one field experience (‘B’ or better)
- Formal application and admission to the Education Department via digital portfolio evaluation
- Cumulative grade point average of 2.5 and grade of at least ‘C’ in all Education courses
- Passing scores on the Illinois Basic Skills Test
- Completion of Technology in Education (EDUC 237) course

Three - Pre-Candidate Teaching

- Application for Clinical Practice teaching via digital portfolio evaluation
- Cumulative grade point average of 2.5 with “C” or better in all Education courses
- Successful completion of the MacMurray Junior Level Writing Exam
- Passage of the Content Area Test
- Passage of the Special Education General Curriculum Test (for DHH and SPED majors only)
- Continued successful field experiences
- Police background check

Four - Completion of Program

- Cumulative grade point average of 2.5 and “C” or better in all Education courses
- Demonstrate mastery of knowledge, skills, and dispositions across Teacher Performance Expectation Areas
- Completion of MacMurray general education requirements
- Completion and final evaluation of candidate digital portfolio

Illinois State Testing Requirements

Before applying for certification all teacher candidates must pass a series of tests according to the Illinois State Legislature.

1. Basic Skills Test – All students must take and pass their Basic Skills Test before they may be admitted to the teacher education program.
2. Content Area Tests – These tests are designed to test students’ knowledge specific to their content area. All MacMurray College teacher candidates must take and successfully pass the appropriate Content Area Test for their area before their placement for Clinical Practice will be finalized.
3. Special Education General Curriculum Test – This test is required for individuals who wish to be entitled to a Type 10 special certificate (DHH & SPED majors only). This test must also be successfully passed before placements for Clinical Practice will be finalized.
4. Assessment of Professional Teaching Test (APT) – This test is not a requirement of the MacMurray College Education Department. It is required before you file your application for certification.

All testing information and registration information may be found at <http://www.icts.nesinc.com/>.

Background Checks

All teacher candidates must pass a police background check before they will be allowed to complete their clinical experience. Students will use this website to sign up for the background check, www.certifiedbackground.com. Students must ask for the password information from the Department of Education secretary.

Department Standards of Conduct

All MacMurray College potential teaching candidates are held to the same policies and standards of conduct as stated in the Student’s Guide to MacMurray College aka The Maggie. In addition the Department of Education faculty has outlined three types of problems that could lead to program dismissal;

1. Behavioral problems
 - a. Student’s inability or unwillingness to follow directions
 - b. Student’s inability or unwillingness to accept and respond appropriately to feedback
 - c. Student’s inability or unwillingness to work successfully with others
 - d. Student’s extreme social insensitivity
 - e. Other similar health situations that affect the student’s ability to be a successful candidate
2. Academic Factors
 - a. Incompetence in demonstrating knowledge of program content
 - b. Failure to comply with college rules and regulations
3. Legal/ethical Issues
 - a. Use of inappropriate language or actions
 - b. Violation of college rules
 - c. Violation of state or federal laws
(Note that federal law prohibits anyone convicted of a felony to become a certified teacher.)

In addition the Education Department of MacMurray College also expects teacher candidates to observe the code of ethics of the Education Profession as stated by the National Education Association on their website at <http://www.nea.org/code.html>. Noncompliance with this code may result in dismissal from the teacher education program.

Code of Ethics of the Education Profession

Preamble

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

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and

maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

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

PRINCIPLE I

Commitment to the Student

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

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

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

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

In fulfillment of the obligation to the profession, the educator--

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

Department Academic Policies and Grading

The Department of Education’s framework is based on maintaining a high level of intellectual integrity. In order to maintain a high level of integrity we have instituted several policies that are specific to the Education Department as follows:

1. The grading scale used by all education faculty shall be
 - 93 -100 A
 - 85 – 92 B
 - 78 – 84 C
 - 77 – 69 D
 - 68 ↓ F

2. Absences
 - Excused Absence – Even with excused absences it is the students responsibility to contact the instructor before class time, assignment due date, or test to make sure that the instructor is aware and to get instructions on make-up dates, etc.
 - Unexcused Absence – Three hours (hours consist of 50 minute periods) of unexcused absences results in a drop of one letter grade. The class instructor reserves the right to not give make-up tests or accept late homework.
 - Tardy – A student will be considered tardy after the instructor begins class. Two tardies will equal one hour of unexcused absences.

3. Students must successfully complete their application to the department before they will be allowed to take any upper level education classes (300 or more). This includes but is not limited to the completion of the basic skills test mandated by the state of Illinois.

4. Students who do not maintain a GPA of 2.5 or better after acceptance into the education department must reapply to the department.

5. Directed studies:
 - Only offered at the consent of the instructor
 - May only be offered by education department faculty members if the course is not being taught during the same semester.
 - Students who have failed a course or dropped with a W/F may not retake the course as a directed study course.

6. Repeated Courses – students will only be allowed to repeat 9 credit hours of their major course work before they will be removed from the program.

Academic Advising for Education Majors

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	Schedule an appointment with your academic advisor each semester.
	Read the requirements for your major in the college catalog. Be sure you have a clear understanding of the requirements for your major.
	Obtain information regarding application to the Department of Education, application for Clinical Practice, fingerprint/background check, TB testing and certification tests from the department secretary.
	Department of Education policy requires you to use MacMurray email to communicate about college business.
	Check your MacMurray PO Box and email account regularly for notices that may be distributed by your academic advisor, Registrar or other related offices about your enrollment status.
	Review your 4-year plan each semester. You are responsible for your graduation requirements. If you have questions or concerns about your progress, consult with your academic advisor immediately.
	Organize and maintain a file containing any and all papers (including emails from your advisor and the Registrar’s office) that pertain to your academic program and/or progress.
	If you need an updated copy of your transcripts, you may obtain this information at the Registrar’s office.
	Check financial aid status each semester with the Financial Aid office, if appropriate.
	Make sure barriers are removed prior to registration. You will not be able to register unless they are resolved.
	Classes are in demand and you need to pre-register promptly.
	Understand the difference between pre-registration and registration.
	Be sure that your address is correct with the Registrar’s office and Department of Education records.
	In order to graduate, you must apply for graduation at the appropriate time. You are responsible for letting the Registrar’s Office know the term you anticipate graduation. The semester before you are to graduate, you should receive a Graduation Information Form from Records and Registration. If you do not receive the form, you may pick one up on the third floor of Kathryn Hall in the Registrar’s office.
	In order to receive an Illinois state teaching certificate you will need to contact MacMurray College’s certification officer to complete required forms, etc.

TEACHER EDUCATION PROGRAM APPLICATION

MacMurray College

No upper level courses in Education may be taken until a student has applied *and* been admitted to the Teacher Education Program

Approval for the Teacher Education Program Requires:

1. A completed **digital application** using Livetext
 - You may purchase your membership from www.livetext.com or at the bookstore.
 - Once you have signed on to Livetext follow these steps to begin your application
 - Under MyDesk go to Create Document
 - Under Folder choose Portfolio **under** MacMurray College
 - Then under choose a template – select Education Department Application w/Portfolio
 - Next, title the portfolio as follows:
 - Education Application Portfolio – Your Name
 - **When you have completed your application SUBMIT for REVIEW to MacMurray College.**
2. The following components of the digital portfolio should be completed before submitting the completed application to Education Department faculty for review:
 - Cover Page (cut and paste the information)
 - Personal Introduction (cut and paste the information)
 - Professional Information (cut and paste the information, as well as upload your resume)
 - Prompt Essay (cut and paste, as well as upload the essay)
 - Philosophy of Education (cut and paste, as well as upload the philosophy)
3. Three **completed Disposition Rubrics** with positive recommendations (meaning, a score of 3.0 in all disposition areas) from MacMurray faculty members.
 - Please distribute the attached disposition rubric forms.
 - At least one recommendation must be from a member of the Education Department and at least one must be from outside Education Department; the third may be from either.
 - Faculty members should be asked to return the forms directly to the Education Department.
4. Successful completion of the **Illinois Basic Skills Examination** (register for the exam at www.icts.nesinc.com) as well a Survival Plus or “pass” level of Sign Communication Proficiency Interview (SCPI) for DHH majors.
5. A 2.5 Cumulative GPA
6. A minimum of ‘C’ in all classes related to major.
7. Meeting with faculty members of the Education Department if requested
8. Meeting with the Education Department Chair if requested

The completion of the application for Admission to Teacher Education represents your intention to continue in the Teacher Education Program at MacMurray College. However, it should be remembered that entrance into Teacher Education does not mean automatic entrance into the Clinical Experience phase. At the appropriate time, a separate application must be made for Clinical Experience. Criteria, as listed in the Teacher Education Program sequence, must be met if you are to continue as a teacher education candidate.

Clinical Practice Application

MacMurray College

No student will be allowed to register for Clinical Practice until they have submitted a Livetext digital application and the application has been approved by Education Department faculty.

Clinical Practice applications are reviewed at the end of each semester.

Approval for Clinical Practice Requires:

1. A completed **digital application** using Livetext. The application should include:
 - Expanded materials and information from the initial portfolio approved for application to the Education Department. Students **should not** create a new or separate portfolio for the Clinical Practice application.
 - One artifact for each of the Illinois Professional Teaching Standards (IPTS) 1-11 (see the attached list). This application also includes a FAQ sheet concerning how to address the IPTS standards in your portfolio.
2. Three **completed Disposition Rubrics** with positive recommendations (meaning, a score of 3.0 in all disposition areas) from MacMurray faculty members.
 - The forms attached to these application directions are Disposition Rubrics
 - Disposition rubrics should be distributed to faculty members in paper (not digital) format.
 - At least one referral must be from a member of the Education Department and at least one must be from outside Education Department, the third may be from either.
 - Faculty members should be asked to return the forms directly to the Education Department.
3. Successful completion of the **Content Area Test(s)** for your field
4. Successful completion of the Special Education General Curriculum Test (for Deaf and Hard of Hearing and Special Education majors)
5. A 2.5 Cumulative GPA
6. Completed background check via www.certifiedbackground.com
7. A minimum of a ‘C’ in all classes related to the major
8. Meeting with faculty members of the Education Department if requested
9. Meeting with the Education Department Chair if requested

Frequently Asked Questions (FAQs)

How Do I Address the IPTS Standards in My Digital Portfolio?

What is a Digital Portfolio?

A digital portfolio or e-portfolio is a collection of your best work (also called data, evidence, or artifacts) that demonstrates what you have learned while you are preparing to be a teacher in college. Depending on your area of expertise, these electronic files can be submitted in the form of Word or PDF files, video or audio clips, JPGs, etc. Think of your portfolio as a platform of self-expression that can be maintained dynamically over time to demonstrate your professional growth and development.

A professional portfolio is a purposeful collection of artifacts that exhibit a teacher candidate's efforts, progress and achievements. It is a summation of what you have learned, what you know, and what you can do. The MacMurray College Education Department uses the guidelines from the eleven Illinois Professional Teaching Standards (IPTS) as the criteria for selection of artifacts and a rubric based on the IPTS as the criteria for evaluating them. Additionally, students write brief essays demonstrating reflective thinking about the artifacts and the standards.

Students begin developing a professional portfolio their freshmen year. All students will be expected to submit a basic portfolio to obtain admission to the education department, another as part of the clinical experience application and their final portfolio for graduation. A digital portfolio using Livetext software is required. Livetext cds are available in the campus bookstore or students may register online at www.livetext.com.

What is an Artifact?

The artifacts you include depend on your area of expertise. Remember, an artifact is some sort of product you created during your college career that demonstrates your best work, not just a pile of papers or lesson plans.

Teacher candidates need to be selective when deciding which artifacts to include. More is not always better. Show your best work. You are trying to persuade people who do not know you that you are a competent beginning teacher, who is proficient in each of the 11 IPTS. As you decide which lesson plans or other artifacts to include in your portfolio think about the following:

- covering different subject areas, especially elementary teacher
- including interdisciplinary themes
- utilizing students' prior knowledge
- having students take responsibility for their learning and behavior
- meeting the needs of individual students
- using a variety of instructional strategies
- developing critical thinking and problem-solving skills
- incorporating instructional technology

- using a variety of assessment techniques

In addition, here is a sample list of artifacts you may want to consider including:

- Pictures from a trip abroad
- Your senior thesis
- Video clips of you teaching during field experience or internship experiences
- Certificates of achievement, participation and professional membership
- Exceptional/creative lesson plans and unit plans
- Reflective journal entries that describe transformational experiences encountered as you observed and participated in pre-service learning experiences.

What is a Reflective Essay?

In the context of your digital portfolio, the term ESSAY means, a BRIEF piece of writing that describes your artifact, explains how it matches the standard and justifies your choices. We are not expecting a dissertation, research paper or thesis.

The Reflective Essay should be brief, but concise and include four important parts; three of these respond to basic questions:

1. An introductory statement that refers to the standard you are addressing.
2. WHAT? Summarize/describe the artifact you are using and explain how it matches the standard. State the level of competency you achieved in this area of learning.
3. SO WHAT? Write a reflective statement that details what you learned when you were engaged in the development of this artifact or activity and how this example meets the standard.
4. NOW WHAT? Write a statement that addresses implications of your future learning needs in this area. How will you seek professional opportunities to grow in this area?

How is the Professional Portfolio assessed?

A team of instructors, supervisors, and school district personnel will examine your portfolio by requesting you to share it with them as reviewers. The team of reviewers use a scoring rubric based on the eleven IPTS to decide whether you have met the essence of the performance standards that students graduating from teacher education programs are expected to meet. The final assessment result (pass or fail) will be submitted to the education department faculty as well as you electronically.

You must receive a passing grade from the review team in order to be recommended for certification.

If there are deficiencies in specific standards, you will be notified and asked to improve the weak areas until you have shown proficiency. You will receive an incomplete for your clinical practice until you have successfully completed your portfolio. This incomplete must be completed before your degree and certification paperwork can be processed.