

P R E F A C E

Johnson C. Smith University appreciates your interest in our Teacher Education Program. We prepare teachers as reflective decision-makers for their multifaceted roles in today's schools. We are proud of our program and hope you will become a student in our program.

As a student interested in pursuing a career in teaching, you probably have many questions about the field. This handbook has been designed to introduce you to the Department of Education at Johnson C. Smith University, to acquaint you with information and policies involved with the many important phases of the Teacher Education Program, and to provide you with information to assist you with future educational planning.

This handbook has been developed from ideas and information received from Johnson C. Smith University colleagues and the North Carolina Department of Public Instruction. Our deep appreciation goes to those who have aided in developing the contents of this handbook. As the need arises and new policies, procedures, and programs are approved, those revisions will become a part of the handbook. If there are questions or concerns that are not addressed in the handbook, please contact your academic advisor.

Welcome to our Department.

Faculty and Staff
Department of Education
Johnson C. Smith University
Spring, 2003

GOALS OF THE DEPARTMENT OF EDUCATION

In order to accomplish its overall purpose, the Department of Education meets the individual needs of students and faculty by:

1. Providing quality education programs that produce teachers who are competent in their area of specialization, effective in professional and interpersonal skills, and well-prepared to continue their education at the graduate level and/or to enter related non-teaching careers in education and other fields.
2. Creating a physical environment and social and emotional climate that will assist students in developing attitudes, values, concepts, and personal qualities that are consistent with democratic principles.
3. Recruiting a faculty of the highest professional and personal qualities; maintaining and promoting their instructional competencies through an effective staff development program with the goal of improving teaching, educational theory, and practice through research and scholarly activities.

CONCEPTUAL FRAMEWORK

Revised Spring, 2003

TEACHERS AS REFLECTIVE DECISION-MAKERS IN MULTIFACETED ROLES: CONCEPTUAL FRAMEWORK FOR JCSU'S TEACHER EDUCATION PROGRAM

Organizing Principles of Program

A professional education unit's conceptual framework consists of the supporting rationale and organizing principles which guide the development of its curriculum, including the categorization of knowledge (*Standards, Procedures, and Policies for the Accreditation of Professional Education Units*, 1995). Johnson C. Smith University's Teacher Education Program's (TEP) rationale for being is reflected in its theme, "Teachers as Reflective Decision-Makers in Multifaceted Roles." The current theme is slightly modified from that adopted originally after an extended period of reflection and discussion by a committee made up of selected Unit and other faculty, along with University library and student representatives in the early 1990s. The theme emphasis has shifted from its initial focus on decision-making to the current focus on the reflective actions which should both precede decision-making, as in pre-planning, and follow the decision and its implementation. Reflection has been a part of the Unit's model since the model's inception as shown in its Decision-Making Model (see Figure 1).

The following set of organizing principles or belief statements were developed in committee and later adopted by the Teacher Education Program Unit in the early 1990s as they relate to the functions of schools, teachers, and teacher preparation programs. Minor refinements of that original document have been made as reflected below:

Schools

We believe that the functions of schools are multifaceted in that the schools are responsible for:

developing each student intellectually, emotionally, socially, physically, as well as academically. This development should consider each student's uniqueness---strengths and needs;

providing an environment in which the school, home, and community work as a team to ensure a safe and positive climate for teaching and learning;

servicing a number of social functions (transmitting skills, values and beliefs of cultures; preparing students for the world of work; caring for youth; and acting as agents for social change);

valuing and celebrating diversity;

fostering a love of learning, preparing students for life-long learning, and

contributing to all areas of life after graduation.

Teachers

We believe that a major function of teachers is to make decisions based on careful reflection as they individually and collectively are responsible for:

assuming a variety of roles – child advocate, curriculum/instructional designer and instructor, diagnostician, manager, master of content, and model;

working with co-workers, parents, and the community;

being professional educators who model and promote good communication skills, positive moral and ethical values, and good health habits; and

continuing their own learning.

Teacher Preparation

We believe that the teacher preparation program should be responsible for:

reflecting the beliefs of the faculty and making these beliefs evident throughout the program;

providing a framework to help students to develop their own beliefs about schools and teaching and to apply these beliefs to decisions about curriculum and instruction;

providing instruction and other experiences throughout the program which foster the development of competencies that teachers must possess to assume their multifaceted roles in schools; and

providing a physical environment and emotional climate supportive of a high quality teacher education program.

Mission Statement of JCSU's Teacher Education Program

With those sets of beliefs agreed upon, the Unit developed its statement of mission or purpose:

The mission of the Department of Education is to provide for the preparation of teachers for the public schools and other educational and service agencies in a complex, technological, and multicultural age.

The Unit's model reflects an eclectic philosophical base with elements of Dewey's and Goodlad's pragmatism, essentialism as reflected in its emphasis on development of certain specific basic skills, progressivism, and reconstructionism as reflected in the work of Rogers and Combs. These varied

philosophical elements are clearly reflected in the Unit's statements of beliefs. For example, when the Unit enunciates its belief that "...development should consider each student's uniqueness—strengths and needs," the phenomenological orientation related to reconstructionism is highlighted. The statement indicating that schools should prepare "...students for life-long learning, and contributing to areas of life after graduation" suggests the pragmatists' emphasis on the importance of process over an exclusive concern with end products. A social reconstructionist flavor is perhaps most clearly seen in the Unit's delineation of the Child Advocate role, where empowerment of the individual learner is a key goal. Finally, progressivist thought is reflected in the Unit's emphasis on the importance of cooperation between school and home.

The Case for Reflective Decision-Makers

The Unit's development and adoption of its decision-making model as central to the preparation of teachers was an important one, and is reflective of current research. Merseth (1991) indicated that teachers make hundreds of decisions on a daily basis. "Classrooms are busy places. Every day in every classroom in every school, teachers make decisions about their pupils' behavior, the success of their instruction, and the climate of their classroom" (Airasian, 1991, p.1). According to Bellon, Bellon, and Blank (1992), teachers who are expert in making instructional decisions have a positive influence on the quality of student learning. For Bennett (1995), teachers who function as effective decision makers in multicultural settings support development to the highest potential in the intellectual, social, and personal spheres of their students. Such teachers exhibit the necessary knowledge, attitudes, and behaviors to insure that opportunities offered in the classroom setting are equitable for all learners, that monocultural curriculums are appropriately adjusted, that students are supported in the development of some degree of intercultural competence, and that students become enabled to be agents for change both within the school environment and within their home communities.

Hunter (1979) defined teaching "... as the process of making and implementing decisions before, during, and after instruction, to increase the probability of learning" (p. 62). Westerman (1991), in her comparison of expert and novice teacher decision making, noted that among other factors novice teachers (student teachers in that study) tended to consider fewer factors in planning for instruction, were less flexible while teaching, and less reflective afterward. She concluded by stating that novice teachers could benefit from teacher education programs which assist them to develop systematic decision-making processes during both course work and in student teaching. Colton and Sparks-Langer (1993) reported promising results from their efforts at applying a framework which they designed to prepare student teachers for reflective decision-making.

In another study reported by Klimczak and Balli (1995), the authors compared novice and experienced teachers on instructional strategy selections made when content was stated to be either well structured or ill structured. No significant differences were found in the decisions reported by the two groups on the survey instrument utilized by these authors. Klimczak and Balli suggested the possibility that novice teachers have the ability to engage in more sophisticated decision-making than most teacher education programs give them credit for. Colton and Sparks-Langer (1993) offered two possible reasons for differences in the ability of novice and expert teachers to quickly think through a problem classroom situation, both of which are based on cognitive theory. First, expert teachers have more richly connected schemata related to the classroom than do novice teachers and this difference can impact the speed with which new experiences can be interpreted and understood. Secondly, experienced teachers have more

automatic scripts stored in memory, allowing them in contrast to novice teachers, to deal with “common” classroom occurrences without a great deal of conscious thought or expenditure of mental energy. “Common” classroom occurrences are as yet not common for the novice teacher.

Goodlad (1990) emphasized the role of the teacher, and thus teacher preparation programs, in issues beyond the classroom level when he spoke of teachers' roles in ensuring equitable access, evaluating alternative school structures, and devising ways of effecting needed changes in structure. Thus, teachers must be prepared to make sound professional decisions both within the classroom and beyond.

There is research evidence to support the effectiveness of some programs designed to improve preservice teachers' ability to make effective classroom decisions (Sparks-Langer, Simmons, Pasch, Colton, & Starko, 1990; Stoiber, 1991). Other programs have been less successful or experienced mixed results. Korthagen (1985) concluded that students who appeared predisposed to reflection were more likely to benefit from the reflection-based program he described than those less predisposed initially. Wedman, Martin, and Mahlios (1990) reported that though reflective teaching practices were exhibited more by their experimental group than their controls, the level of reflection was at a lower level than program planners desired. These latter researchers indicated further that expecting student teachers to internalize reflective thinking during the student teaching experience as was done in their research might be unrealistic. This latter research, along with that cited earlier by Westerman (1991) in particular, reinforce the Unit's resolve to teach its systematic decision-making process throughout the professional education component beginning with Education 230 Introduction to the Foundations of Education.

The decision-making model adopted by the Program is outlined in Figure 1. Its development was influenced by the work of a number of researchers (Pasch, Sparks-Langer, Gardner, Starko, & Moody, 1990; Spring, 1985; Swartz & Perkins, 1989; Wales & Nardi, 1984). The model lists the knowledge categories delineated by Unit faculty as necessary in preparing teachers for making effective decisions (“Teachers as Reflective Decision-Makers in Multifaceted Roles”). Such decisions may not always be judged as “right”, but because they are the result of a systematic approach to the decision-making thinking process whereby multiple options are considered and requisite knowledge bases routinely summoned to inform action, those decisions will more often be “right” than “wrong”. As final steps in the process, the professional decisions made and their outcomes are reflected upon and evaluated, and those evaluations then used to inform future actions.

Implicit in the Unit's Decision-making model is reflective action. Eby, Herrell, and Hicks (2002) indicated that reflective action involves one's ability to monitor her or his own behaviors, needs, and feelings and to learn from one's mistakes. These processes are clearest perhaps in steps 2 and 4 of the Unit's Decision-making model (Figure 1). Loughran (2002) discussed the relationship between reflection and experience and how that relationship is influenced by the time that the reflection occurs. That is, one's reflective action may be anticipatory as in the Unit's Step 2, retrospective as in the Unit's Step 4, or contemporaneous as in Step 3. Experience alone does not necessarily lead to learning; rather there needs to be the experience and then appropriate reflection on the experience. That is, the experience needs to be looked at from various vantage points, framed and reframed, and the new understandings, which follow those reflections allowed to influence future actions in appropriate ways.

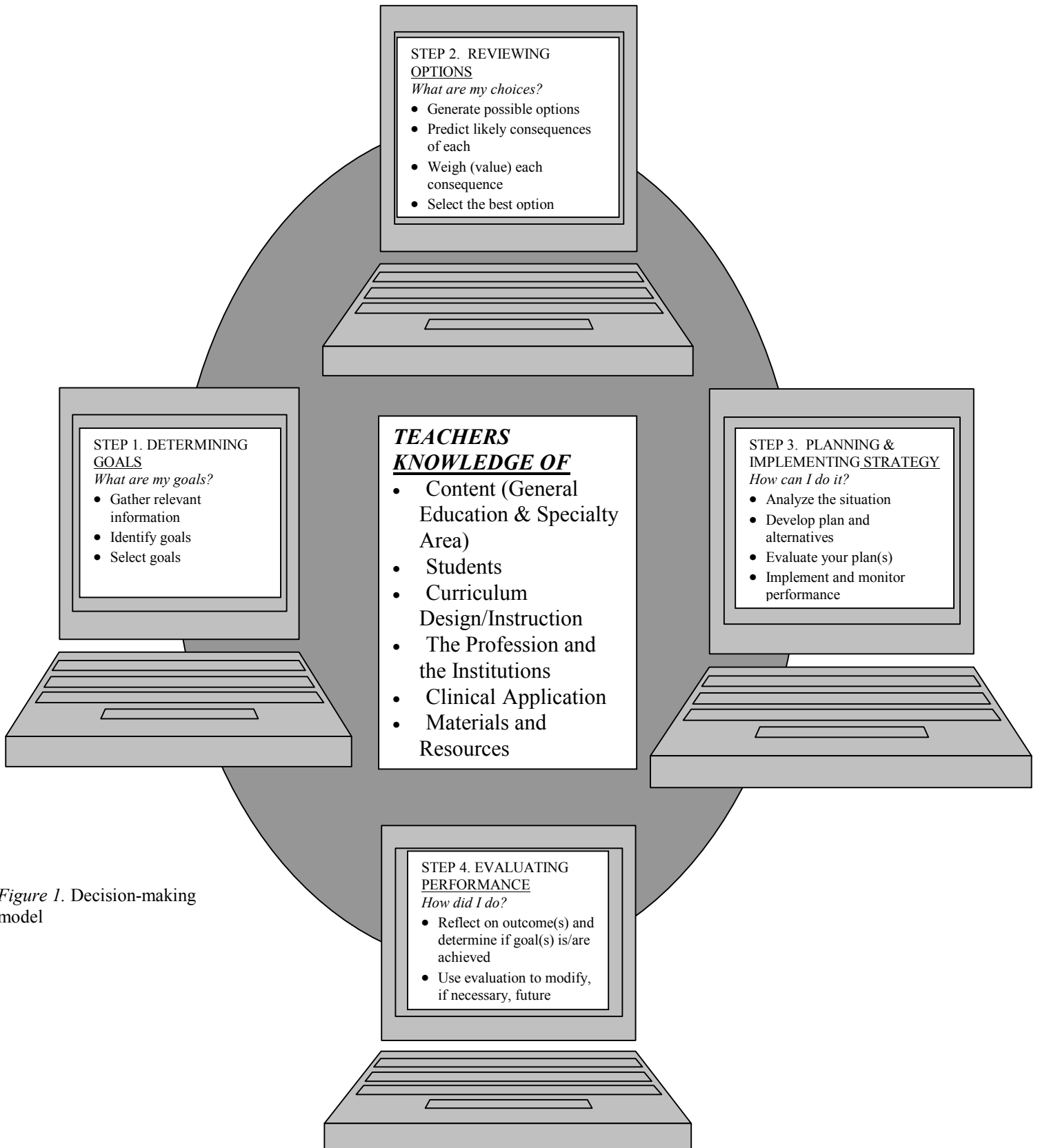


Figure 1. Decision-making model

Reflection has been an important component of licensure for teachers in the state of North Carolina. In its *North Carolina Performance-Based Licensure: Core Handbook* (North Carolina Department of Public Instruction, 2001), new teachers in the state were coached on how to become reflective practitioners. According to this state document which in 2002 is no longer part of the certification process, “reflection requires you to report and analyze your teaching practice, philosophy, and experience. It also requires you to understand why a lesson was productive or nonproductive.” (p. 25). Reflection is viewed as one component of Teacher Professionalism/Domain D of Praxis III’s Criteria for Assessing Beginning Teachers (Dwyer, 1993). Willis (2002), reporting on a conversation with psychologist James Stigler, reports Stigler’s view that one of the things teachers need to take away from professional development activities are the skills needed to analyze practice, others’ practices as well as the teacher’s own practices. Teacher candidates in the JCSU TEP have a number of field placements which, support their reporting on and analyzing their own practice and experiences, as well as the practices of others. Selected class activities prior to or in conjunction with field experiences encourage teacher candidates to monitor and analyze their own behaviors.

In the Unit’s view, effective decisions are both preceded and followed by reflective actions. These reflections for the reflective decision-maker are utilized to guide future actions. Since the Unit’s teacher candidates are being prepared to teach in varied contexts, no effort is made to provide specific “do’s” and “don’ts” which will always be “right.” Rather, the Unit faculty believes that teacher candidates need to be armed with reflective decision-making skills and the appropriate dispositions for their use. Such skills then may be used flexibly to meet the demands of any particular teaching context within which Unit graduates may ultimately find themselves. Unit teacher candidates are being prepared to utilize an extensive knowledge base about students, teaching-learning paradigms, etc. in the decision-making process. In an article focusing on delineating the learning outcomes appropriate for undergraduate psychology majors, McGovern, Furumoto, Halpern, Kimble, and McKeachie (1991) asserted regarding the knowledge base for those students, “the critical goal of teaching is to help students develop a conceptual framework that embraces relevant facts and concepts rather than isolated bits of knowledge, and to help them achieve a base for lifelong learning rather than a static, encyclopedic knowledge of the current state of the field” (p. 601). In this regard, desired learning outcomes for undergraduate psychology majors and undergraduate teachers candidates are congruent.

Knowledge Base of JCSU’s Teacher Education Program

According to James Stigler (Willis, 2002), a profession’s knowledge base allows improvement of that profession with the passage of time. The knowledge base helps define the profession. The professional education knowledge bases outlined by the Unit, in conjunction with the teacher candidates’ general education (Liberal Studies Program) and specialty studies knowledge bases, act to inform teaching practice. These knowledge bases and associated teacher roles are listed below (see also Figure 2):

- Knowledge of Students [Teacher as Child Advocate]
- Knowledge of Curriculum Design/Instruction [Teacher as Curriculum/
Instructional Designer and Instructor; Teacher as Diagnostician]
- Knowledge of the Profession and the Institutions [Teacher as Model]
- Knowledge of Clinical Application [Teacher as Manager]

For the role of Teacher as Master of Content, both the University’s general education process (Liberal Studies Program) and specialty studies courses provide the necessary content knowledge bases. For each selected teacher role, the Unit provides statements which define the knowledge, skills (abilities), and dispositions (attitudes) the Unit focuses on and assess related to that teaching role. Students’ developing competencies in these areas are encouraged and supported through Unit prescribed courses, fieldwork, and other learning experiences (see Figures 4.1-4.6). The student learning outcome statements are based on the premise that certain “factual” information (knowledge), skills, and attitudes are prerequisites to the development of well thought out decisions, decisions which because of the reflection which both preceded and followed them are more likely to yield desired outcomes for K-12 students. Student competencies related to the outcomes identified are assessed through class/course examinations, projects, and other activities and in the four levels of fieldwork, which make up the field component of the preparatory work for Unit teacher candidates.

**Knowledge Bases for General Education
(Master of Content)**

- Communications
- Humanities
- Social Sciences
- Mathematics
- Health Education
- Physical Education
- Modern Languages
- Natural Sciences
- Community Service
- Computer Literacy

**Knowledge Bases for Specialty Studies
(Master of Content)**

Each specialty (Elementary Education, English Education, Mathematics Education, Social Studies Education, Health Education, Physical Education, Music Education) includes knowledge of the discipline’s structure, skills, core concepts, ideas, values, facts, uses of technology for content, and methods of inquiry utilized in that discipline.

The Unit developed its knowledge base utilizing the work of a number of educational researchers including Shulman (1987), Cooper (1990), Dill (1990), Hunter (1979), Spodek & Saracho (1990), and Pasch et.al. (1990). Subsequent studies confirm (Behar-Horenstein, 1994; Cochran, DeRuiter, & King (1993); Colton & Sparks-Langer, 1993; Emporia State University, 1994; Hamill , Jantzen, & Bargerhuff, 1999; Shartrand, Weiss, Krider, & Lopez, 1997; Snell & Swanson, 2000), and in some cases extend on, the previously cited findings.

Knowledge Bases for Professional Education

		KNOWLEDGE OF CLINICAL APPLICATION (Manager)
		KNOWLEDGE OF THE PROFESSION AND THE INSTITUTION (Model)
KNOWLEDGE OF CURRICULUM DESIGN/ INSTRUCTION (Curriculum/Instructional Designer and Instructor) (Diagnostician)		School Organization School Law Community Resources Professional Ethics Philosophy of Education History of American Education Teacher Roles/ Responsibilities
KNOWLEDGE OF STUDENTS (Child Advocate)	Decision-Making Critical/Creative Thinking Curriculum Design Instructional Methods Learning Theories Educational Technology Measurements and Assessment Methods Human Growth and Development Materials and Resources	Classroom Management
Human Growth and Development Cultural Differences Exceptionalities Learning Theories		Human Relations

Figure 2. Knowledge Bases for JCSU Teacher Education Program

Shulman (1987) identified a minimum list of knowledge categories which, according to his research, form the knowledge bases of teaching. Those minimum areas and the Unit’s response are found in Table 1:

Table 1
Comparison of Shulman (1987) and Unit knowledge bases

Shulman’s Designations	JCSU’s Knowledge Base Response
Content Knowledge	Specialty studies knowledge base General education knowledge base
General pedagogical knowledge	Knowledge of curriculum design/instruction
Pedagogical content knowledge Curriculum knowledge	Specialty studies General education (Liberal Studies)
Knowledge of learners and their characteristics	Knowledge of students
Knowledge of educational contexts	Knowledge of the profession and the institutions Knowledge of clinical application
Knowledge of educational ends, purposes, and values	Knowledge of the profession and the institutions

The Unit’s inclusion of several and varied field experiences, enhanced by the reflective activities associated with those activities, are consistent with the description of pedagogical content knowing (PCKg) outlined by Cochran, DeRuiter, and King (1993). Pedagogical content knowing is an expansion of Shulman’s pedagogical content knowledge concept. PCKg, according to Cochran, DeRuiter, and King, is “a teacher’s integrated understanding of four components of pedagogy, subject matter content, student characteristics, and the environmental context of learning” (p. 266). Graduated field placements (responsibilities associated with the placement are gradually increased) allow teacher candidates to interact with students within real school contexts. The earliest placements focus on teacher candidates learning about the environmental context of learning, while later placements allow integration of that initial component with the other three.

Teacher Roles of Unit Model

As noted in the Unit’s statement of beliefs about schools, schools are viewed as having multifaceted functions. In order for schools to carry out these varied tasks, teachers in these schools must function in a number of different and sometimes overlapping roles (see Figure 3). The measured indicators associated with each role as outlined by the Unit appear in Figures 4.1 through 4.6. These indicators are related to program objectives outlined by the Unit after completion of a process which, included discussion of standards mandated by several Education professional groups. After aligning the groups’ various standards with the JCSU teacher roles and model, the Unit approved the adoption of the INTASC (Interstate New Teacher Assessment and Support Consortium) principles as Unit standards.

Table 2 contains the alignment between Institutional Standards/Program Outcomes and the TEP’s teacher roles:

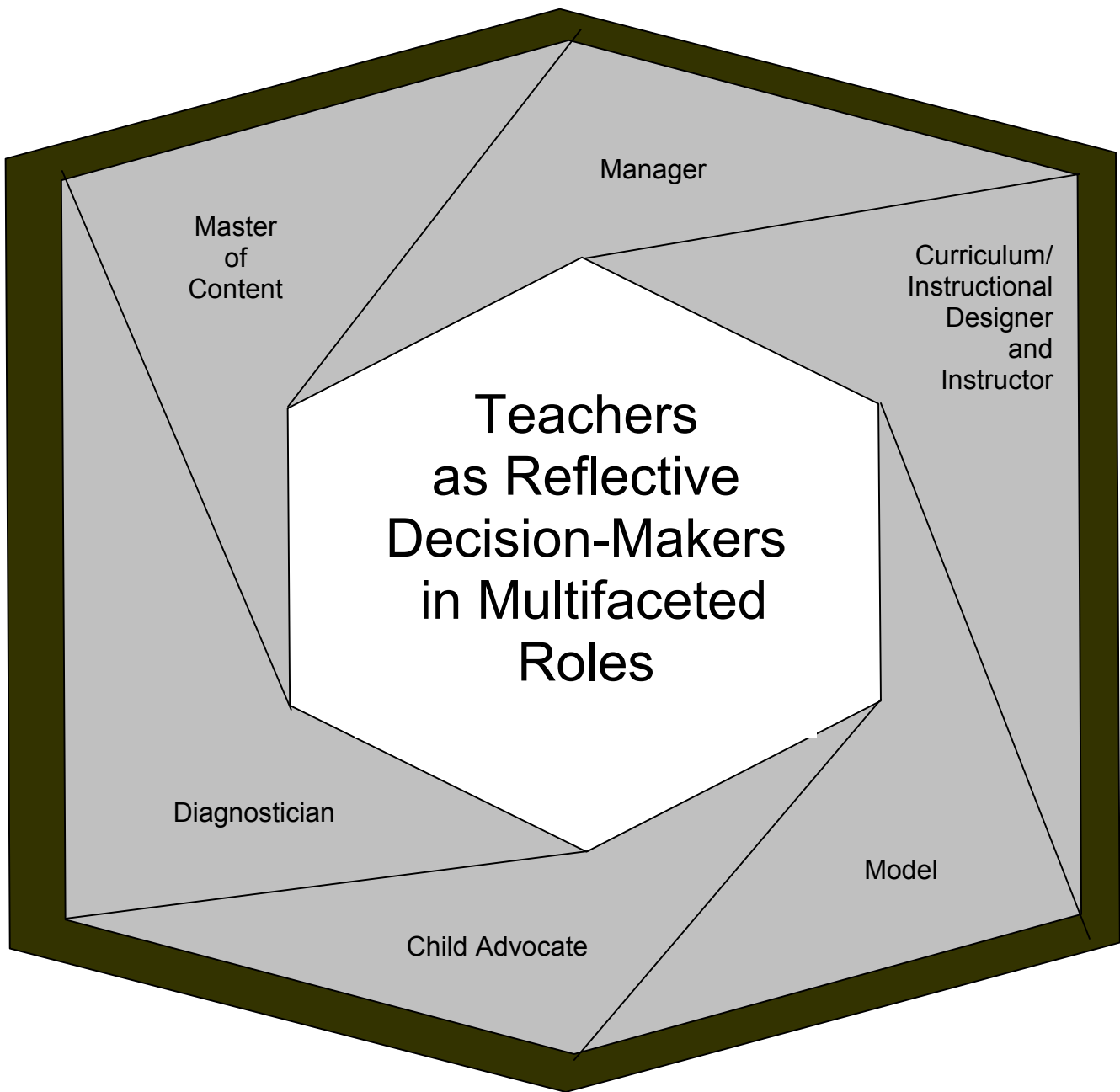


Figure 3. Unit Identified Teacher Roles

Table 2: Alignment of Institutional Standards/Program Outcomes and TEP teacher roles and strands

Institutional Standards/Program Outcomes	TEP teacher roles and Program Strands
<p>1. Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>Master of Content Learning Across the Curriculum Strand</p>
<p>2. Diverse learners The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>Child Advocate Curriculum/instructional designer and Instructor Diversity strand</p>
<p>3. Student development The teacher candidate understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.</p>	<p>Curriculum/instructional designer and Instructor Diagnostician</p>
<p>4. Multiple instructional strategies The teacher candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p>	<p>Curriculum/instructional designer and Instructor</p>
<p>5. Motivation and management The teacher candidate 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.</p>	<p>Manager</p>
<p>6. Communication and technology The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Model Curriculum/instructional designer and instructor Technology Strand Learning Across the Curriculum Strand</p>
<p>7. Planning The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>Curriculum/instructional designer and Instructor Master of Content</p>
<p>8. Assessment The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>Diagnostician Child Advocate</p>
<p>9. Reflective practice: Professional development</p>	<p>Model</p>

The teacher candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.	All roles as Reflective Decision Maker
10. School and community involvement The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	Child Advocate Service Learning Strand

The various teacher roles as defined by the Unit are described in more detail in the following pages:

Teacher as Child Advocate

Teachers must be advocates for the welfare of children, both within the classroom and outside of it. If the organization of the school or the grouping for reading within the classroom is not benefiting children or groups of children for example, then the teacher in the child advocacy role seeks to find the source(s) of the problem and resolves it. Kurth-Schai (1991) goes a step further and calls for teachers, acting in the role of youth advocates, to move beyond their own advocacy role and work to empower students to become advocates for themselves.

All components of the decision-making model adopted by the Unit are involved in this child advocacy role, from determining appropriate goals in a particular situation for the individual learner to evaluating the outcome of one's instructional strategy. Teachers are morally obligated to ensure the best possible education for all children and youth. Teacher candidates should be taught how to bring about changes in curriculum, school organization, etc., when necessary, to reach the goal of the best education possible for each child (Goodlad, 1990; Kurth-Schai, 1991; Villegas & Lucas, 2002).

Hilliard (1991) raised serious questions about whether American society really has the will to educate all of its children. He questioned whether many educators expect too little of their students, thereby failing to release the genius which he sees as common rather than uncommon among the masses. This author champions the advocacy role for teachers both in regard to the students with whom they work and in relation to the communities, which they serve.

Teachers serving as child advocates are educators who embrace the basic tenets associated with multicultural education. These teachers are knowledgeable of the diversity of their classrooms and neighborhoods and work to be sensitive to the differences reflected in those classrooms and school settings. Teachers' demonstrated knowledge of and sensitivity to cultural, racial, ethnic, religious, gender, sexual orientation, demographic, socioeconomic status and exceptionalities model for observant students attitudes and behaviors which are desired in students. In their article, Koerner and Hulsebosch (1996) outline guiding principles for their efforts to prepare teachers to demonstrate respect for differences in the classroom. These authors indicate their belief that teachers are morally obligated to fight discrimination and that the central importance of honoring parent-child relationships should guide classroom practice. These authors contend that teachers or others professing to be for children can not be against the families of those children. Classroom activities and displays should therefore reflect the diversity in families and society according to Koerner and Hulsebosch.

Caring on the part of teachers is seen as a central component of effective teaching, according to Rogers and Webb (1991). Teacher caring is seen as the cornerstone upon which thoughtful moral and educational decisions are made. In the caring model of teacher education proposed by these authors, preservice teachers are provided caring faculty and field-based models. According to Weis (2002), the culture of caring which is the object of MOFET institutions in Israel is predicated on the belief that such attitudes in students may develop from experiences in which the student is the object of others' caring and from engagement in activities/deeds in which the student demonstrates caring for others. This latter point is related to JCSU's Unit strand of Service Learning. Teacher tasks such as the development of lesson plans and behavioral objectives or the selection and use of classroom management techniques are but a few of the teacher behaviors which should be clearly examined by teacher candidates in light of their impact on youngsters (see Figure 4.1). Teacher caring and personal ethics are cited as part of the professional knowledge base for reflective teachers by Colton and Sparks-Langer (1993).

Teacher as Curriculum/Instructional Designer and Instructor

Teachers need a thorough familiarity with the curriculum, which they are expected to teach, both the curriculum which is provided for them and that which their knowledge base indicates to be appropriate for individuals with the developmental levels represented in their classrooms. The importance of teachers' involvement as creative decision makers in curriculum decisions is championed by Bozik (1990). Further, Spring (1985) emphasized the importance of metacognitive skills use by teachers as they decide both what to teach and how to teach. Metacognition, thinking about one's own thinking processes, is a reflective action.

Only when subject matter mastery is combined with expertise in curriculum and instructional design will the teacher be able to design instructional strategies most appropriate for the individual characteristics of students. Flexibility in curriculum or instructional design is unlikely to occur with individuals who are uncomfortable with the subject matter at hand. Only teachers who know and understand the curriculum and who can plan appropriate and varied instructional strategies are the true professionals (see Figure 4.2). Such professionals differ from those teacher technicians who mechanically follow directions provided in teacher's guides supplied by textbook publishers (Duffy & Roehler, 1989; Westerman, 1991).

Subject matter mastery in today's technologically rich environment must be combined with the appropriate selection and use of educational technology, again another opportunity for professional decision-making related to enhancement of learning opportunities for students. Additional uses of technology are those related to professional productivity, information access, collaboration and communication (Newby, Stepich, Lehman, & Russell, 1996).

Teacher as Diagnostician

The teacher's role as diagnostician has been documented in several studies (Caldenhead & Todd, n.d.; Colbert, 1978). In instructional planning, some of the decisions which must be made are, "Where do I start?", "Should I reteach this concept?", and "Should I continue on to a new topic?" Such decisions should be based on an assessment of individual class members' knowledge. What students know or do not know already is critical to instructional planning. Teachers need to know and utilize a number of different tools for this diagnostic work, both formal and informal assessment methods, and traditional and

authentic/performance strategies (Airasian, 1991). Herman, Aschbacher & Winters (1992) discussed the employment of assessment data in providing diagnostic feedback, motivating performance and communicating progress to others. Multiple measures of outcome are championed by Nichols (1991) as a way to increase the reliability of educational assessments. Student outcome assessments in the cognitive (thinking and analyzing), affective (attitudes or feelings), and psychomotor (skills/performance) domains are suggested as appropriate (see Figure 4.3).

In the decision-making model described earlier in Figure 1, steps 2 (Reviewing Options) and 3 (Planning and Implementing Strategy) are involved in carrying out this diagnostic role. The available options reviewed in Step 2 will depend on the assessed skill levels of the students as well as the resources available, etc. An analysis of all relevant factors must precede the development of the selected plan (Step 3) and the alternative solutions. Diagnostic information once obtained should be followed by appropriate action(s).

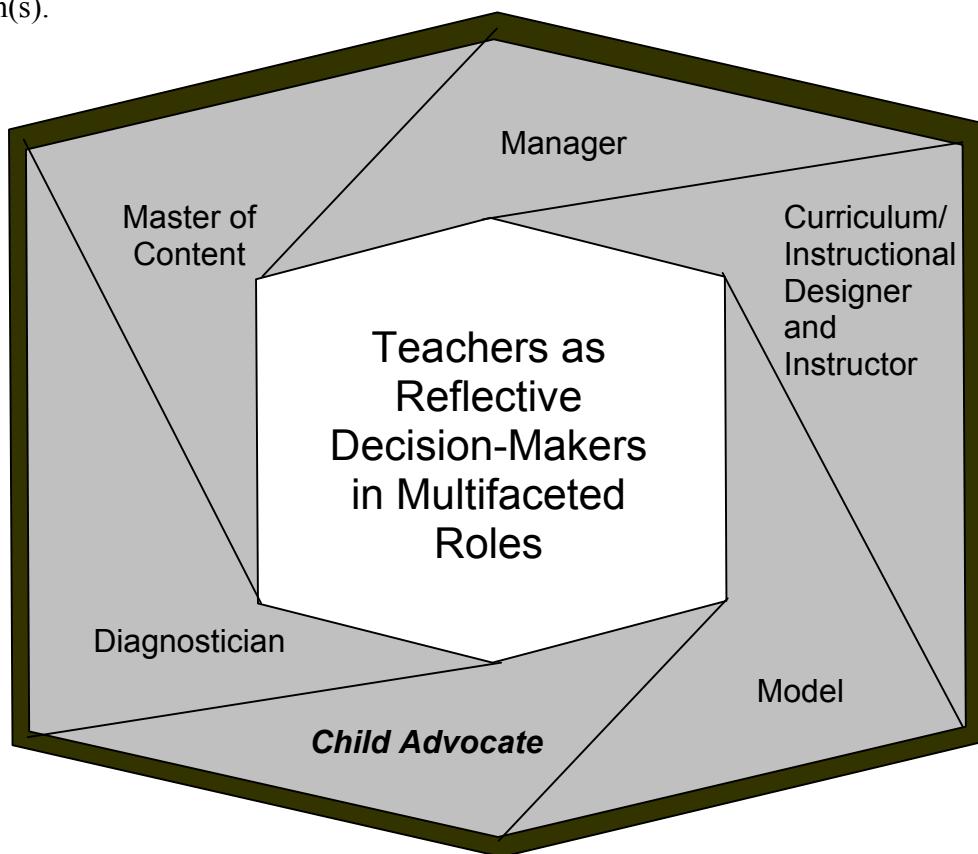


Figure 4.1. Teachers as reflective decision-makers in the **child advocate** role

- Has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction
- Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests

- Accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing
- Disposed to use student' strengths as a basis for growth, and their errors as an opportunity for learning
- Can identify when and how to access appropriate services or resources to meet exceptional learning needs
- Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs
- Varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students
- Values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning
- Believes that plans must be open to adjustment and revision based on student needs and changing circumstances
- Plans for learning opportunities that recognize and address variation in learning styles and performance modes
- Understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality privacy, appropriate treatment of students, reporting in situations related to possible child abuse)
- Respects the privacy of students and confidentiality of information
- Acts as an advocate for students

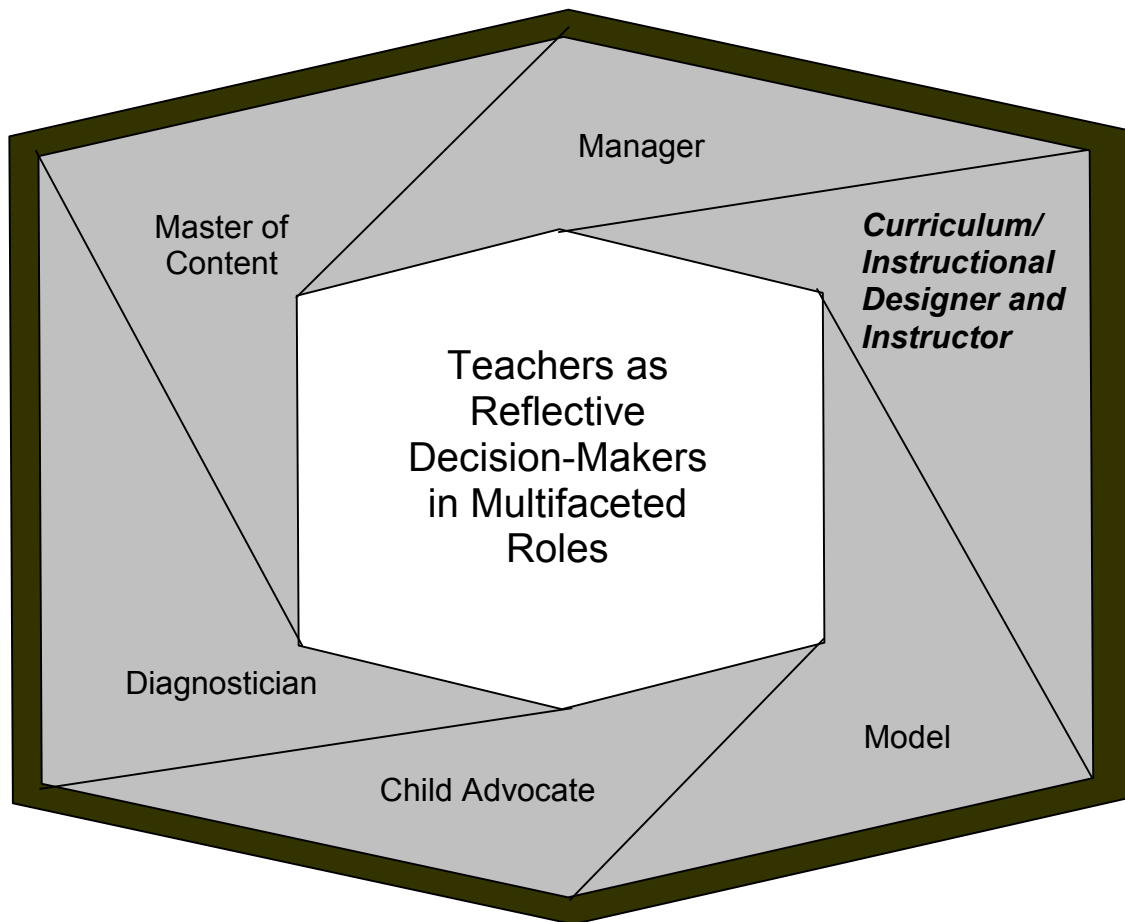


Figure 4.2. Teachers as reflective decision-makers in the **curriculum/instructional designer and instructor** role

- Can represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts
- Understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning
- Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources
- Varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals
- Knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities
- Knows when and how to adjust plans based on student responses and other contingencies
- Believes that plans must be open to adjustment and revision based on student needs and changing circumstances
- Plans for learning opportunities that recognize and address variation in learning styles and performance modes
- Values ongoing assessment as essential to the instructional process and recognizes that many

different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning

- Understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them
- Uses classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice

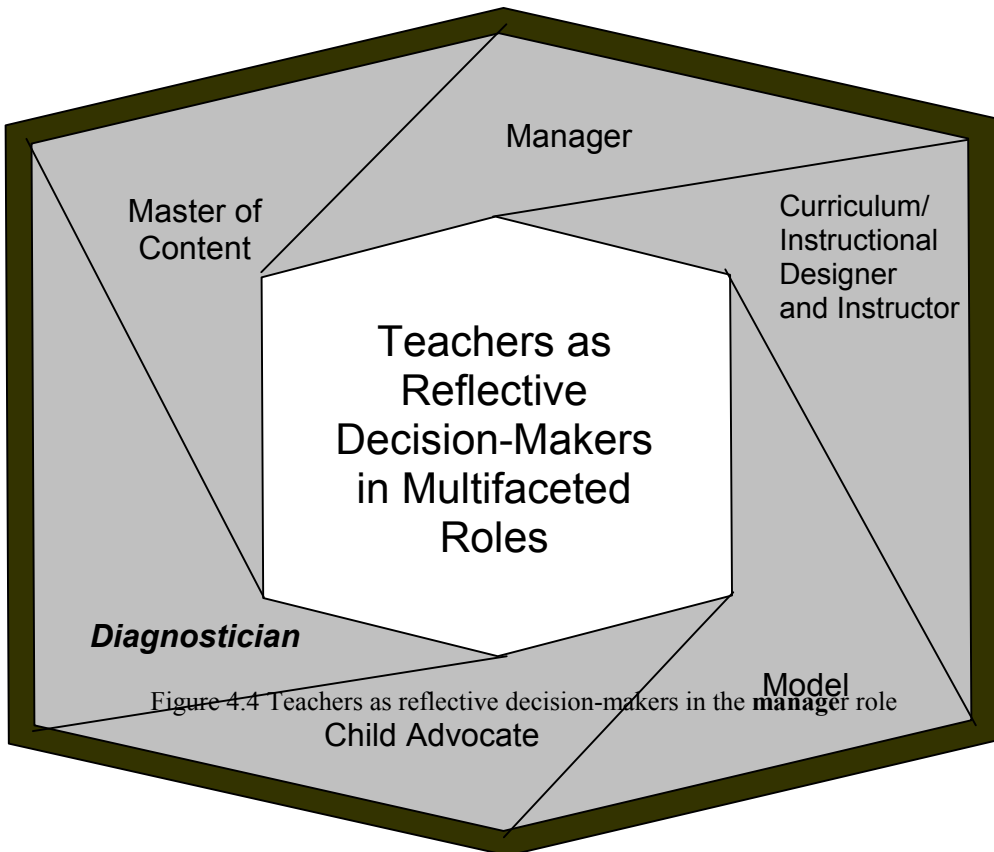


Figure 4.4 Teachers as reflective decision-makers in the **manager** role

Figure 4.3. Teachers as reflective decision-makers in the **diagnostician** role

- Understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development
- Values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning
- Uses classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice

Teacher as Manager

Teachers manage time, people, and resources -- not an easy task, especially when the tasks must be done simultaneously! But if the management function is not well done, the resulting classroom environment will not be conducive to learning (Billups & Rauth, 1987). Doyle (1986) views the role of teacher as manager in a much broader sense than those who equate management responsibilities with the ability to maintain discipline alone. Teacher actions should not only sustain order in the classroom environment, but create environments which foster the development and maintenance of order. Success in the management role is viewed as a result of teacher understandings regarding the most appropriate arrangement of events within the classroom and the accompanying possession of skills, which allow for the appropriate monitoring and guidance of classroom activities (see Figure 4.4).

Some would suggest that classroom management today is even more important than in earlier time periods given the challenges teachers face today. Gone are the days when chewing gum, talking in class, and not staying in line were major discipline problems. Today, management issues are more likely related to assaults, harassment, and other forms of violence, followed closely by the consequences of illegal drug use and sexual experimentation at early ages.

Creating positive learning environments for students is not limited to providing a productive climate for academic achievement. Teachers must also foster student satisfaction with the classroom experience (Brainard, 2001). Effective classroom management begins with relating to students in positive ways, that is respecting the dignity and worth of each student.

According to Woody (2001), “management” implies pro-action on the part of the teacher through planning, organization, and anticipation of problems. Thus continuous reflection on attitudes, behaviors, and practices is necessary. Teachers in such processes need to evaluate not only the typical academic outcome measures, but students’ psychosocial characteristics as well.

Weber (1990) found that effective teachers differentiate successfully between problems, which are instructional, requiring instructional solutions and those which are managerial, requiring managerial solutions. The former, if not recognized and attended to, may appear in masked form later as managerial problems.

All of these factors speak to the need for a purposeful, structured management plan. Such a system can increase “time-on-task” in the class period, facilitate the development of self-control and responsibility in students, and provide some protection of the teacher from legal liability (Gordon, 2001). Most importantly, such plans can ameliorate some of the societal problems that are often manifested in today’s classroom.

Teacher as Master of Content

Teachers must be masters of the content, which they teach. How can any individual successfully teach others what they themselves do not understand? A teacher's knowledge should be both broad and deep. Students must be able to make practical application of their knowledge as well as have an understanding of it on a theoretical level. One characteristic of effective teachers according to Billups and

Rauth (1987) and Cooper (1990) is their ability to demonstrate subject matter mastery.

Feiman-Nemser and Parker (1990) decried the lack of attention to the subject matter knowledge of beginning teachers found in many programs. In their research on conversations between mentor and novice teachers, these researchers concluded that subject matter knowledge really permeates the various tasks involved in teaching. A strong knowledge base relates not only to "narrow" discipline related knowledge, but to general knowledge as well (Spodek & Saracho, 1990). For effective instruction, subject matter knowledge must then be combined with knowledge of the curriculum, knowledge of students, consideration of the particular contexts within which teaching-learning occurs, and general information about pedagogy (see Figure 4.5).

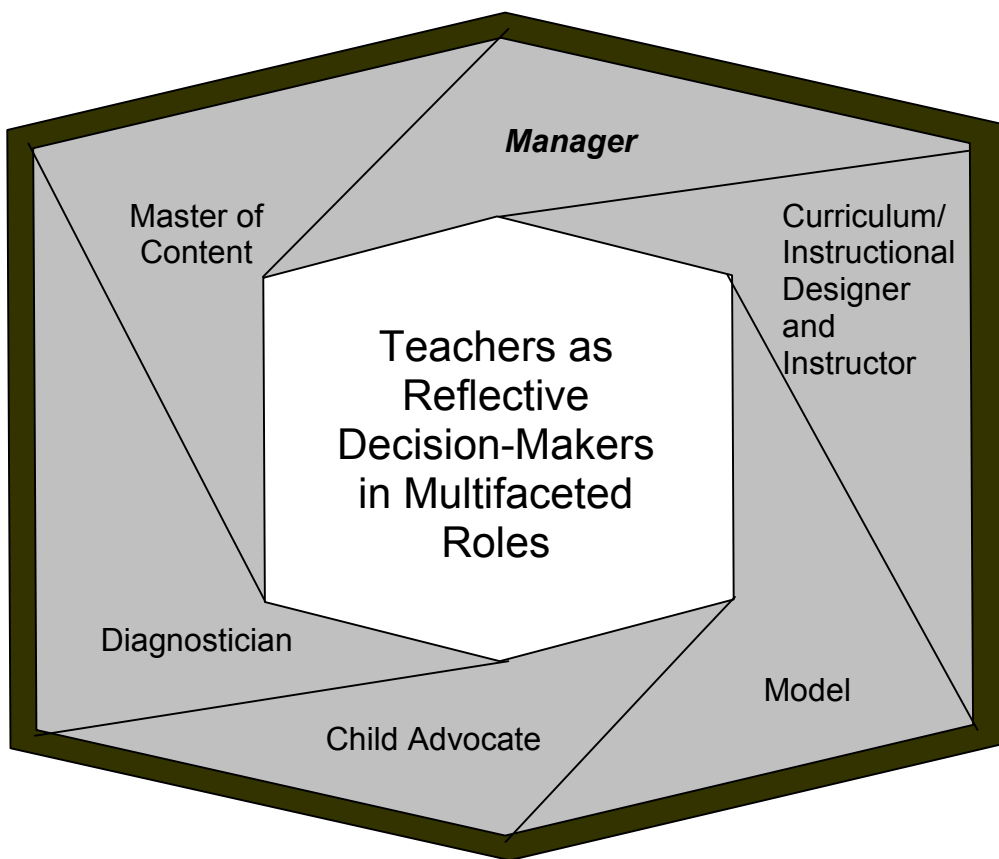


Figure 4.4. Teachers as reflective decision-makers in the **manager** role

- Understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals
- Knows when and how to adjust plans based on student responses and other contingencies

- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues

Teacher as Model

Teachers, by their very position, are frequently viewed as models for living and learning by their students. Their interactions with students, other teachers and staff in the school, and with parents should model appropriate interaction strategies for observant students (see Figure 4.6). Teachers' physical appearance and habits, such as smoking or the use of profane language, also may serve as models to some students. Both negative and positive teacher behaviors can serve as models for individual students. Colin (1993) reported this phenomenon among medical students, suggesting that the negative can have a dramatic impact on students' learning what behaviors to avoid.

Teachers' interest in and enthusiasm for the subject matter is another area where modeling is important. Students are unlikely to take an interest in difficult work if the teacher seems uninspired or bored. Similarly, Breitborde (1996) describes her experience that teaching goals aimed at sustaining classroom community are unlikely to be achieved if the teachers in those classrooms do not themselves have the relevant attitudes and skills, and even further that these same teachers believe that they are responsible for teaching the relevant skills to the students they work with beginning with the opening day of the school term.

Goodlad (1990) emphasized the importance of teacher education faculty modeling for teacher candidates what they will be expected to do as teachers. Thus teacher educators are called upon to jointly plan the different teaching methods, etc. which their students will be exposed to during their preparation period, thus providing models of various effective instructional strategies. Rogers and Webb (1991) called on teachers to be models of caring, and in so doing, fostering the same behaviors in observant students. Rogers and Webb go further and suggest that caring is a central element in achieving effectiveness in the classroom. Dwyer (1993) in an article describing how the Educational Testing Service addressed issues of equity and diversity in developing *The Praxis Series: Professional Assessments for Beginning Teachers*, indicated the role model expectation for teachers as that role is related to observations of fairness when issues of race, gender, and exceptionalities are involved.

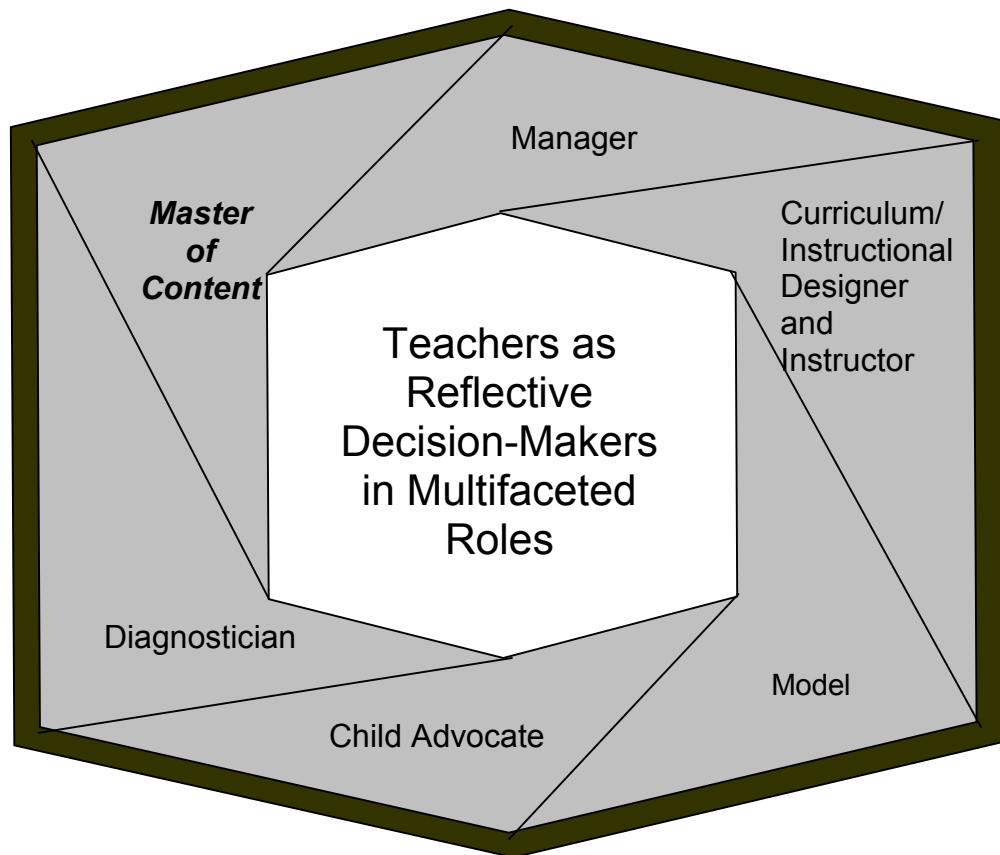


Figure 4.5. Teachers as reflective decision-makers in **the master of content** role

- Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline he/she teaches
- Has enthusiasm for the discipline(s) s/he teaches and sees connections to ever day life
- Can represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts

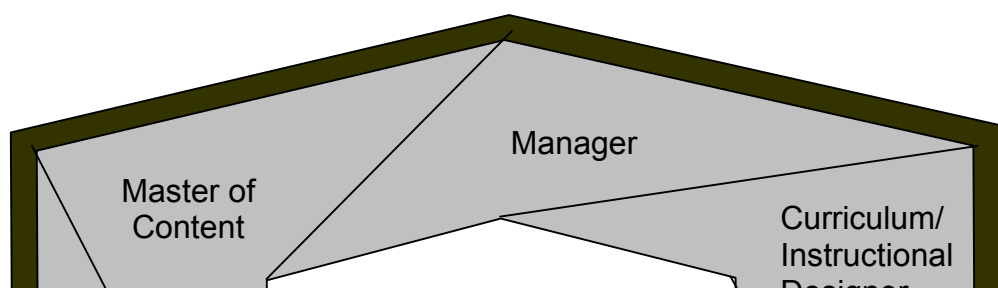


Figure 4.6. Teachers as reflective decision-makers in the **model** role

- Has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life
- Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests
- Knows about and can use effective verbal, nonverbal, and media communication techniques
- Is a thoughtful and responsive listener
- Willing to give and receive help

Four Program Strands

As previously stated, the statements of belief and the statement of mission of the Unit informed the development of the Unit's theme, "Teachers as Reflective Decision-Makers in Multifaceted Roles." The conceptual framework presented by the Unit in its 1992 NCATE document has undergone some revision, as the Department of Education approved the infusion of the following four knowledge strands in Unit courses and other learning experiences – 1) Diversity, 2) Technology, 3) Learning Across the Curriculum components and 4) Service Learning (see Figure 5). The first three strands were added to the Program shortly after preparation of the 1992 NCATE document and were program components at the time of the 1992 review. Service learning was added as the fourth Program theme in Fall 2000. This last addition was the result of the Unit's assessment that its preparation of prospective teachers as child advocates needed strengthening. As a result of the implementation of this last strand, all students in the Teacher Education Program are involved in two to three service learning experiences during their program preparation period.

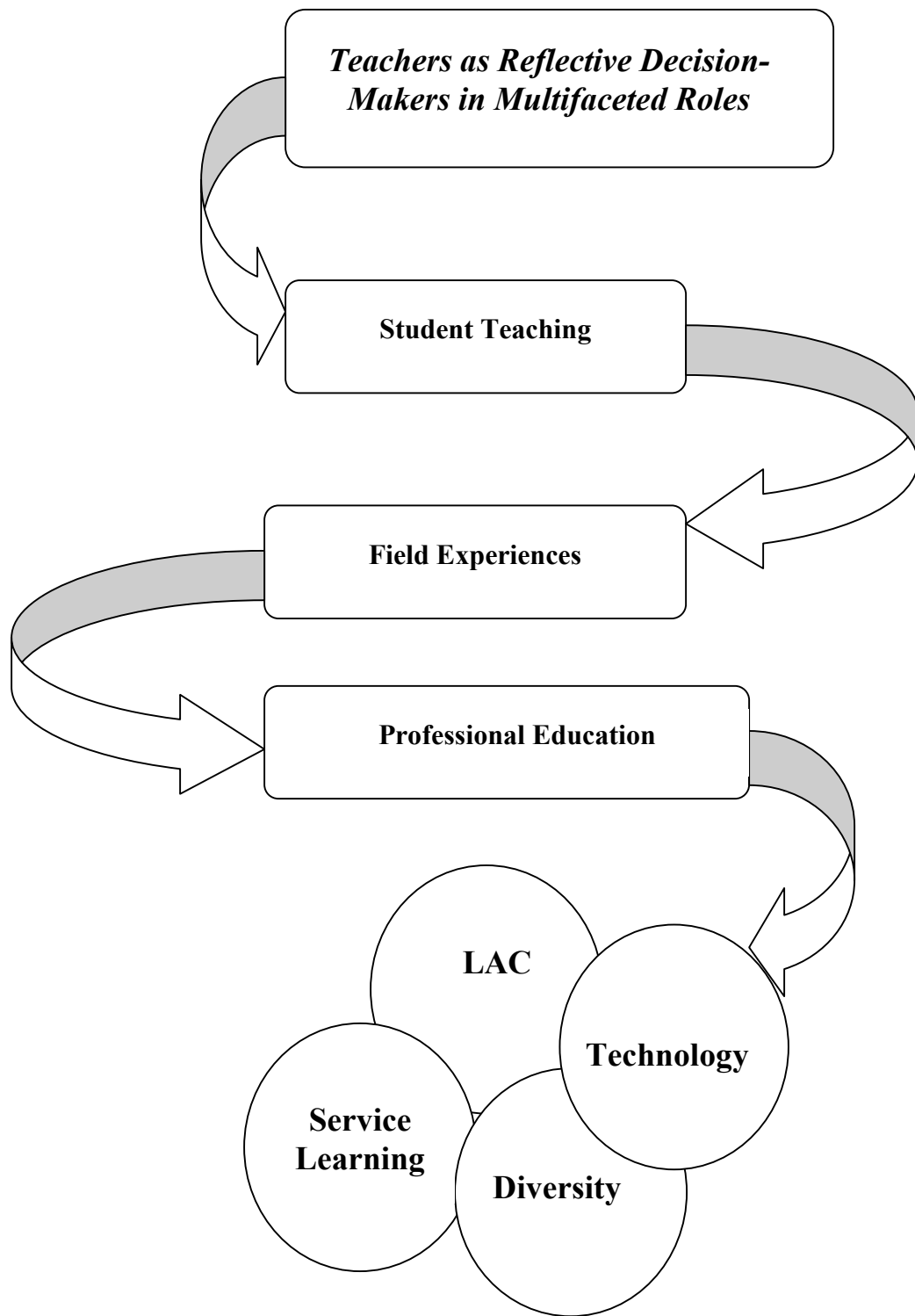


Figure 5. The Relationship of Program Strands to Unit Components
Service Learning Strand

Service learning relates to activities, which combine or tie together service activities and classroom learning objectives. Benefits to students proposed for such approaches include the promotion of personal, social, and intellectual growth, and also citizenship development (Lyday, Swick, & Winecoff, 1999). “Service learning is a culturally relevant pedagogical tool that can be used to construct sensitive and caring teachers capable of and willing to make decisions within the context of a political democracy.” (Levesque & Prosser, 1996, p. 332)

Diversity Strand

The Unit continues to believe that in order to be effective, teachers must be knowledgeable of the multicultural nature of their classrooms and neighborhoods, consistently working to be sensitive to the differences reflected in those classrooms and school settings. Teachers’ demonstrated knowledge of and sensitivity to cultural, racial, ethnic, religious, gender, sexual orientation, demographic, socioeconomic status differences and to learner exceptionalities provide appropriate examples of attitudes and behaviors which if modeled will prepare students to live in a pluralistic society (Trawick-Smith, 1997). For as Banks (1997) has indicated, students need to be prepared “...to function within and across other microcultures in their society, within the national macroculture, and within the world community.” (p. 8)

Villegas and Lucas (2002) describe six characteristics of culturally responsive teachers. Such teachers, according to these authors, (1) are socioculturally conscious, conscious that there are various ways of interpreting reality and that these differing ways are in part a result of an individual’s place in the social order; (2) have affirming views of students, including those from diverse backgrounds; (3) accept responsibility for and feel themselves capable of facilitating change within the school and broader educational environment, (4) are aware of how learners, including themselves, construct meaning and are capable of promoting that process in learners; (5) are knowledgeable about the lives of the learners with whom they interact; and (6) are capable of and willing to use knowledge of students’ lives in designing the instruction characterizing their classroom. The authors conclude that obtaining all of these skills is unrealistic for preservice teachers. Rather teacher candidates should be expected to leave their program with a vision of what culturally responsive teaching is and what such teachers do, and be able to demonstrate the ability, though at an initial level, to design instruction for particular students within a specified context.

Technology Strand

The third strand identified by the Unit as requiring a sustained focus and which has been infused throughout Unit courses and other learning experiences is technology. The inclusion of technology as a strand was influenced by several different factors, including a mandate by the state of North Carolina that all of the state’s teachers demonstrate specific technology competencies by Spring, 1998 and the Unit’s observations of the rapidly changing technological environment of today’s workplaces. Technology competencies identified as important are those related to professional productivity, information access, collaboration and communication as noted by Newby, Stepich, Lehman, & Russell (1996). Roblyer and Edwards (2000) discussed five elements of their rationale for the use of technology in education. Included among the five were the unique instructional capabilities of technology, including the ability to easily track learner progress (Teacher as Diagnostician), the use of technology in supporting new instructional approaches such as cooperative learning (Teacher as Curriculum/Instructional Designer and Instructor),

increased teacher productivity (Teacher as Manager), and the use of technology in preparing students with the required skills for an information age (Teacher as Child Advocate). The implementation of this strand has been greatly enhanced by the University's investment in infrastructure hardware and JCSU becoming the first HBCU "ThinkPad" University in Fall 2000.

Learning Across the Curriculum Strand

The final strand, the Unit's emphasis on reading/writing/thinking/speaking/quantitative reasoning is a continuation into Unit courses of a general education thrust begun by the University's faculty, effective with students entering in Fall, 1989. Faculty adoption of its Writing Across the Curriculum Program (now Learning Across the Curriculum) was associated with the addition of several key graduation requirements. The general education skills making up the program are viewed by the Unit as so central to the educational process that the skills have now become key components, threaded throughout the Unit's program. Though not all current Unit courses are designated as "W" (Learning Across the Curriculum courses), all Unit courses do contain some activities consistent with that designation including quantitative reasoning where applicable.

Unit's Assessment System

Evolving from the Unit's conceptual framework described above, an assessment system was developed. For each of the Unit's program objectives, knowledge, disposition, and performance indicators were selected (see Table 3). The Unit's institutional standards/program outcomes are synonymous with those from INTASC, and are aligned as well with standards from the North Carolina Department of Public Instruction (DPI), NCATE (National Council for Accreditation of Teacher Education) and NBPTS (National Board of Professional Teaching Standards).

**Table 3:
Alignment of Institutional Standards/Program Outcomes and Assessment Indicators**

Institutional Standards/Program Outcomes	Indicators to be Evaluated
<p>1. Content knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. <p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate has enthusiasm for the discipline(s) she/he teaches and sees connections to everyday life. <p>Skill</p> <ul style="list-style-type: none"> The teacher candidate can represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts.
<p>2. Diverse learners The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate has a well grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students’ experiences, cultures, and community resources into instruction. <p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. <p>Skill</p> <ul style="list-style-type: none"> The teacher candidate can identify when and how to access appropriate services or resources to meet exceptional learning needs.
<p>3. Student development The teacher candidate understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind-and knows how to use instructional strategies that promote student learning. <p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate is disposed to use students’ strengths as a basis of growth, and their errors as an opportunity for learning.

	<p>Skill</p> <ul style="list-style-type: none"> The teacher candidate accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
<p>4. Multiple instructional strategies The teacher candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources). <p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. <p>Skill</p> <ul style="list-style-type: none"> The teacher candidate varies in his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
<p>5. Motivation and management The teacher candidate 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.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. <p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. <p>Skill</p> <ul style="list-style-type: none"> The teacher candidate organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
<p>6. Communication and technology The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate knows about and can use effective verbal, nonverbal, and media communication techniques.

<p>inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate is a thoughtful and responsive listener. <p>Skill</p> <ul style="list-style-type: none"> The teacher candidate knows how to use a variety of media.
<p>7. Planning The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate knows when and how to adjust plans based on student responses and other contingencies. <p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate believes that plans must always be open to adjustment and revision based on students' needs and changing circumstances. <p>Skill</p> <ul style="list-style-type: none"> The teacher candidate plans for learning opportunities that recognize and address variation in learning styles and performance modes.
<p>8. Assessment The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. <p>Disposition</p> <ul style="list-style-type: none"> The teacher candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. <p>Skill</p> <ul style="list-style-type: none"> The teacher candidate maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
<p>9. Reflective practice: Professional development The teacher candidate is a reflective practitioner who continually evaluates the</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The teacher candidate understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for

<p>effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.</p>	<p>reflecting on his/her practice, its influence on students' growth and learning, and the complex interactions between them.</p> <p>Disposition</p> <ul style="list-style-type: none"> • The teacher candidate is willing to give and receive help. <p>Skill</p> <ul style="list-style-type: none"> • The teacher candidate uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
<p>10. School and community involvement The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The teacher candidate understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). <p>Disposition</p> <ul style="list-style-type: none"> • The teacher candidate respects the privacy of students and confidentiality of information. <p>Skill</p> <ul style="list-style-type: none"> • The teacher candidate acts as an advocate for students.

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Overview of Teacher Education Programs

The Teacher Education Program offers majors leading to the baccalaureate degree and teacher certification in elementary education (K-6); mathematics, English and social studies at the secondary level (9-12); and, health, and physical education in special areas (K-12).

The primary emphasis of the Elementary Education Program is the preparation of teachers for grades (K-6). The program focus is on developmentally appropriate practice for teaching elementary school children. The Elementary Education Program places emphasis upon pedagogy and subject matter competencies for prospective elementary teachers in the content areas of language arts, social studies, mathematics, and science. Students must pursue concentrated studies (9 semester hours) in one of these areas.

The secondary education programs offer students specialization in mathematics, social studies and English. Special area programs offer students specializations in health education, and physical education.

The teacher education programs at Johnson C. Smith University include three (3) major components of preparation. These three (3) components are liberal studies, professional education, and specialty studies.

The liberal studies component is designed to enable each student to acquire a broad and substantial foundation in the major fields of knowledge in liberal arts. Consequently, the liberal studies program provides a solid foundation for the prospective teacher. The liberal studies core curriculum is required of all students attending Johnson C. Smith University.

The professional education component includes courses related to the teaching profession, and to teaching and learning. Segments dealing with the teaching profession include courses in the history and philosophy of education and the nature of schools in society. Those courses dealing with teaching and learning include psychology, human growth and development, learning theory, and methods of teaching. Early field experiences, the junior practicum and student teaching lead to full participation in roles of teachers.

The specialty component in teacher education is the subject content area. Students preparing to teach at the elementary level specialize in elementary education. Students preparing to teach at the secondary level may specialize in mathematics, English, or social studies. Students majoring in the special areas may specialize in health education, or physical education.

ADMISSION TO TEACHER EDUCATION

During the second semester of the sophomore year, students may apply for admission to the Teacher Education Program. The General Requirements for admission to Teacher Education include the following:

1. completed forty-five (45) semester hours with a cumulative grade point average of at least 2.5;
2. earned at least a grade of “C” in all courses;
3. achievement of NCDPI cut off scores on Praxis I tests for math, reading and writing;
4. declared a major and be recommended by the department of the major;
5. completed an interview at the satisfactory level;
6. filed Reference Check Forms from three professors who have taught you, one must in your major field and one must be in the Department of Education; and,
7. approved by the Teacher Education Committee.

Applications are processed at the end of each semester and results issued by mail. The decision on an application will be one of the following:

1. ADMITTED - All requirements are met
2. CONDITIONALLY ADMITTED - All requirements are met except one or more of the following: a. all grades below “C” must be removed before admission to student teaching b. earn at least 45 semester hours with a cumulative grade point average of at least 2.5 (must earn 60 by the beginning of the next semester)
3. DENIED ADMISSION - General Requirement of GPA and/or PPST or CBT cut off scores are not met. This decision may also be based on the failure to meet a combination of the other requirements. In this instance the reason will be discussed with the applicant in conference. An applicant may appeal this decision to the Teacher Education Committee. An applicant who is denied admission to Teacher Education may reapply when the reason(s) for the denial no longer exist.

FIELD EXPERIENCES

Professional field experiences are regarded as the single most valuable aspect of the student's entire pre-service formal education. These experiences include both pre-student teaching experiences and student teaching. There are four levels of field experiences: Level One: Observation and participation, Level Two: Junior Practicum, Level Three: Senior Practicum, and Level Four: Student Teaching. Field experiences begin during the sophomore year and increase in duration and scope with each level as the student advances through the Teacher Education Program. An attempt is made during the levels of field experiences to provide the student with a wide range of experiences in varied classroom settings and community agencies and to acquaint the student with varied instructional practices and organizational patterns. All candidates are required to obtain a minimum of 200 clock hours of field experiences prior to student teaching. The transition from student to teacher is greatly facilitated by these field experiences.

LEVELS OF FIELD EXPERIENCES

Level One Field Experience: Observation and Participation

All candidates will participate in the Level One Field Experience. This experience is a requirement for the course EDU 230, "Introduction to the Foundation of Education." Other observation and participation experiences may be a part of other professional education and specialty area courses. In the Level One Field Experience, students begin with observation and gradually move to active involvement and participation in the work of the classroom. Activities the students can participate in can include but are not limited to assisting the teacher, tutoring, working with small groups, and preparing materials.

The cooperating teacher will assess all candidates using the Level One Field Experience Assessment Instrument. Each teacher education candidate will complete fieldwork assignments as required in the Level One field experience.

Level Two Field Experience: Junior Practicum

The Junior Practicum is the second level of field experience in the Teacher Education program at Johnson C. Smith University. It is a required semester course in early field experience for which juniors receive one semester hour of credit. This course is taken concurrently with Education 337 for elementary candidates and the content area methods courses for Secondary and K-12 candidates; Math, English, Social Studies, Health, and Physical Education.

The student is placed in an assignment related to his major. Level Two Field Experience: Junior Practicum provides students quality time in the classroom and assures a close congruence between early field experiences and subsequent experiences encountered in the classroom during the student teaching. This experience allows candidates to acquire the knowledge, skills, and disposition that are delineated in the conceptual framework. All candidates are assessed using the Level Two Field Experience Assessment Instrument.

Level Three Field Experience: Senior Practicum

The Senior Practicum is the third level of field experience in the Teacher Education Program at Johnson C. Smith University. Senior Practicum is a required three credit hours course during the first semester of the senior year. For elementary candidates, this course is part of an eighteen-hour learning community block. For secondary and special area K-12 candidates, this course is taught concurrently with the Education 395. Candidates are placed in a “student teaching” setting for full days on Tuesdays and Thursdays for the entire semester. It is expected that the candidate will continue in the placement for the student teaching semester.

Level Four Field Experience: Student Teaching

Level four is the final field experience in the Teacher Education Program at Johnson C. Smith University. After this experience, candidates will be expected to demonstrate the knowledge, skills, and dispositions expected of Teachers as Reflective Decision Makers in Multi-Faceted Roles. In addition, this experience will have prepared the candidates to assume their roles as a successful beginning teacher. In most cases, the candidates are expected to continue in the same student teaching placement from their senior practicum. All candidates are assessed using the Mid-term Level Four Field Experience Instrument and the Level Four Field Experience Exit Instrument. The cooperating teaching, candidate, and the university supervisor will complete both assessments jointly.

RETENTION IN TEACHER EDUCATION PROGRAMS

Students enrolled in Teacher Education are expected to make continuous, satisfactory progress toward the completion of their program. Student progress is checked regularly, at least once each semester by the adviser. Minimum satisfactory progress is interpreted to mean at least an overall grade point average of 2.5.

Students who fail to maintain the required 2.5 GPA are placed on probation by the Education Department for one semester. At the end of the semester of probation, should the student regain the required GPA, he/she will resume regular status; otherwise, he/she will be denied the privilege of continuing in Teacher Education.

A student who has been dropped from Teacher Education may appeal his/her case to the Teacher Education Committee. Such a student may also apply through regular channels for re-admission to Teacher Education at the expiration of one full semester. The application will be considered on its merits.

EXIT POLICIES

Each student is required to spend a minimum of one semester in the student teaching experience. During this time the student must demonstrate to the satisfaction of the cooperating teacher, the college supervisor, and the representative of the department of the major the

performance of the minimum competencies required for initial certification. The student exits from the program upon fulfillments of these requirements. The University will recommend for initial licensure only those students who have met minimum score requirements (North Carolina State Board of Education) on the required tests of the Praxis test.

During the student teaching experience there is continuous observation and evaluation of the student teacher by the cooperating teacher, the college supervisor, and frequently for the purpose of helping the student teacher gain further insight into the total teaching process.

There are three formal evaluative instruments, which are jointly executed during the course of the student teaching experience. The first of these focuses on the personal - social skills of the intern; the second instrument concentrates on the instructional skills of the student teacher; and the third one is an overall evaluation of the student teaching experience.

STUDENT ORGANIZATIONS FOR TEACHER EDUCATION MAJORS

Johnson C. Smith University and the Department of Education offer a variety of professional organizations and honor societies intended to provide opportunities for involvement and leadership. Several organizations recognize academic achievement. Some offer opportunities to grow in professional leadership and service, and several offer the chance to explore an area of interest and/or talent. Membership in these organizations is open to any student who meets the criteria established by each organization.

Students are encouraged to take advantage of all forms of extra-curricular activities as feasible. Organizations open to education majors and students in various teaching disciplines are:

STUDENT NORTH CAROLINA ASSOCIATION OF EDUCATORS

All students enrolled in Teacher Education are expected to acquire membership in SNCAE. Any student interested in Teacher Education, regardless of his/her major discipline, should become actively involved in this organization. Membership is considered essential in the professional development of prospective teachers. Membership is required for any student participating in any field experiences. A minimal membership fee includes membership in the Johnson C. Smith University Chapter of SNCAE, State Chapter of SNCAE, and the National Education Association-Student Programs.

PI DELTA TAU EDUCATION HONOR SOCIETY

The purpose of Pi Delta Tau is to recognize outstanding academic achievements and leadership qualities of education students. Invited into the Society are those students who exhibit high educational ideals, good personal character, and sound consistent scholarship. The Society

endeavors to initiate and maintain a high degree of academic performance and fellowship among members and to enhance personal and professional growth.

Qualifications for membership include the following:

1. Full junior or senior standing
2. A cumulative average of not less than "B" (i.e., 3.00 on a 4.00 scale).
3. Prior admission to Teacher Education, with at least six semester hours of professional studies courses completed or in progress.
4. Evidence of leadership and desirable personal qualities.
5. Completion of one semester and/or earned a minimum of twelve semester hours at Johnson C. Smith University.

In addition, specialized honor/professional societies are available for students majoring in specific disciplines.

APPENDIX A
APPLICATION TO TEACHER EDUCATION

Office Use Only
Action on Application
Interview _____
Department _____
TEC _____

JOHNSON C. SMITH UNIVERSITY
Department of Education

Application For Admission To Teacher Education

I. Personal Data

1. Name _____ Sex _____
 Last First MI

2. Local Mailing Address _____

3. Date of Birth _____

II. Educational Data

4. Number of Students in Your High School Graduating Class _____

Your Rank in The Class _____

5. Your College Classification _____

Academic Load _____ (Hours) This Semester _____

6. Have You Declared a Major? _____ List Your Major? _____

7. Have You Been Officially Admitted in the Department of Your Major? _____

The Name of Your Advisor _____

8. Your Scores on the PPST or CBT: Reading _____ Writing _____ Math _____

9. When Do You Expect to Graduate? Semester _____ Year _____

10. If You Are a Transfer Student, Give the Following Information:

Name of Institution	Dates of Attendance
Hours Earned	GPA

11. If You Already Hold an Undergraduate Degree, Give the Following Information:

12. List Important College Activities and Organizations in Which You Have Been/Are Involved:

III. Professional Data

13. Describe Any Special Talents, Skills, and Abilities You Possess That Would Be Useful to You as a Teacher:

14. Indicate Your Teaching Interest (Check One):

Elementary Education (K-6): Elementary Education

Secondary Education (9-12): English

Mathematics

Social Studies

Special Area (K-12) Health Education

Music

Physical Education

13. If You Wish to Meet Teacher Certification Requirements For a State Other Than North Carolina, List the Name of the State _____.

14. Briefly Describe any Leadership Experiences You Have Had With Groups of Children.

17. Give the Names of the Three Professors You Are Using as References:

- a. _____
Name Department
- b. _____
Name Department
- c. _____
Name Department

18. Please indicate the Days/Time You Are Available For the Interview

Days(s) _____ Time: _____

I Certify That the Above Information is True to the Best of My Knowledge.

Signature: _____ Date: _____

Johnson C. Smith University
Department of Education
100 Beatties Ford Road
Charlotte, North Carolina 28215
704.378.1064

**JOHNSON C. SMITH UNIVERSITY
DEPARTMENT OF EDUCATION**

GUIDELINES FOR ADMISSION TO TEACHER EDUCATION

To The Applicant

The application for admission to Teacher Education should be filed in the Department of Education the second semester of the sophomore year, during the month of January. Students above the sophomore level may apply for admission to Teacher Education during the first of second semester. The General Requirements for admission to Teacher Education include the following:

YOU MUST HAVE-

1. completed forty-five(45) semester hours with a cumulative grade point average of at least 2.5;
2. earned at least a grade of “C” in all courses;
3. achievement of NCDPI cut off scores on Praxis I tests for math, reading, and writing;
4. declared a major and be recommended by the department of the major;
5. completed an interview at the satisfactory level;
6. filed Reference Check Forms from three professors who have taught you, one must in your major field and one must be in the Department of Education; and,
7. been approved by the Teacher Education Committee.

Applications are processed at the end of each semester and results issued by mail.

The decision on an application will be one of the following:

1. ADMITTED - All requirements are met
2. CONDITIONALLY ADMITTED - All requirements are met except one or more of the following:
 - a. all grades below “C” must be removed before admission to student teaching

- b. earn at least 45 semester hours with a cumulative grade point average of at least 2.5 (must earn 60 by the beginning of the next semester)
- 3. DENIED ADMISSION - General Requirement of GPA and/or PPST or CBT cut off scores are not met. This decision may also be based on the failure to meet a combination of the other requirements. In this instance the reason will be discussed with the applicant in conference. An applicant may appeal this Decision to the Teacher Education Committee.

An applicant who is denied admission to Teacher Education may reapply when the reason(s) for the denial no longer exist.

Office Use Only

Action on Application

Interview _____

Department _____

TEC _____

JOHNSON C. SMITH UNIVERSITY
Department of Education

Reference Check Form

Description of Personal Qualities

TO: _____
Name of Professor **Department**

FROM: **Department of Education**

Date: _____

_____ has applied for admission to
Teacher Education and states that you have taught him/her in one more courses.
Kindly use this form to describe selected personal qualities of the applicant, as you
observed them in your class(es).

Please circle the appropriate number according to the following rating scale:

	3-Always	2-Regularly	1-Seldom	0-Not Observed
1. Sought to meet high academic standards	3	2	1	0
2. Showed interest and enthusiasm in his/her work	3	2	1	0
3. Made adequate preparation for class	3	2	1	0
4. Completed class assignments on time	3	2	1	0
5. Accepted class responsibilities readily	3	2	1	0
6. Demonstrated leadership qualities	3	2	1	0
7. Attended class	3	2	1	0
8. Was punctual in class attendance	3	2	1	0
9. Exhibited good taste in grooming and personal Appearance	3	2	1	0

- | | | | | |
|--|---|---|---|---|
| 10. Worked well with others | 3 | 2 | 1 | 0 |
| 11. Adjusted well to varying classroom situations | 3 | 2 | 1 | 0 |
| 12. Evidenced self-control/discipline | 3 | 2 | 1 | 0 |
| 13. Made good use of suggestions and criticisms | 3 | 2 | 1 | 0 |
| 14. Used acceptable oral English | 3 | 2 | 1 | 0 |
| 15. Submitted written assignments that were free of gross error in English usage | 3 | 2 | 1 | 0 |

16. Please make any comments that you feel will assist in evaluating the suitability of this applicant for teacher education.

17. (Optional Item)-On the basis of your work with this applicant, what is your recommendation regarding admission to Teacher Education?

_____ Strongly Recommended _____ Recommended _____ Do Not Recommend

Date: _____ Signature: _____

Position: _____

Return To:

Department of Education
 UPO Box 7 or Room 212
 Johnson-Seabrook Education Building

APPENDIX B
FIELD EXPERIENCES

Suggested Guidelines for Professional Field Participation for Cooperating Teachers

Professional field experiences are regarded as one of the most valuable aspects of the teacher education program. Our students are able to acquire the necessary competencies because you allow our students to visit your classroom and be an active part of the learning process. While in the classroom, the student may serve as an observer, group leader, tutor, and/or an instructional aide. As a result, we hope that the student will have a variety of experiences in the classroom setting.

The following are guidelines and activities to help provide a successful experience for the student and classroom teacher:

Guidelines

- You may wish to introduce the student to the class on the first visit to minimize disturbance.
- You may arrange a more suitable time and day for each visit with the student.
- Assign the student an area in the classroom out of the traffic flow in the classroom.
- Post the time sheet where the student can sign on each visit without disturbing the class.
- The student may be required by the instructor to take notes or complete an observation/participation instrument. Students are asked not to use names of students and teachers in their reports.
- Please sign the student's time sheet upon the completion of the experience.

Activities

- Tutoring individuals and small groups
- Monitoring test
- Preparing curriculum material
- Grading papers
- Reading stories (elementary)
- Observing special teachers or programs in the school
- Planning and implementing a lesson with a small group

LEVEL ONE FIELD EXPERIENCES

Observation and Participation

Student Guidelines

Observation and participation in classroom settings are a vital part of the teacher preparation program. Every effort is made to provide the student a wide range of experiences in varied classroom settings and community agencies. You may be assigned to serve as an observer, group leader, tutor or instructional aid. Most of these experiences are required as part of your course, a passing grade in the course depends on your successful completion of these experiences. The University has an agreement with the local school system to provide these experiences. As part of the agreement, students must adhere to the following guidelines for observation:

- Students must arrive promptly at the assigned school on the given day and time.
- All students must report to the school office upon arrival for each visit.
- A good working relationship with your cooperating teacher is vital for achieving maximum benefit from the experience.
- Take notes and/or answer questions assigned by your instructor. Names of students and teachers must not be used in your report.
- Your appearance, personal and social skills are important. You should dress appropriately, speak correctly, and exhibit self-confidence.
- When you are assigned an activity, it is vitally important that you plan for that activity before it is implemented in the classroom.
- During this stage of your program, major discipline problems should be handled by the classroom teacher.
- Show initiative. Assume assignments responsibility fully, and perform your tasks effectively because you will be evaluated by the classroom teacher. The evaluation will have some influence on your final grade for the course.
- Record the time for the exact length of your visit, sign the time sheet, and leave quietly.

JOHNSON C. SMITH UNIVERSITY
 EDUCATION DEPARTMENT
 OBSERVATION AND PARTICIPATION TIME SHEET

NAME _____

COURSE NAME/NUMBER _____

DATE	TIME ARRIVAL DEPARTURE		STUDENT'S SIGNATURE	TEACHER'S SIGNATURE

TOTAL NUMBER OF HOURS _____

JOHNSON C. SMITH UNIVERSITY
Charlotte, North Carolina 28216

EDUCATION DEPARTMENT

Student _____ Date _____
Course Name/Number _____ Instructor _____
Semester/Yr _____ School Phone# _____

LEVEL ONE: OBSERVATION AND PARTICIPATION

ASSESSMENT INSTRUMENT

This evaluation form has been designed to provide the beginning education student with information about his/her strengths and limitations as a potential teacher. Please evaluate the above student in the areas listed by checking the appropriate categories.

CODE OF ASSESSMENT

- 5 Exemplary
- 4 Very Good
- 3 Good
- 2 Satisfactory
- 1 Unsatisfactory
- N/A Not Applicable/ Not Observed

The candidate:	Rating
1. Was regular in attendance	_____
2. Worked well with the teacher	_____
3. Established rapport with the students	_____
4. Carried out assignments well	_____
5. Showed enthusiasm for the discipline	_____
6. Used good communication skills	_____
7. Participated as a contributing member to the learning community	_____
8. Was receptive to suggestions	_____
9. Was willing to respond to suggestions	_____
10. Exhibited ethical and professional behavior	_____

Comments:

Cooperating Teacher's
Signature _____

Date _____

TO: Cooperating Teachers

FROM: Director of Field Experiences

DATE:

We are delighted that you are permitting Johnson C. Smith University students to do a “Literacy Junior Practicum” in your classroom. The purpose of the practicum is to provide the student with a wide variety of direct literacy experiences in the instructional process.

The specific activities assigned to the student should be based on your estimate of the ability and readiness of the student to satisfactorily perform a given task. You may wish to consider such activities as the following:

- Observing your classroom or others in the school
- Tutoring individuals and small groups
- Preparing literacy curriculum materials
- Preparing students with literacy skill development
- Assisting students with literacy skill development
- Setting up literacy centers
- Planning and teaching a literacy lesson with a small or large group
- The course instructor may have specific assignments that are required for the students.

At the end of the Junior Practicum, please complete the “Exit Evaluation Instrument.”

Sincerely,

Deborah M. Bailey, Ph.D.
Director of Field Experience

JOHNSON C. SMITH UNIVERSITY
Charlotte, North Carolina 28216

EDUCATION DEPARTMENT

Student _____ Date _____
Course Name/Number _____ Instructor _____
Semester/Yr _____ School Phone# _____

LEVEL TWO: JUNIOR PRACTICUM

ASSESSMENT INSTRUMENT

This evaluation form has been designed to provide the beginning education student with information about his/her strengths and limitations as a potential teacher. Please evaluate the above student in the areas listed by checking the appropriate categories.

CODE OF ASSESSMENT

- 5 Exemplary
- 4 Very Good
- 3 Good
- 2 Satisfactory
- 1 Unsatisfactory
- N/A Not Applicable/ Not Observed

DISPOSITION

RATING

The student:

- 1. Established rapport with the students _____
- 2. Showed initiative _____
- 3. Showed positive attitude towards teaching _____
- 4. Had enthusiasm for the discipline(s) s/he teaches
and saw connections to everyday life _____
- 5. Showed respect for diverse talents of all learners
and was committed to help them develop self-confidence
and competence _____
- 6. Respected students as individuals with differing personal
and family backgrounds and various skills, talents, and interests. _____
- 7. Valued flexibility and reciprocity in the teaching process _____
- 8. Recognized the value of intrinsic motivation to students' life-
long growth and learning. _____

- 9. Valued the role of students in promoting each other's learning _____
- 10. Was a thoughtful and responsive listener. _____

KNOWLEDGE

RATING

The student:

- 1. Demonstrated skill in lesson planning and implementation _____
- 2. Demonstrated skill in unit planning and implementation _____
- 3. Demonstrated knowledge in subject matter _____
- 4. Used classroom techniques that foster good human relationships _____
- 5. Understood major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches _____
- 6. Understood how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning _____
- 7. Understood how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind and knows how to use instructional strategies that promote student learning. _____
- 8. Knew about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. _____
- 9. Understood principles and techniques, along with advantages and limitations, associated with various instructional strategies. _____
- 10. Knew about and can use effective verbal, nonverbal, and media communication techniques. _____

SKILLS

The student:

- 1. Carried out assignments well _____
- 2. Made adequate preparation _____
- 3. Assisted teacher in facilitating the acquisition of effective study skills _____
- 4. Represented and used differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts _____
- 5. Stimulated student reflection on prior knowledge and links new ideas to already familiar ideas _____
- 6. Identified and designed instruction appropriate to students' stages of development, learning styles, strengths, and needs. _____

- 7. Used multiple teaching and learning strategies to engage students in active learning opportunities _____
- 8. Engaged students in individual and cooperative learning activities that help them develop the motivation to achieve _____
- 9. Modeled effective communication strategies in conveying ideas and information and in asking questions _____
- 10. Used assessment strategies to involve learners in self assessment activities _____

PROFESSIONALISM

RATING

The student:

- 1. Was regular in attendance _____
- 2. Worked well with school personnel and parents _____
- 3. Showed initiative _____
- 4. Showed positive attitude toward teaching _____
- 5. Showed interest in self improvement _____
- 6. Used good communication skills (speaking, writing, listening) _____
- 7. Was appropriately dressed _____
- 8. Strived for accuracy _____
- 9. Reflected on his/her work _____
- 10. Maintained poise and dignity _____

Comments:

Date: _____

Cooperating Teacher's

Signature: _____

Please have this form returned to the student's course instructor at Johnson C. Smith University.

JOHNSON C. SMITH UNIVERSITY
Charlotte, North Carolina 28216

EDUCATION DEPARTMENT

Student _____ Date _____
Course Name/Number _____ Instructor _____
Semester/Yr _____ School Phone# _____

LEVEL THREE: SENIOR PRACTICUM

ASSESSMENT INSTRUMENT

Directions: Please use the assessment instrument to indicate the student's knowledge, skills, and disposition in the areas below.

CODE OF ASSESSMENT

- 5 Exemplary
- 4 Very Good
- 3 Good
- 2 Satisfactory
- 1 Unsatisfactory
- N/A Not Applicable/ Not Observed

DISPOSITION

RATING

The student:

- 5. Established rapport with the students _____
- 6. Showed initiative _____
- 7. Showed positive attitude towards teaching _____
- 8. Has enthusiasm for the discipline(s) s/he teaches _____
and sees connections to everyday life _____
- 5. Shows respect for diverse talents of all learners _____
and is committed to help them develop self-confidence _____
and competence _____
- 6. Respects students as individuals with differing personal _____
and family backgrounds and various skills, talents, and interests. _____
- 7. Values flexibility and reciprocity in the teaching process _____

- 8. Recognizes the value of intrinsic motivation to students' life-long growth and learning. _____
- 9. Values the role of students in promoting each other's learning _____
- 10. Is a thoughtful and responsive listener. _____

KNOWLEDGE

RATING

The student:

- 1. Demonstrated skill in lesson planning and implementation _____
- 2. Demonstrated skill in unit planning and implementation _____
- 3. Demonstrated knowledge in subject matter _____
- 4. Used classroom techniques that foster good human relationships _____
- 5. Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches _____
- 6. Understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning _____
- 7. Understands how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind and knows how to use instructional strategies that promote student learning. _____
- 8. Knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. _____
- 9. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies. _____
- 10. Knows about and can use effective verbal, nonverbal, and media communication techniques. _____

SKILLS

The student:

- 1. Carried out assignments well _____
- 2. Made adequate preparation _____
- 3. Assisted teacher in facilitating the acquisition of effective study skills _____
- 4. Can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts _____
- 5. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas _____
- 6. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs. _____

- 7. Uses multiple teaching and learning strategies to engage students in active learning opportunities _____
- 8. Engage students in individual and cooperative learning activities that help them develop the motivation to achieve _____
- 9. Models effective communication strategies in conveying ideas and information and in asking questions _____
- 10. Uses assessment strategies to involve learners in self-assessment activities _____

**PROFESSIONALISM
RATING**

The student:

- 1. Was regular in attendance _____
- 2. Worked well with school personnel and parents _____
- 3. Showed initiative _____
- 4. Showed positive attitude toward teaching _____
- 5. Showed interest in self-improvement _____
- 6. Used good communication skills (speaking, writing, listening) _____
- 7. Was appropriately dressed _____
- 8. Strive for accuracy _____
- 9. Reflects on his/her work _____
- 10. Maintains poise and dignity _____

Comments _____

Date: _____

Cooperating
Signature _____

Course
Instructor _____

Please have this form returned to the student's course instructor at Johnson C. Smith University.

APPENDIX C
CURRICULUM GUIDES

CURRICULUM GUIDE FOR ELEMENTARY EDUCATION MAJORS

Name: _____ Social Security #: _____

Date of Entry: _____ JCSU Mailbox #: _____

Directions: Write the grade for each course on the line by the course number.

Liberal Studies (47 credit hours)

Orientation

_____ ORT 110 Orientation

Liberal Studies Cores

_____ LS 130 Identity: African-American and
Other Cultural Traditions

_____ LS 235 Studies in Society I

_____ LS 135 Science, Technology & Ethics I

_____ LS 237 Studies in World Cultures

Speech

_____ SPE 130 Speech

Physical Education

_____ PED 125 Rhythm and Dance

English

_____ ENG 230 Studies in World Literature

Humanities

(choose 1)

_____ ART 231 Art Appreciation

_____ MUS 131 Intro. To Music Lit.

_____ PHI 131 Intro to Philosophy

_____ REL 131 Survey of Great Living Religions

_____ PHI 233 Practical Logic

Professional Education (31 credit hours)

_____ EDU 230 Introduction to the Foundations of Education

_____ PSY 235 Psychology of Childhood

_____ PSY 239 Educational Psychology

_____ EDU 296 Psychology of the Exceptional

_____ EDU 311 Junior Practicum in Elementary Education

_____ EDU 434 The Elementary School Curriculum

_____ EDU 430 Senior Practicum in Elementary Education

_____ EDU 491 Student Teaching in Elementary Education

Rhetoric

_____ RHC 191 Freshman Rhetoric

_____ RHC 192 Freshman Rhetoric

Mathematics

_____ MTH 131 Mathematics or above

_____ MTH 137 Mathematics or above

Foreign Language

_____ FRE 131 French or

_____ SPA 131 Spanish

_____ FRE 132 French or

_____ SPA 132 Spanish

Health Education

_____ HED 121 Personal Health

Computer Science

_____ CSC 131 Computers in Society

Service Learning

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

Prerequisites (3 credit hours)

_____ PSY 131 General Psychology

Elementary Education Specialty (36 credit hours)

- | | |
|---|---|
| _____ HIST 231 North Carolina History | _____ EDU 337 Teaching Communications
in the Elem. School I |
| _____ EDU 235 Teaching the Arts in
the Elem. Schools | |
| _____ EDU 332 Children's Literature | _____ EDU 437 Teaching Communications in the Elem.
School II |
| _____ EDU 432 Science in the Elem. School | |
| _____ EDU 433 Teaching Elementary Social
Studies | _____ MTH 337 Mathematics for Elem. School Teacher |
| _____ EDU 421 Research in the Elem. School | |
| _____ MTH 338 Mathematics for Elem. | |
| | _____ HED 332 Health Education and Physical Activity in the Elem.
School |
| | _____ SCE 330 Science for Elementary Teachers |

Concentration Study (9 additional credit hours)

_____ Area of Concentration

CURRICULUM GUIDE FOR ENGLISH EDUCATION MAJORS

Name: _____ Social Security #: _____

Date of Entry: _____ JCSU Mailbox #: _____

Directions: Write the grade for each course on the line by the course number.

Liberal Studies (47 credit hours)

Orientation

_____ ORT 110 Orientation

Rhetoric

Rhetoric

Rhetoric

_____ RHC 191 Freshman

_____ RHC 192 Freshman

Liberal Studies Cores

_____ LS 130 Identity: African-American and above

Other Cultural Traditions

_____ LS 235 Studies in Society I above

_____ LS 135 Science, Technology & Ethics I

_____ LS 237 Studies in World Cultures

Mathematics

_____ MTH 131 Mathematics or

_____ MTH 137 Mathematics or

Speech

_____ SPE 130 Speech

Foreign Language

_____ FRE 131 French or

_____ SPA 131 Spanish

_____ FRE 132 French or

_____ SPA 132 Spanish

Physical Education

_____ PED 010 – 212; 122-127 Activity

_____ PED 010 – 212; 122-127 Activity

Health Education

_____ HED 121 Personal Health

English

_____ ENG 230 Studies in World Literature

Computer Science

_____ CSC 131 Computers in Society

Humanities

(choose 1)

_____ ART 231 Art Appreciation

_____ MUS 131 Intro. To Music Lit.

_____ PHI 131 Intro to Philosophy

_____ REL 131 Survey of Great Living Religions

_____ PHI 233 Practical Logic

Service Learning

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

Professional Education (31 credit hours)

_____ EDU 230 Introductions to the Foundations of Education

_____ PSY 237 Psychology in Adolescence

_____ PSY 239 Educational Psychology

_____ EDU 296 Psychology of the Exceptional

_____ EDU 335 The Secondary School Curriculum

_____ EDU 431 Senior Practicum in Secondary Education Area and Special K-12 Education

_____ EDU 492 Student Teaching in Secondary Education

Prerequisites (3 credit hours)

_____ PSY 131 General Psychology

English Education Specialty (33 credit hours)

- _____ ENG 234 English Language, Literature, and Literacy
- _____ ENG 334 English Literature
- _____ ENG 333 English Literature
- _____ ENG 336 American Literature
- _____ ENG 335 American Literature
- _____ ENG339 Shakespeare
- _____ ENG 338 Literature & Media for Adolescents
- _____ ENG 439 Principles of Literary Criticism
- _____ ENG 429 The Teaching of English
- _____ ENG 491 The English Language or
- _____ ENG 493 Modern Grammar
- _____ ENG 490 Senior Seminar

In addition, English Education Majors must take a three-hour elective from the list of English Courses.

Foreign Language

- | | |
|--------------------------|--------------------------|
| _____ SPA 231 Spanish or | _____ SPA 232 Spanish or |
| _____ FRE 231 French | _____ FRE 232 French |

CURRICULUM GUIDE FOR HEALTH EDUCATION MAJORS

Name: _____ Social Security #: _____

Date of Entry: _____ JCSU Mailbox #: _____

Directions: Write the grade earned in each course on the line by the course number.

Liberal Studies (47 credit hours)

Orientation

_____ ORT 110 Orientation

Rhetoric

_____ RHC 191 Freshman Rhetoric

_____ RHC 192 Freshman Rhetoric

Liberal Studies Cores

_____ LS 130 Identity: African-American and
Other Cultural Traditions

_____ LS 235 Studies in Society I

_____ LS 135 Science, Technology & Ethics I

_____ LS 237 Studies in World Cultures

Mathematics

_____ MTH 131 Mathematics or above

_____ MTH 137 Mathematics or above

Speech

_____ SPE 130 Speech

Foreign Language

_____ FRE 131 French or

_____ SPA 131 Spanish

_____ FRE 132 French or

_____ SPA 132 Spanish

Physical Education

_____ PED 010 – 212; 122-127 Activity

_____ PED 010 – 212; 122-127 Activity

Health Education

_____ HED 121 Personal Health

English

_____ ENG 230 Studies in World Literature

Computer Science

_____ CSC 131 Computers in Society

Humanities

(choose 1)

_____ ART 231 Art Appreciation

_____ MUS 131 Intro. To Music Lit.

_____ PHI 131 Intro to Philosophy

_____ REL 131 Survey of Great Living Religions

_____ PHI 233 Practical Logic

Service Learning

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

Professional Education (31 credit hours)

_____ EDU 230 Introductions to the Foundations of Education

_____ PSY 237 Psychology in Adolescence

_____ PSY 239 Educational Psychology

_____ EDU 296 Psychology of the Exceptional

_____ EDU 335 The Secondary School Curriculum

_____ EDU 431 Senior Practicum in Secondary Education Area and Special K-12 Education

_____ EDU 492 Student Teaching in Secondary Education

Prerequisites (3 credit hours)

_____ PSY 131 General Psychology

Health Education Specialty - Health Education Core

- _____ HED 221 Introduction to Health Education
- _____ HED 223 Community Health
- _____ HED 225 Drugs
- _____ HED 231 Health and Nutrition
- _____ HED 327 Safety and Emergency Care
- _____ HED 328 Junior Seminar
- _____ HED 420 Senior Seminar
- _____ BIO 142 Modern Concepts in Biology
- _____ BIO 240 Anatomy and Physiology

Option 1: Health Education - Emphasis in School Health

- _____ HED 224 Healthful Living
- _____ HED 232 Human Sexuality and Family Living
- _____ HED 332 Health Education and Physical Activity in the Elementary School *
- _____ HED 333 School Health Problems
- _____ HED 434 Methods and Materials in Teaching Health Education

***HED 323 Formally Health Education in the Elementary School**

CURRICULUM GUIDE FOR MATHEMATICS EDUCATION MAJORS

Name: _____ Social Security #: _____

Date of Entry: _____ JCSU Mailbox #: _____

Directions: Write the grade earned in each course on the line by the course number.

Liberal Studies (47 credit hours)

Orientation

_____ ORT 110 Orientation

Rhetoric

_____ RHC 191 Freshman Rhetoric

_____ RHC 192 Freshman Rhetoric

Liberal Studies Cores

_____ LS 130 Identity: African-American and
Other Cultural Traditions

_____ LS 235 Studies in Society I

_____ LS 135 Science, Technology & Ethics I

Mathematics

_____ MTH 131 Mathematics or above

_____ MTH 137 Mathematics or above

Speech

_____ SPE 130 Speech

Foreign Language

_____ FRE 131 French or

_____ SPA 131 Spanish

_____ FRE 132 French or

_____ SPA 132 Spanish

Physical Education

_____ PED 010 – 212; 122-127 Activity

_____ PED 010 – 212; 122-127 Activity

Health Education

_____ HED 121 Personal Health

English

_____ ENG 230 Studies in World Literature

Computer Science

_____ CSC 131 Computers in Society

Humanities

(choose 1)

_____ ART 231 Art Appreciation

_____ MUS 131 Intro. To Music Lit.

_____ PHI 131 Intro to Philosophy

_____ REL 131 Survey of Great Living Religions

_____ PHI 233 Practical Logic

Service Learning

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

Professional Education (31 credit hours)

_____ EDU 230 Introductions to the Foundations of Education

_____ PSY 237 Psychology in Adolescence

_____ PSY 239 Educational Psychology

_____ EDU 296 Psychology of the Exceptional

_____ EDU 335 The Secondary School Curriculum

_____ EDU 431 Senior Practicum in Secondary Education Area and Special K-12 Education

_____ EDU 492 Student Teaching in Secondary Education

Prerequisites (3 credit hours)

_____ PSY 131 General Psychology

Mathematics Education Specialty (43 credit hours)

- _____ *MTH 137 Precalculus I
- _____ *MTH 138 Precalculus II
- _____ *MTH Introductory Calculus I
- _____ MTH 241 Calculus I
- _____ MTH 242 Calculus II
- _____ MTH 333 Probability and Statistics
- _____ MTH 426 Topics in Number Theory
- _____ MTH 335 Introductory Abstract Algebra
- _____ MTH 336 Introductory Linear Algebra
- _____ MTH 341 Calculus III
- _____ MTH 330 Modern Geometry

Prerequisites for Math 241

- _____ MTH 415 Independent Study in Mathematics
- _____ MTH 416 Independent Study in Mathematics
- _____ MTH 420 Materials and Methods in High School Mathematics
- _____ MTH 427 History and Foundations of Mathematics
- _____ MTH 428 History and Foundations of Mathematics

Physics (8 credit hours)

- _____ PHYS 243 Mechanics

- _____ PHYS 244 Electrodynamics

Computer Science (3 credit hours)

- _____ CSC132 Intro. to Programming

Electives (12 credit hours)

- _____ Elective (Restricted)
- _____ Elective (Restricted)
- _____ Elective (Free)
- _____ Elective (Free)

CURRICULUM GUIDE FOR PHYSICAL EDUCATION MAJORS

Name: _____ Social Security #: _____

Date of Entry: _____ JCSU Mailbox #: _____

Directions: Write the grade earned in each course on the line by the course number.

Liberal Studies (47 credit hours)

Orientation

_____ ORT 110 Orientation

Rhetoric

Rhetoric

Rhetoric

_____ RHC 191 Freshman

_____ RHC 192 Freshman

Liberal Studies Cores

_____ LS 130 Identity: African-American and above

Other Cultural Traditions

_____ LS 235 Studies in Society I above

_____ LS 135 Science, Technology & Ethics I

Mathematics

_____ MTH 131 Mathematics or

_____ MTH 137 Mathematics or

Speech

_____ SPE 130 Speech

Foreign Language

_____ FRE 131 French or

_____ SPA 131 Spanish

_____ FRE 132 French or

_____ SPA 132 Spanish

Physical Education

_____ PED 010 – 212; 122-127 Activity

_____ PED 010 – 212; 122-127 Activity

Health Education

_____ HED 121 Personal Health

English

_____ ENG 230 Studies in World Literature

Computer Science

_____ CSC 131 Computers in Society

Humanities

(choose 1)

_____ ART 231 Art Appreciation

_____ MUS 131 Intro. To Music Lit.

_____ PHI 131 Intro to Philosophy

_____ REL 131 Survey of Great Living Religions

_____ PHI 233 Practical Logic

Service Learning

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

_____ 10 Clock Hours

Professional Education (31 credit hours)

_____ EDU 230 Introductions to the Foundations of Education

_____ PSY 237 Psychology in Adolescence

_____ PSY 239 Educational Psychology

_____ EDU 296 Psychology of the Exceptional

_____ EDU 335 The Secondary School Curriculum

_____ EDU 431 Senior Practicum in Secondary Education Area and Special K-12 Education

_____ EDU 492 Student Teaching in Secondary Education

Prerequisites (3 credit hours)

_____ PSY 131 General Psychology

Physical Education Specialty

Core Curriculum

_____ HED 327 Safety and Emergency Care

_____ PED 332 Kinesiology

_____ PED 432 Exercise Physiology

Biology

_____ BIO 240 Anatomy and Physiology

_____ PED 328 Junior Seminar

_____ PED 420 Senior Seminar

_____ BIO 142 Modern Concepts in

Option 1: Physical Education: Teacher Education

Lifetime Sports – Select two one credit courses or one two-credit course

_____ PED 010 Beginner Tennis

_____ PED 110 Basic Swimming

_____ PED 112 Intermediate Swimming

_____ PED 127 Recreational Games

_____ PED 210 Weight Training

_____ PED 212 Outdoor Pursuits

_____ PED 011 Beginner Golf

_____ PED 111 Adv. Beginner Swimming

_____ PED 113 Intermediate Tennis

_____ PED 126 Physical Fitness

Team Sports- Select one two credit courses

_____ PED 122 Volleyball and Softball

_____ PED 123 Basketball and Soccer

_____ PED 124 Team Sports

Pedagogy and Other Content Courses

_____ PED 230 Foundation of Physical Edu. & Sport

_____ PED 231 Rhythm, Dance & Gymnastics

_____ PED 321 Methods & Materials of Teaching

_____ PED 323 Adapted Physical Education Preschool through 6th Grade

_____ PED 325 Management of PED & Sport

_____ PED 431 Methods & Materials of Teaching-7th through 12th Grade

_____ HED 434 Methods & Materials in Teaching Health Education

CURRICULUM GUIDE FOR SOCIAL STUDIES EDUCATION MAJORS

Name: _____ Social Security #: _____

Date of Entry: _____ JCSU Mailbox #: _____

Directions: Write the grade earned in each course on the line by the course number.

Liberal Studies (47 credit hours)

Orientation

_____ ORT 110 Orientation

Liberal Studies Cores

_____ LS 130 Identity: African-American and
above

_____ Other Cultural Traditions
_____ LS 235 Studies in Society I
above

_____ LS 135 Science, Technology & Ethics I

Speech

_____ SPE 130 Speech

Physical Education

_____ PED 010 – 212; 122-127 Activity
_____ PED 010 – 212; 122-127 Activity

English

_____ ENG 230 Studies in World Literature

Humanities

(choose 1)

_____ ART 231 Art Appreciation
_____ MUS 131 Intro. To Music Lit.
_____ PHI 131 Intro to Philosophy
_____ REL 131 Survey of Great Living Religions
_____ PHI 233 Practical Logic

Professional Education (31 credit hours)

_____ EDU 230 Introduction to the Foundations of Education
_____ PSY 237 Psychology of Adolescence
_____ PSY 239 Educational Psychology
_____ EDU 296 Psychology of the Exceptional
_____ EDU 335 The Secondary School Curriculum
_____ EDU 431 Senior Practicum in Secondary Education and Special Area K-12 Education
_____ EDU 492 Student Teaching in Secondary Education

Rhetoric

_____ RHC 191 Freshman
Rhetoric
_____ RHC 192 Freshman
Rhetoric

Mathematics

_____ MTH 131 Mathematics or

_____ MTH 137 Mathematics or

Foreign Language

_____ FRE 131 French or
_____ SPA 131 Spanish
_____ FRE 132 French or
_____ SPA 132 Spanish

Health Education

_____ HED 121 Personal Health

Computer Science

_____ CSC 131 Computers in Society

Service Learning

_____ 10 Clock Hours
_____ 10 Clock Hours
_____ 10 Clock Hours
_____ 10 Clock Hours

Prerequisites (3 credit hours)

_____ PSY 131 General Psychology

Social Studies Specialty (45 credit hours)

Social Science

_____ SSC 336 Materials and Methods in High
School Social Studies

Economics

States 1865

_____ ECO 231 Principles of Economics

Political Science

_____ POL 131 American Government

Sociology

_____ SOC 131 Principles of Sociology

Economics or Political Science or Sociology

_____ Elective

_____ Elective

_____ Elective

History

_____ HIS 131 World Civilizations to 1500

_____ HIS 132 World Civilizations from 1500

_____ HIS 135 History of the United States 1865

_____ HIS 136 History of the United

_____ HIS 391 Historiography

_____ HIS 491 Senior Paper

_____ Elective

_____ Elective