

Student Handbook

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# *Rev. February 2021*

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**Special Notice
Covid 19 Pandemic:
Effect on Clinical Experiences for Education Courses**

With the strict distancing and safety requirements of our partner schools, only student teachers (seniors) will likely have face to face clinical experiences this academic year. The EPP has made plans for alternative clinical experiences which will be outlined in course syllabi and further explained by the course instructor. If opportunities for Methods and other field work work become available, we hope to transition to include them. There are many unknowns and while field work will look different this year, the Education Department remains devoted to providing high quality teacher preparation to meet the needs of each of our students.
\*Background checks will still be required for these alternative experiences. <https://education.hanover.edu/about/background.php>

Candidates in Methods courses and Student Teaching courses are also required to hold NEA membership to cover liability issues. <https://education.hanover.edu/about/isea.php>

Student teachers will follow the absence rules outlined in the *Student Teaching Handbook*. Communication with the clinical educator and faculty supervisor is crucial to ensure the student teacher meets the minimum required by the Indiana Department of Education for certification and licensing. The best interests of the candidate will be of the utmost in importance and the EPP will work with the individual student teacher regarding their specific situation during this unprecedented time.

Any student who fails to meet these requirements will not be allowed to participate in clinical experience which will affect the course grade. Please contact the course instructor if you have questions regarding the requirements. All Education students are also required to hold a valid subscription for Standard for Success as outlined in Appendix G of this program handbook.

**Hanover College Educator Preparation Program Faculty and Staff**

**Dr. Dustin Bailey, Program Chair
Associate Professor of Education**

**Dr. Deborah Hanson,
Professor of Education**

**Ms. Dava Roth
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Mrs. Cheryl Torline
Education Student Services Coordinator & Teacher Licensing Advisor**

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**Educator Preparation Program Overview**

**The Hanover College Educator Preparation Program Mission**

**A community of teachers and learners at Hanover College prepare**

***committed, competent, culturally responsive, and critically reflective* new educators.**

**The Hanover College Educator Preparation Program Vision**

The Hanover College Educator Preparation Program is a challenging and supportive
community whose members take responsibility for lifelong inquiry, transformative

learning, and meaningful service which is focused on the ability to share the love of

lifelong learning with others within the P-12 school environments. We strive to

develop teacher candidates who are professional, competent, and convey high

expectations for all learners while promoting a growth mindset. Our candidates have

the knowledge, influence, inclusiveness, and dedication needed for changing the

world one student at a time. Teacher candidates from Hanover are not only

specialists in their content areas but well prepared by their liberal arts background to

be critical thinkers with excellent writing and speaking skills. The Hanover College

Educator Preparation Program works in collaboration with many professionals in the

field to ensure that our program completers are strong candidates for the jobs they

seek. This is accomplished by recruiting diverse and multi-talented candidates and

supporting them on their quest to share their love of learning to benefit not only the

local community but the global community.

Five students were in the first graduating class of Hanover College in 1834. Three were ministers and two were teachers. Hanover College has been preparing future teachers for nearly 200 years; and the College has carefully preserved this teacher education legacy. An elementary education or secondary education course of study differs from other academic disciplines on the campus because a teacher certification program requires accreditation by Council for the Accreditation of Educator Preparation (CAEP) and the Indiana Department of Education (IDOE). Hanover’s Educator Preparation Program also has Specialized Professional Accreditation (SPA) in the areas of Social Studies, English Language Arts, Mild Interventions,and Elementary Education. National and Indiana accreditation means that all teacher candidates are prepared to be highly qualified and highly effective as new teachers anywhere in the United States. Hanover College emphasizes preparation of liberal arts future teachers; teacher candidates are particularly articulate across multiple disciplines, engaged in critical thinking, and are required to have a solid academic record. Elementary education candidates complete an elementary education major and a liberal arts minor, as well as student teaching. Secondary education candidates complete a major in the content area they wish to teach, as well in Secondary Education along with student teaching. In addition, both elementary and secondary candidates can seek dual certification in Special Education (mild to moderate interventions) during or following their undergraduate certification. Special Education coursework is via summer online courses and fall and winter evening classes. To be certified for a teaching license, teacher candidates must successfully complete student teaching and a culminating Decision Point Three presentation. In order to apply for an Indiana teacher’s license, applicants must have received their diploma, teacher certification by the EPP, CPR certification, Suicide Prevention Training Certification, and passing scores on both the pedagogy and content area licensure exams. Professional licensing is through the Indiana Department of Education via the LVIS licensing portal. Indiana licensing may be required to acquire licensing in another state.

This handbook will serve as a general guide for the education student at Hanover College. It contains an overview of the procedures, policies and expectations for students entering and proceeding through the three Decision Points of the Program. Please consult this handbook and the department/EPP website <http://education.hanover.edu> for additional information. The faculty and staff are always available to answer your questions, as well.

**Admission to the Educator Preparation Program at Hanover College**

Hanover teacher certification programs are very selective in order to ensure that candidates effectively complete the extra demands of preparing for the teaching profession and for meeting expectations as stated in national and Indiana teacher standards. Applicants are expected to demonstrate proficient reading, writing, and mathematics skills, scholarship, responsible behavior, and positive recommendations from their professors. The Hanover College Teacher Education Committee (TEC) is composed of professors across several disciplines, Education professors and staff, the Registrar, and two third year teacher candidates. This Committee oversees **Decision Point One** and reviews applications for students who apply to the program and admits qualified candidates into the Program each year. The committee realizes each applicant is unique. If you are an applicant that does not yet meet all of the criteria below, you are encouraged to meet with an Education faculty member to discuss your unique situation. As of October 2020, the following is the entry criteria for sophomores or higher:

There is ONE application due date for all students who are sophomores or above. All interested students should apply by this due date even if not all requirements are met. Only qualified applications will move forward to TEC and the Education Program faculty will work with the applicants who have not yet met the requirements. The requirements for admission are:

* Current Standard for Success subscription
* Completed application form
* Two faculty recommendations
* An application essay)
* Completion of EDU 221 with good dispositional feedback
* Minimum GPA of 2.67 in EDU coursework
* Minimum career GPA of 2.67
* Clear College judiciary record
* Clear College SAAC record
* Formal TEC Interview
* Formal Teacher Panel interview with practicing educators
* Admission exam scores; any combination of the following:

ACT Reading 21.25+ score and ACT Math 21.25+ score and ACT Writing 6.6+
OR

SAT Reading 543.33+ score and SAT Math 532.5+ score and SAT Writing 5.30+
OR
PRAXIS Core Reading 168.03+ and PRAXIS Core Math 162.14+ scores and PRAXIS Core Writing 165+

\*Writing exam required after September 1, 2021

A*ny student who does NOT meet the ACT/SAT cutoff is required to take the Praxis Core exam from ETS. Students may “mix and match” different types of exam results. Information is available on free Praxis preparation and tips in the Education Student Services Office in Newby Hall and via the website at* ***education.hanover.edu***

NOTE: Sophomores cannot declare an Elementary Education major or a Secondary Education major without formal admission by TEC. Students may not take 300 level courses without formal admission to the Program. Not being admitted prior to the junior year will cause a delay in program completion due to course sequencing.

Applicants will receive a formal letter with the decision of TEC. In some cases, TEC will ask for additional or revised documentation in order to make their decision. All newly admitted teacher candidates are assigned an education advisor and are expected to meet with that Education advisor to plan a course of study that includes opportunities related to study abroad, varsity sports, additional majors or minors, and service projects. ProspectiveHanover College students and first year students who are interested in the Educator Preparation Program are encouraged to take EDU 221 as soon as possible and to communicate with the faculty and staff as early for planning a course of study to meet the student’s individual goals.

**Standard for Success Program**

Standard for Success (SFS) is the data management system being piloted by the Hanover College Educator Preparation Program beginning with Fall Term 2020. Some education students will be required to purchase a user subscription to store their Program documents, artifacts, assessments, and other critical pieces for their professional preparation to obtain teacher licensure. The cost of the SFS subscription is $100 per academic year.

After the pilot of the Program, all candidates, program applicants, and enrolled Education students will be required to subscribe each academic year at a cost of $100 for 12 months. Students should think of this like a textbook that is required for courses. All assignments in EDU course will be scored in Standard for Success. Each Decision Point will also be evaluated in Standard for Success. If the cost of the subscription creates an extreme financial hardship, students may check with the Business Office Student Accounts Coordinator to see if remaining financial aid can be drawn out in order to pay for this requirement. The Chaplain’s Office also may be able to loan the money to purchase the subscription. This is a loan that must be repaid. Contact Rev, Catherine Knott at knott@hanover.edu.

Your profile in SFS will be created upon enrollment in the first EDU course. Students then will complete their registration by using their Hanover College email address to log in to Standard for Success at **https://edu.sfsed.com**
Students should complete their student profile including address and phone numbers, etc. The subscription status is displayed on the profile/log in page. Students who have not paid by the end of DROP/ADD week will be locked out of the system until the subscription is brought current and will be unable to upload assignments for scoring resulting in grade consequences for their current courses. If you have technical issues, please create a HELP TICKET using the link in Standard for Success or you may email Customer Support at **help\_he@standardforsuccess.com**

**Teacher Candidate File**

All teacher candidate files and electronic records are housed in SFS. These are kept secure and confidential by the College and Department of Education/Educator Preparation Program (EPP). Candidates may review their file at any time. Candidates may continue to pay for their SFS subscription if they would like to keep their files in the program. Otherwise, the files are cleared six months from the student’s graduation.

**Appeal**

Applicants who do not meet the criteria for admission may appeal to TEC for consideration. Applicants who are not admitted by TEC for other reasons may also appeal the decision. Applicants must notify the Chair of TEC with an appeal in writing within one month of a decision by the TEC. The appeal process can result in the ultimate decision being made by the Provost/Vice President of Academic Affairs. The decision of the Provost regarding the appeal is final. *See current College Catalog policy on Appeal of Grades.*

**Maintaining Good Standing as a Teacher Candidate**

Teacher candidates are expected to remain in good standing academically, in campus life, and as a representative of the College in their volunteer or required field experiences. Probation or dismissal can be initiated by the Education professors, the TEC, or a cooperating school, or if the teacher candidate does not meet criteria defined at three sequential decision points in the teacher certification program. Progress throughout the Decision Points is tracked by the EPP and in SFS.

**Decision Point 1:** The Hanover College student meets criteria for admission to the Educator Preparation Program and becomes a teacher candidate via TEC admittance letter. See above criteria outlined previously.

**Decision Point 2:** The teacher candidate meets the criteria to receive a student teaching assignment. Criteria includes a 3.0 GPA in the content area major and in methods coursework, a successful interview addressing professional dispositions conducted by professional educators, a portfolio rated as effective or highly effective, and a clear records check.

**Decision Point 3:** Program Completion ensures that the student teacher is prepared for teacher certification and a teaching license. Criteria includes a culminating presentation with 90% effectiveness ratings, completion of student teaching, suicide prevention training certification, a clear records’ check, as well as earning a bachelor’s degree in the teaching content area.

**Teacher Licensing**

Indiana requires passing scores on both content area and pedagogy licensing exams and application to the Indiana Department of Education via LVIS. On September 1, 2021 - the State is transitioning to ETS PRAXIS licensure exams. Prior to that date, Indiana continues to use Pearson Education’s CORE licensure exams. Exams that have been completed in Pearson will be retained by the State, but any part of the content area exam will result in the candidate being required to start over in the ETS PRAXIS system. This primarily impacts Elementary Education (K-6) candidates missing one or more of the four subtests.

The Hanover Licensing Advisor will properly code and approve all qualifying license applications. For any questions, please contact our Licensing Advisors, Dr. Dustin Bailey or Mrs. Cheryl Torline. Many states require an initial license in the state in which teacher preparation was completed. Licensing is not a requirement for completer status in the Hanover Educator Preparation Program, however, it is most strongly encouraged soon after graduation as the candidate is assured of meeting State requirements at that time. *Students who plan to teach in a specific state should research that state’s licensing requirements early in their preparation.*

At any point in a program, TEC or the Education Department professors can intervene to ensure successful completion of criteria or to assist the teacher candidate in determining alternatives in scheduling or teacher certification. Candidates who have not completed the Program have one year from their graduation date to complete all certification requirements.

**Alumni Involvement**

The Hanover College Education Department strives to continue relationships with teacher candidate graduates. Alumni provide valuable feedback about Hanover’s teacher preparation and are a valuable resource. Alumni serve as mentors for newly admitted candidates and often as Clinical Educators for our teacher candidates’ field experiences and as evaluators for our Decision Point candidates. Alumni serve on the Education Alumni Committee as well as on the Clinical Educators Advisory Council to help the program stay current on trends and issues and to give feedback on many aspects of the Program. The Educator Preparation Program has a social media presence on Facebook, Instagram, Twitter, and Linked IN in order to make communicating and interacting with us as convenient as possible.

The Program annually names an alumnus as our “Exceptional Educator of the Year” to be our keynote speaker at the Educator Induction Ceremony for our graduates and they are honored on a plaque displayed in Newby Hall.

**Academic Advising and Planning**

Students seeking teacher certification should be in frequent communication with the EPP faculty for academic advising and planning a four-year course of study. All teacher candidates are assigned an education advisor and/or an academic major advisor. Education professors are academic advisors for elementary education majors. *Students do not have to wait for admission in order to receive education advising.* The education advisor is prepared to anticipate course scheduling conflicts, overloading, and co-curricular opportunities related to teacher preparation. As students register for their first term at Hanover College, Education professors and peer advisors are available to help with course selection. This also provides early insight on teacher preparation. Candidate communication with education professors and their faculty advisors is critical. Students may request a Change of Advisor at any time via the Registrar’s office.

**Curriculum**

All Education candidates must complete the Hanover College liberal arts course requirements, the Education program core, cognate, and elective requirements, and meet the additional co-curricular requirements described above. Candidates must take all courses required for either elementary or secondary education certification. Unless other arrangements have been formally reviewed, all education courses (EDU) are to be taken at Hanover College. The requirements for teacher certification programs are included in the Academic Course Catalog. The Content Advising Sheets with course requirements are available in the Education Student Services Office and online at **education.hanover.edu** under Resources.

**Timing of Core Courses/Course Sequence**

Not every course requirement is offered during every term in the academic year, and all effort is made to ensure that teacher candidates can complete all certification requirements in four years. Careful course planning is needed, and even more so if other considerations are needed for athletics, study abroad, employment, or off-campus courses. Teacher candidates are expected to make all field experiences and student teaching a priority when these assignments are scheduled. As a future professional, teacher candidates are responsible for the success and learning of the K-12 students who should benefit from a candidate’s practice teaching, tutoring, or mentoring. Experience in cooperating schools and the community is a privilege. Teacher candidates represent the College and create an early professional network and resume.

**Development of Professional Dispositions**

Teacher candidates are expected to conduct themselves on campus, with their peers and mentors, and in cooperating schools as professionals. Candidates are expected to confirm agreement to follow professional confidentiality protocol in field experiences. Candidates are expected to meet teacher standards such as being punctual, collaborative, prepared, responsible, professionally dressed, and receptive to feedback. Academic honesty and responsible public behavior are further outlined below. This begins with feedback from the fieldwork in EDU 221 and continues through student teaching. These dispositions are closely monitored and checked each semester by EPP faculty in End of Term data meetings. See Appendix C and Appendix D.

**Teacher Candidate Representation**

Teacher candidates serve on the Teacher Education Committee and the Hanover Student Education Association (HSEA) and the Indiana Student Education Association (ISEA). The TEC representatives are appointed by the Student Senate following recommendations from the Education faculty and the Vice President of Academic Affairs. Teacher candidates have the opportunity to hold office in both the HSEA and ISEA. Membership in the National Education Association is required for both Methods and Student Teaching courses which provides one million dollars of liability insurance for the teacher candidate in their clinical experience/placements.

Top education students are named to awards at the Educator Induction Ceremony, the Hanover College Honors Convocation, and at Commencement. The Indiana Association of Colleges for Teacher Education (IACTE) give awards to Outstanding Future Educators from Hanover College at the annual luncheon in Indianapolis which honors top teacher candidates from all over the state.

**Academic Dishonesty Policy**

Teacher Candidates are members of a selective program and are expected to hold themselves to a strict ethical code of conduct. As part of this code of conduct, it is assumed that candidates maintain the highest level of academic integrity. A Candidate who engages in any form of academic dishonesty in any College course is subject to dismissal from the program. In accordance with Hanover College policy, any candidate who is suspected of academic dishonesty will be reported to the Chair of the Student Academic Assistance Committee (SAAC) and notified of this report. Other reports of academic dishonesty reported to SAAC will be reported to the Education Program, as well.

**Violation of Federal, Indiana, or Local Laws**

The Teacher Education Program does not actively seek information regarding violations of Federal, State, or local laws, but does follow the same policy as that of Hanover College. National yearly background checks are required of all education students in courses that have external fieldwork. These are completed online through our EPP Safe Hiring Solutions account. Those with financial hardship can have the cost billed to their student account by contacting our Education Student Services Coordinator. Student teaching candidates are responsible for fulfilling the requirements of the school system where their student teaching assignment will be completed. Proof of having met this requirement should be submitted to the Student Teacher Supervisor and the Education Student Services Office in Newby Hall. Students do benefit from straightforward reporting to their Education advisor of infractions that might appear on their record. Teacher candidates will want to anticipate any barriers to obtaining teacher certification, a teacher license, or employment.

**Clinical Experience/Field Work**

NOTICE: PLEASE REFER TO THE AUGUST BULLETIN REGARDING FIELD WORK/CLINICAL EXPERIENCES FOR ACADEMIC YEAR 2020-2021 IN RESPONSE TO THE COVID 19 PANDEMIC AND SOCIAL DISTANCING.

Fieldwork is an important part of teacher preparation. Beginning with the introductory course, EDU 221 – *Education & the American Culture*, education students participate in a variety of experiences in local classrooms: tutoring, observation, practice teaching, and finally leading classroom instruction. Each clinical experience requires cooperation with a mentor teacher in a K-12 classroom, and an Education professor. As candidates progress through the program, their involvement in the classroom increases and their role as a professional also increases. Dispositions are checked throughout each fieldwork experience with an evaluation by the clinical educator (mentor teacher) for the experience. These are reviewed each semester by the EPP. Dispositions in early fieldwork experience are reviewed for admission into the program. These dispositions are also discussed and checked at each Decision Point.

Both the elementary education program and secondary education program require 120 hours of fieldwork experience prior to student teaching. All field experiences are arranged by Education professors. Demonstration of the expected level of dispositions is checked at Decision Point 2 which serves as the “gateway” to student teaching. Student teachers complete 14 weeks of full-time teaching and highly qualified candidate may choose a placement in urban schools near Louisville or near Cincinnati, or in Indianapolis. Highly qualified candidates may also pursue a student teaching internship with either The Philadelphia Center or with Wartburg College West in Denver, CO.

**Required Professional Dispositions in All Field Experiences**

Hanover College teacher candidates represent the College and demonstrate their commitment to the teaching profession by signing an agreement with the Educator Preparation Program that Program guidelines will be followed in every field assignment. Candidates will immediately receive feedback for any indication of unprofessional behavior or dress. First impressions and teacher reputation are critical in the teaching profession.

 **Advanced Pre-Student Teaching (Methods) Coursework**

Admitted students to the program will officially be known as candidates and will start their 300- level methods course sequence. These courses have intensive fieldwork as candidates will be leading instruction on a regular basis in local classrooms. Candidate performance will be observed with regular feedback by clinical educators (mentor teachers) and supervising faculty from the department. It is anticipated that the candidate will transition in their skill and dispositions from “developing” to “effective” as they grow in their teaching abilities and experiences with K-12 students. This data is placed on a tracking form to monitor development of skills and dispositions throughout pre-student teaching fieldwork experiences and continue in student teaching. On the evaluation rubric, certain criterion will be designated “non-negotiables” and marked with an \* on the form. A score of “1” (ineffective) in the final evaluation for a fieldwork experience will place the candidate on probation for the sequential course and fieldwork. This probationary status will be monitored carefully with appropriate interventions enacted by the EPP to assist the candidate in growth in these area(s). A candidate with a probationary history will be limited to a local student teaching experience where the supervising faculty can be more accessible for support. If at any time a score of “1” (ineffective) remains, the candidate will be restricted in student teaching placements and if any “1” remains for a consecutive semester, the candidate will be dismissed from the program.

**Criminal History/Background Checks**

As stated above and mandated by state law and typical of any profession that works with minors, all students enrolled in an education course with required field experience must have an annual Safe Hiring Solutions background check through our account link. The cost can vary by previous residential history and it is payable by credit or debit card. Students needing financial assistance with this should see the EDU Student Services Coordinator for alternative arrangements to charge this to the student’s account. Other fieldwork assignments may have different or additional requirements. Contact your education course instructor, education advisor, or the Student Services Coordinator for more information. Directions and links to order the report available at <https://education.hanover.edu/about/background.php>

**Student Teaching Policies**

A candidate’s culminating work is full time student teaching in a classroom for 14 weeks. Students seeking dual certification in Mild Interventions or in a P-12 Program such as PE and Health, Visual Arts, and World Languages will have an extended student teaching assignment, preferably in the fall semester. Candidates must attend an orientation on student teaching and be placed with mentor teachers that the program’s faculty arranges. Student teachers are not permitted to teach in their alma mater. Other than pre-approved areas (Louisville, Indianapolis, Philly, and Denver) for Urban Student Teaching, the student teaching assignment must be within a 30-mile radius of the College campus. The cooperating school calendar and daily schedule for teachers determine the student teacher’s schedule. Student teachers are expected to participate in their assigned school’s extracurricular activities and school events. There will be several mandatory on-campus Student Teaching Seminars. Student Teachers in Philadelphia and Denver are exempt from the seminars. Additional policies and forms pertaining to student teaching are published in the Student Teaching Handbook, including the policy for absence during Student Teaching. You will be assigned a student teaching supervisor employed by Hanover College.

Prerequisites for student teaching are as follows:

* Successful Decision Point 2 interview addressing professional development of dispositions
* Portfolio evaluated as effective (90% of criterion met)
* 3.0 GPA in the candidate’s major
* Effective evaluations from methods fieldwork and practice teaching and successful completion of education methods courses
* Non-probationary status with TEC
* Application to cooperating school as required and signed student teaching agreement.
* EDU 455, 456, 458, and 459 are full four-unit courses. Enrollment in any other courses during the student teaching assignment is not permitted except in unique circumstances
* No participation in athletics is allowed during student teaching without a signed agreement between the Coach, Athletic Director, and Student Teaching Supervising Faculty. Students should plan for student teaching in the off season from their sport.

**Student Teaching and Certification/Licensure**

Teacher Certification is separate from completion of degree requirements and has additional expectations. Since Student Teaching is a Pass/Fail course, the passing grade for completion of the student teaching course *does not guarantee* teacher certification. Some teacher candidates may require intervention by their education professors or student teaching supervising faculty to ensure success in student teaching. In all cases, teacher candidates meet with mentors and education professors to solve problems, and agreements are written as formal documentation of what interventions are required. An intervention plan including goals will designed for the candidate for this experience. Teacher candidates who do not pass student teaching may obtain a content area degree, but not teacher certification for licensure. Candidates who successfully complete Decision Point 3 will receive licensing certification. Candidates who do not meet the 90% criterion will not pass student teaching and will not receive the 4 units of credit for this experience. Candidates may retake student teaching in an upcoming semester for one year from graduation.

**Student Teaching Placement Process**

A preference form will be completed by teacher candidates for the Student Teaching Coordinator (currently, Dr. Debbie Hanson) early in January of the junior year and efforts will be made to accommodate the teacher candidate’s preference. The Education professors make the ultimate decision for each candidate’s student teaching assignment based on request, best practice, and scheduling for the student teacher supervisor. The Educator Preparation Program negotiates a signed agreement from each cooperating school corporation that ensures the safety and professional treatment of student teachers. All student teaching assignments are made in safe school communities. The Education professors work with each student to ensure the best possible assignment for that individual student teacher. The Educator Preparation Program must prepare candidates for grades K through 6 (elementary) or grades 5-12 (secondary) or grades P-12 (all grades); consequently, student teaching assignments must attempt to guarantee that the teacher candidate has had the full range of grade-level practice teaching. Student Teacher candidates can live on the College campus and be assigned student teaching within a 30-mile radius of campus. Urban placements are limited to Indianapolis, IN and near the Louisville, KY and Cincinnati, OH metropolitan areas (but in the state of Indiana). Additionally, we offer placements in Denver, CO, with Wartburg College West and in Philadelphia, PA with The Philadelphia Center. Candidate preparation for a student teaching assignment includes:

1. Living arrangements on or off campus according to the cooperating school’s calendar
2. Adjustments in campus meal plans
3. Application for a Spicer Phillips scholarship that assists with transportation or rent expenses for either long-term or short-term urban teaching experience
4. Completion of a criminal history check according to cooperative school requirements
5. Attendance at the Education Program’s student teaching orientation and introduction to teacher mentor
6. Required student membership of National Education Association (NEA) for liability insurance coverage (see [www.nea.org](http://www.nea.org))
7. Agreements with the campus Athletic Department, if the student teacher participates in varsity sports during student teaching
8. Anticipation of tuition (4 units of credit) and a student teaching fee assessed by the College (a nominal contribution to teacher mentor stipend and supervisor mileage)

**Workshops, Events, and Other Professional Development Activities**

Candidates are encouraged to participate in other activities and events that will give valuable experience, job search tools, and networking opportunities to round out their teacher preparation experience. Some of these include workshops through the Hanover College Levett Career Center, such as resume writing for teachers, job fairs, and mock interviews.

Hanover teacher candidates typically serve in the larger school community for agencies or initiatives such as: College Mentors for Kids, Casa Amiga, AVID, Englishton Park Summer Camp, Panther Pack, etc. Local schools may also request assistance for special events from Hanover teacher candidates. We believe the combination of academic rigor and real world experience prepares teacher candidates for a competitive market, for a diverse population of students, and for success in their own classrooms, as well as being strong resume builders.

Education professors will invite teacher candidates to attend and present at area professional conferences such as the Indiana Reading Association, HASTI, and ISEA. While rarely required, candidates are strongly urged to take advantage of such events.

Candidates should anticipate saving documents, letters of recognition, and photos related to these activities for their professional portfolios. Decision Point 3 now includes a Culminating Experience presentation following student teaching. We suggest having all documentation in an electronic format.

Liability in Field Experience

Hanover College and the Educator Preparation Program, including faculty and staff, do not make assurances, either expressed or implied, regarding field work and student teaching placement and risks involved in such. Any internship or travel carries with it potential risks which are beyond the control of Hanover College. By accepting a field placement, conference attendance, or student teaching assignment, each teacher candidate assumes responsibility for his or her own safety and well-being and releases the College and both the Education Department and the Educator Preparation Program of any liability regarding accident or other hazards encountered in the process of fulfilling the assignment. Hanover College will not knowingly place a teacher candidate at risk. Any concerns with the safety of the candidate should be brought to the immediate attention of the Educator Preparation Program and/or TEC.

In addition, methods candidates (juniors) and student teaching candidates (seniors) are required to demonstrate proof of their student membership in the National Education Association (NEA) which provides liability insurance for the teacher candidate against lawsuits and other forms of legal action up to one million dollars. This membership also includes membership in the state (ISEA) and local chapter HSEA. As a reminder, all candidates must have a current Standard for Success subscription.

**Incomplete Teacher Certification at Graduation**

Teacher candidates in good standing at graduation have one year from the date of commencement to complete all certification requirements. After the one year, candidates will be formally dismissed from the program(s) and would have to apply for reinstatement into the Program for completion.

**Probationary Status**

The Teacher Education Committee (TEC) or the Education Department may place candidates on probation. Candidates will receive a formal written notification of their probationary status because of GPA or other cause. Probationary status is based upon the candidate’s inability to meet Decision Point requirements as per page 14 (Appendix A). TEC will direct appropriate interventions for the candidate along with the Education Program faculty.

**Dismissal from Teacher Certification Program**

Dismissal from a teacher certification program is determined by the Education Department and the Teacher Education Committee. This may occur at any time. Reasons for dismissal are restricted to the candidate’s inability to meet Decision Point criteria (see Appendix A). Dismissal is automatic after two consecutive terms of TEC- or department determined probation. All decisions of dismissal can be appealed through College policies as stated in the College Catalog.

**Withdrawal from the Program or College**

If a Candidate decides to voluntarily withdraw from a teacher certification program, a written notice of that intent is requested by the Education Department Student Services Office, the Teacher Education Committee and the College Registrar. There is a form available in Newby Hall; a personal message from the Hanover College email account is also acceptable. TEC asks that withdrawing candidates complete an exit interview for the purpose of program evaluation.

If a candidate is dismissed from the College, he or she will also be automatically dismissed from the Educator Preparation Program. Withdrawal from the College likewise translates to withdrawal from the Program. Transfer from one teacher certification program to another institution’s comparable program is often not possible. To regain admission to a Hanover College certification program, the student would first need to be re-admitted to the College and then re-apply to TEC. This process could be abbreviated if the re-admitted student originally withdrew in good standing from a Hanover teacher certification program. Program requirements change over time because of Indiana Department of Education revisions in licensing rules or teacher standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.
**Leave of Absence**

Any candidate taking a leave of absence from Hanover College will also need to obtain approval for the leave from the Director of the Educator Preparation Program/Chair of the Education Department in order to stay in good standing as a teacher candidate. This approval will not be unreasonably withheld and the Director will inform TEC.

**Hanover College Educator Preparation Programs by Content**

***Approved by the Indiana Department of Education***

* **Elementary Generalist (K-6)**
* **Exceptional Needs (Mild Interventions P-12)** *\*Dual certification with another teaching area only*
* **Fine Arts**
	+ **Visual Arts p-12**
	+ **Theatre Arts p-12**
* **Health Education (p-12)**
* **Physical Education (p-12)**
* **English Language Arts (5-12)**
* **Mathematics (5-12)**
* **Science**
	+ **Chemistry (5-12)**
	+ **Earth/Space Science (5-12)**
	+ **Life Science (5-12)**
	+ **Physics (5-12)**
* **Social Studies**
	+ **Economics (5-12)**
	+ **Government and Citizenship (5-12)**
	+ **Historical Perspectives (5-12)**
	+ **Psychology (5-12)**
	+ **Sociology (5-12)**
	+ **World Languages**
		- **French (p-12)**
		- **German (p-12)**
		- **Spanish (p-12)**

# Handbook Appendix A

## Hanover Educator Preparation Program (EPP) Decision Points

|  |
| --- |
| Decision Point 1 |
| **Application and Entry** |
| * Application on My Hanover
* 2.67 GPA minimum
* Two recommendations from Hanover College professors
* Successful essay per the TEC rubric
* Clear judicial and SAAC record
* Strong dispositional feedback from EDU 221 and entry level pedagogical courses
* Successful interview with a Teacher Education Committee (TEC) team
* ACT Reading 21.25+ and ACT Math 21.25+ORSAT Reading 543.33+ and SAT Math 532.5+ ORPRAXIS Core Reading 168.06+ and PRAXIS Core Math 162.14+ and PRAXIS Core Writing 165+
 |
| Decision Point 2  |
| **Student Teaching Readiness** |
| * 3.0 GPA minimum in major course(s) of study
* Earning a C or above in methods course sequence.
* Proof of National Education Association (NEA) student membership for liability coverage
* Effective rating on portfolio (at least 90% of criteria met at the effective rating)
* Effective rating on pre-post assessment
* Clear background check from school system of student teaching assignment or through Safe Hiring Solutions
* Level 2 dispositions from mid-level pedagogical courses
* Successful interview/presentation to members of the Clinical Educator Advisory Council members
 |
| **Decision Point 3**  |
| **Program Completion** |
| * Successful completion of a student teaching assignment with 90% ratings effective or highly effective
* Effective rating on pre/post assignment
* Effective rating on integrated unit plan
* Effective rating on culminating presentation
* Effective rating on other documents as required for specific disciplines or listed in the Student Teaching syllabi
 |
| **Decision Point 4**  |
| **Professional Licensing**  |
| * Completion of all Hanover College Educator Preparation Program requirements per Decision Point 3
* Successful completion of bachelor's degree in content area major (including a minor for Elementary Ed majors who are not completing the Mild Interventions Program)
* Certification in CPR with AED by the American Red Cross or the American Heart Association
* Certificate of completion of an approved Suicide Prevention Training program (our EPP recommends the course via The Jason Project)
* Passing of required licensure exams in Pedagogy and Content Area(s)
* Application for licensing by Indiana Professional Standards Board via LVIS online system **(**there may be additional state licensing exams and different requirements for licensing in other states)
* Professional development and timely renewal of initial license must take place to keep a valid teacher license.
 |

**Handbook Appendix B**

**Hanover College Pre-student teaching (initial) Fieldwork Feedback** *Revised 8/2020*

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: EDU 221 \_\_\_\_ or EDU 252 \_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria**  | **4-highly effective**exceeded expectation; more like advanced candidate rather than introductory level  | **3-effective**Appropriate level- met expectation on a consistent basis | **2-developing** occurred at times but not consistently | **1-ineffective**Level ofConcern |
| Treats all students fairly with respect |  |  |  |  |
| Expresses an interest in understanding diverse learning needs and talents of students  |  |  |  |  |
| Consistently communicates with supervisor/mentor |  |  |  |  |
| Self-control, patience, encourages students to work hard and persist  |  |  |  |  |
| Promotes growth mindset communicating high expectations for students |  |  |  |  |
| Appropriate professional appearance |  |  |  |  |
| Presents himself/herself in a professional manner (oral and written communication on regular and frequent basis, ethics, confidentiality) |  |  |  |  |
| Regular in attendance and on-time; well-prepared for each session  |  |  |  |  |
| Believes all students can learn by establishing high expectations for students  |  |  |  |  |
| Shows initiative to ask questions and seek feedback/ advice/resources for teaching from mentor teacher |  |  |  |  |
| Positive about teaching and learning  |  |  |  |  |
| Flexible to adapt to changing circumstances |  |  |  |  |
| Open-minded to new ideas and suggestions |  |  |  |  |
| Actively involved in classroom |  |  |  |  |
| Accepts and responds to feedback and suggestions |  |  |  |  |
| **Overall Performance:**  | STRONGLY AGREE | AGREE | DISAGREE (HAVE RESERVATIONS ABOUT STUDENT) | STRONGLY DISAGREE |
| Student demonstrates a positive teacher presence with passion and enthusiasm for teaching.  |  |  |  |  |
| Student demonstrates strong commitment to teaching. |  |  |  |  |
| Student is recommended to advance in the educator preparation program. |  |  |  |  |

**Clinical Educator Comments:**

**Handbook Appendix C:**

**Lesson Observation Form**

 This observation form is to be completed a total of four times: twice by the clinical educator (classroom teacher) and twice by the clinical faculty (Hanover College ST Supervisor) *Revised June 2020* **\*Two pages**

**Student Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clinical Educator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade level: \_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_Whole group:\_\_\_\_\_\_Small group:\_\_\_\_\_\_\_\_\_\_\_ Mix:\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria:** | **Skill well-executed in lesson focused on student needs**  | **Skill present but still developing** | **Listed on lesson plan but not executed in lesson** | **Skill was not observed** |
| INTASC- Standard 1: Learner Development |  |  |  |  |
| Developmentally appropriate instructional level  |  |  |  |  |
| INTASC 2- learner differences –individual and cultural-high expectations- inclusive learning environments  |  |  |  |  |
| Adapts and differentiates instruction for students’ abilities including IEP’s |  |  |  |  |
| Communicates High expectations and demonstrates respect for all learners and self  |  |  |  |  |
| Has Appropriate accommodations for ENL students |  |  |  |  |
| Comments:  |  |  |  |  |
| INTASC 3- learning environment- individual and collaborative learning, positive social interaction, active engagement in learning |  |  |  |  |
| Facilitates a community of learners that demonstrates inclusion |  |  |  |  |
| Creates an atmosphere where all students can be successful and learn to the best of their ability |  |  |  |  |
| High level of student engagement in lesson |  |  |  |  |
| Creative learning options and teaching techniques |  |  |  |  |
| Engaging introductions to lesson and activities |  |  |  |  |
| Interacted with ALL students  |  |  |  |  |
| Clear directions provided  |  |  |  |  |
| Wait time used effectively |  |  |  |  |
| Positive and respectful classroom environment and good student rapport |  |  |  |  |
| Establishes and maintains effective classroom management; students on-task majority of class time with few disruptions |  |  |  |  |
| Effective time management of classroom activities and other responsibilities (routines, transitions, and procedures well- executed) |  |  |  |  |
| Comments:  |
| **Criteria:** | **Skill well-executed in lesson focused on student needs** | **Skill present but still developing** | **Listed on lesson plan but not executed in lesson** | **Not observed** |
| INTASC 4-content reviewed  |  |  |  |  |
| restated, rephrased and retaught, main points emphasized repeatedly |  |  |  |  |
| Clear objectives established for lesson and communicated to students |  |  |  |  |
| Incorporates appropriate examples, explanations and multiple representations of content |  |  |  |  |
| Responds appropriately to student misunderstanding |  |  |  |  |
| Comments: |  |  |  |  |
| INTASC 5-application of content- connect concepts, critical thinking, collaborative problem solving with applications to local and global issues |  |  |  |  |
| Students engaged in higher order critical thinking and problem solving |  |  |  |  |
| Lessons build on prior knowledge of key concepts and make connections evident |  |  |  |  |
| Demonstrates relevance to student’s lives and to the community; provides real-world examples and opportunities for learning  |  |  |  |  |
| INTASC 6-assessment- multiple methods, use to guide instruction, monitor learner progress |  |  |  |  |
| Frequently checks for student understanding |  |  |  |  |
| Comments:  |  |  |  |  |
| INTASC 7-planning for instruction, cross disciplinary skills |  |  |  |  |
| Advanced preparation of plans and materials; lessons well-organized with all materials prepared |  |  |  |  |
| Data used for planning lessons  |  |  |  |  |
| INTASC 8-instructional strategies-variety of strategies  |  |  |  |  |
| Variety of instructional strategies used throughout lesson |  |  |  |  |
| Comments:  |  |  |  |  |
| 9-professional learning and ethical practice-Continually evaluating practice, adapts practice to meet needs of each learner |  |  |  |  |
| 10-Leadership and Collaboration –collaborate with other teachers, community, families to ensure learner growth and the profession |  |  |  |  |
| Comments: |

**Comments from post-observation discussion (insight on INTASC 9 and 10: reflective practice, context, school community activities):**

**Goals:**

 **Handbook Appendix D**

**Clinical Experiences
 Fieldwork and Dress Guidelines**

Field work is an important part of the Educator Preparation Program. It is very important to remember you are representing Hanover College and the EPP during your field work time. Please pay close attention to the following guidelines:

**Be punctual:** Leave for your destination especially early on the first day to allow time for getting lost, locating a parking space, finding the right door into the school building, and locating the classroom. If you are ever unavoidably delayed, do phone the school and leave a message for your cooperating teacher. As a rule of thumb, always plan to arrive ten minutes before you are expected.

* **Sign in:** Sign in at the school office each time you arrive at the school unless otherwise instructed. Wear your name tag/ID at all times.
* **Always show up as expected:** Remember that teachers often have to work when they are not feeling their best; and that they will expect the same dedication from you. So, if you are seriously ill, make sure you contact the cooperating teacher in advance of when you are expected. Make plans with the teacher to make up your time. Keep absences to a minimum. It is the teacher’s prerogative or that of the college field supervisor to end the experience if you have as***few as one unexcused absence****. You will be missed when you are not present –* *do not disappoint the teachers or the students in the classroom.*
* **Be aware of the school’s calendar and closings:** This is your responsibility. Discuss the calendar with your cooperating teacher and plan for days when the school will be closed. Plan to make up all missed days.
* **Display a professional attitude during the field experience.** Be positive, enthusiastic, outgoing, and supportive of the cooperating teacher. Do not complain about class assignments or other personal matters.
* **This experience is what YOU make it:** Take initiative and become involved in the classroom activities and with the students. Be flexible and accommodate the teacher’s schedule when needed; be willing to visit on different days if needed. Earn your cooperating teacher’s trust and respect by volunteering in small ways to demonstrate your eagerness and show your ability to follow the teacher’s lead. To become a successful participant, you will likely need a combination of patience, gentle persistence, and a positive and respectful attitude.
* **Be discreet:** Be mindful of your conversations and actions. This applies in the school, community, and class. Take care not to use the names of teachers and/or pupils when discussing your observations in class. This is a serious privacy issue. Research FERPA laws. The Educator Preparation Program strongly recommends EDU 252 even for students who are not completing the Mild Interventions Dual Certification
* **Be prepared:** Field experiences are an important piece of your academic course work. Assist the teacher with class activities. If you plan to present a lesson on a particular day – be certain you are there, with a well-prepared, pre-approved (if required) lesson, and all the materials that are needed. ***Do not wait until the day of the lesson to enlist assistance from your teacher, your professor, or the Education Program Student Services Coordinator. (copies, resources, tools, etc.).***
* **Be responsible:** If the teacher lends you materials, be sure to return them and in good condition. Be clear about whether copies of papers are for you to borrow or to keep. Check on the school policy about use of the school copy machine before making copies, however most copies for student use during student teaching should be made at the host school.
* **No visiting:** Hanover students are in classrooms/schools to observe and be helpful and are not there to socialize with peers.
* **No smoking prior to or during field work:** Clothing should not smell of smoke when working with students.

School grounds are completely smoke free zones. Being under the influence of any substance is strictly prohibited and grounds for dismissal.

* **Cell phones “OFF” during field work. HARD STOP.**
* **Make sure all communication is professional:**This includes all written and spoken communication as well as email, Facebook, Instagram, Twitter, My Space, Snapchat, Google +, and other forms of electronic communication. DO NOT accept friend requests from underage persons! If unsure, schedule a discussion with your professor or the Student Services Coordinator
* **Evaluation:** Feedback from the cooperating teacher and the Hanover College supervising faculty will be gathered throughout the field work experience. Questionable student performance (low scores on the evaluation) will be addressed by the College faculty and/or the Teacher Education Committee (TEC). This information will be considered at Decision Point 1 (Admission to the Program) or Decision Point 2 (Approval for Student Teaching Assignment).
* **Dress professionally at all times!** Again - first impressions are extremely important in field work. To be seen in a professional, teacher-like role, one must look and act in a professional manner. Your attire is extremely important during field work. The dress code for teachers in Southern Indiana is very conservative. Appropriate attire for women includes dress slacks (not tight leggings), skirts and dresses (not overly short). Men should wear dress pants, dress shirts/collared polo shirts, or sweaters. Teachers are on their feet all day, so wear sensible shoes appropriate to the activities of the classroom, yet still professional in appearance. Except for “spirit days” or other school sanctioned activities like Hat Day, etc. the following should be your guide:
1. Campus attire such as jeans, sweatpants, leggings, tank tops, tee shirts, gym shorts, wrinkled or frayed pants or shirts, sneakers, flip flops, spike heels, etc. are not appropriate attire for the classroom.
2. All body art/tattoos should be covered. Special make-up should be used to cover any tattoos that cannot be covered by clothing. Please consider this prior to committing to irreversible procedures. And NO HICKIES!
3. No hats indoors.
4. Hair styles should be kept conservative and professional.
5. Remove all jewelry from visible piercings except for conservative earrings. Small bandages can be used to cover pierced jewelry that is not removable.
6. The midriff of the body should never be exposed.
7. Clothes should be loose enough to avoid gaps in buttons, panty lines, etc.
8. Undergarments should not be seen (men and women).
9. Pants should fit at the waist and be worn with a belt.
10. Shoulders must be covered – no spaghetti straps or muscle shirts.
11. No cleavage of any kind should show. Test outfits in a mirror. Can you bend over without revealing cleavage in front or in back?

**NOTE: If in doubt, you should choose something else. Professional image is so important so err on the side of caution!**

*NOTE: Good quality professional attire can be obtained at various locations very inexpensively (Goodwill, Salvation Army, thrift and consignment shops). Please contact the Education faculty or staff if obtaining appropriate clothing is a problem for you.*

Everything you do as a pre-service teacher affects how you are perceived by the people around you. These perceptions may affect the opportunities you are offered now, and the ability to get to a teaching job in the not-too-distant future. Principals often comment that they ruled out some otherwise qualified candidates because they did not have a have a professional appearance.

#####  Handbook Appendix E

**Privacy and Confidentiality Agreement**EPP Student Handbook: I understand that student school records, Individual Education Plans (IEPs), and conferences involving students, parents, and teachers are all to be considered **highly confidential** information. I will avoid public conversations about students, their parents, and other teachers. I will discuss student behaviors and performances only within the school setting or in an EDU classroom session. My notes for education coursework regarding school or student observations will include my personal impressions and questions without use of full student or teacher names. I understand that my notes will only be read by my cooperating teachers and by Education personnel. In like manner, my notes from any field experience will not be made available for public view.

# Student Confirmation of Receipt of Education Program Handbook and Privacy Agreement

All Education students (even prior to formal admission as teacher candidates) will be required to review this handbook each academic year and verify this via a form in Standard for Success at each Decision Point. Your confirmation is required to continue in the Educator Preparation Program. This confirmation states the following:

*As a student/participant in any education course, I state that by signing below, I am confirming that I have read, and agree to abide by, all expectations, agreements, rules, requirements, and policies of the Hanover College Educator Preparation Program Handbook throughout my career as a Hanover College Education student. The Program Handbook is updated annually. It is available at* [*www.education.hanover.edu*](http://www.education.hanover.edu) *and* ***should be reviewed by******students at least once each academic year****. While Education professors will discuss any change or updates as well as specifics as they relate to each Decision Point, it is the student’s responsibility to be familiar with all aspects of the Educator Preparation Program and ask questions as needed to ensure compliance.*

***Students without an agreement on file are held to all standards, policies, and requirements regardless of the lack of documentation. Incomplete documentation demonstrates a lack of professionalism which will be reflected in the student’s development of dispositions records.***

##### Handbook Appendix F

**Implementation of Standard for Success Student Records System**

Hanover College and the Educator Preparation Program has contracted with Standard for Success to be a pilot program. This utility will enable our education students to store their education valuable data, teaching artifacts, as well as being about to keep accurate details of courses, decision points, documents, and progress in one cloud-based, secure location. This subscription is required for all students in Education courses. The subscription will cost education students $50 per semester and *Standards for Success* will have a secure, online payment portal that will also allow for installment payments. Non-EDU students taking an education course may apply for a waiver via the Educator Preparation Program Student Services Coordinator.

An annual deadline for acquiring the subscription will be set by the EPP. Students who have not secured their subscription will not be allowed to continue in field placements, decision points, and other program checkpoints until proof of active subscription is provided to the EPP. This is effective with the Fall 2020 term forward. The EPP has lowered other costs, including textbook purchases, in order to make this requirement less of a burden. Please contact your Education advisor or course instructor with any questions.

##### Handbook Appendix G

**Covid 19 Pandemic: Effects on Clinical Experiences for EDU Courses**

With the strict distancing and safety requirements of our partner schools, only student teachers will likely have face to face clinical experiences this academic year. The EPP has made plans for alternative clinical experiences which will be outlined in course syllabi and further explained by the course instructor. While field work will look different this year, the Education Department remains devoted to providing high quality teacher preparation to meet the needs of each of our students.

Student teachers will follow the absence rules outlined in the student teaching handbook. Communication with the clinical educator and faculty supervisor is crucial to ensure the student teacher meets the minimum required by the Indiana Department of Education for certification and licensing. The best interests of the candidate will be of the utmost in importance and the EPP will work with the individual student teacher regarding their specific situation during this unprecedented time.

*Hanover College EPP Student Handbook is reviewed and revised annually or as needed for Program changes.*