



Education Program Handbook



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Purpose of Handbook

The purpose of this Handbook is to present an overview of the requirements, policies, and program elements of the Hanover College teacher certification programs. Criteria and procedures for admission into a teacher preparation program, co-curricular requirements, policies, and details about field work assignments, and teacher licensing procedures are reviewed here.

Teacher Preparation Program Overview

The Education Department's Mission Statement:

A community of teachers and learners at Hanover College prepare committed, competent, culturally responsive, and critically reflective new educators.

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 over 177 years; and the College has carefully preserved this teacher education legacy. An elementary education major or secondary teacher certification course of study differs from other academic disciplines on the campus because teacher certification requires accreditation by National Council for Accreditation of Teacher Education (NCATE) and the Indiana Department of Education (IDoE). 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. Currently, Hanover College recognizes more than sixty teacher candidates who will qualify for a teacher's license at graduation. 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 area they wish to teach, as well as courses in education and student teaching. All teacher candidates complete a final professional portfolio and a cross-cultural experience.

This handbook will serve as a guide for the education student at Hanover College. It contains an overview of the procedures, policies and expectations for students entering the program. Please consult this handbook and the department website <http://education.hanover.edu> for additional information.

Admission to a Teacher Certification Program

Hanover teacher certification programs are 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 writing skills, scholarship, responsible behavior, and positive recommendations from their professors. The College Teacher Education Committee (TEC) that is comprised of professors across several disciplines, education professors, the Registrar, and two candidate representatives, reads and admits candidates into a program each year. All qualified applicants are admitted. Entry level criteria are: Indiana Department of Education teacher placement exam passing scores (ACT – 24, SAT – 1100, or passing scores on Pearson CASA), a 2.5 GPA, a written essay indicating enthusiasm for teaching and writing skill, two positive recommendations from professors, and a clear student conduct record.

Students complete applications by the first week of winter term of the sophomore year, near the time for declaring an academic major. The Pearson Education CASA exam should be taken prior to or during the fall of the sophomore year, if needed. Students who do not meet admission criteria by the sophomore deadline should discuss their personal circumstances with an Education professor. TEC will consider delayed applications on an individual basis. All application materials and rubrics are available on the website and in Newby Hall. A completed application must include:

- a. Application form and resume
- b. Recommendations (form or letter) by two Hanover College professors (can't be TEC members)
- c. Written essay on one of two topics
- d. Current Hanover College transcript
- e. Clear record with Student Life and Student Academic Assistance Committee
- f. Valid Limited Criminal History Check from the Indiana State Police
- g. Passing scores as set by Indiana Department of Education.

Applicants will receive a formal letter of admittance from TEC. In some cases, TEC will ask for additional or revised documentation in order to make a decision. All newly admitted teacher candidates are assigned an education advisor and are expected to meet with an Education advisor to plan a four-year course of study that includes opportunities related to study abroad, varsity sports, additional majors or minors, and service projects. Prospective Hanover College students and first year students who are interested in the Education Program are encouraged to communicate with the Education Program as early as possible and to schedule the EDU courses that can be taken prior to admission to the program.

Applicant Release of Records

Each applicant must execute and sign a release form which grants TEC access to academic and student life records. TEC checks for a record of student misconduct. As stated on the authorization form, a candidate may rescind authorization; however, by doing so, the candidate may be subject to dismissal from a teacher certification program by TEC. Candidates authorize the use of certain information (name, major, student teaching placement, activities, statements, and applicable photographs) for the purpose of promotion and information.

Teacher Candidate File

All teacher candidate files and records are kept secure and confidential by the College and Department of Education. Candidates may review their file at any time by contacting the Program Assistant or an Education faculty member.

Appeal

Applicants who are not admitted by TEC may appeal the decision. Applicants must notify the Chair of TEC and the Social Sciences Division Head of 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 Dean of Academic Affairs. The decision of the Dean regarding the appeal is final.

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 can be determined by Education professors, the TEC, or a cooperating school, if the teacher candidate does not meet criteria defined at three sequential decision points in the teacher certification program. These decision points (see Appendix A) are monitored by TEC.

Decision Point 1: The College student becomes a teacher candidate (Entry criteria is outlined above.).

Decision Point 2: The teacher candidate is prepared to student teach. Criteria includes a 2.67 GPA both in the major and cumulatively, successful practice teaching in cooperative schools, successful completion of methods coursework, a successful interview addressing professional dispositions, a portfolio score of 2, and a clear records check.

Decision Point 3: The student teacher is prepared for teacher certification and a teacher license. Criteria includes a Bachelor's degree, passing scores on content knowledge licensing exams, completion of student teaching, first aid and CPR certification, suicide prevention certification, a minimum final portfolio score of 3, a clear records check, and a completed cross-cultural experience.

At any point in a program TEC or the Education Department professors can intervene on the teacher candidate's behalf to ensure successful completion of criteria or to assist the teacher candidate in determining alternatives in scheduling or teacher certification.

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 mentor teachers for our teacher candidates. Alumni serve on the Education Advisory Board to help the program stay current on trends and issues. The Education Department has a Facebook group and hosts an alumni page on our web site in order to make communicating and interacting with us as convenient as possible. The Department also hosts a Teacher Tea during Homecoming and names an alumnus as "Exceptional Educator of the Year" to be honored on a plaque displayed in Newby Hall.

Academic Advising and Planning

Students seeking teacher certification should be in frequent communication with the Education Department for academic advising and planning a four-year course of study. All teacher candidates are assigned an education advisor and an academic major advisor. Education professors are academic advisors for elementary education majors. Students do not have to wait to declare a major 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 their faculty advisors is critical.

Curriculum

All Education candidates must complete the Hanover College LADRs; their major course(s) of study; 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) should be taken at Hanover College. The requirements for teacher certification programs are included in the Academic Catalog. The course requirements are also outlined in the Elementary Curriculum Planning Sequence and the Secondary Education Curriculum Planning Sequence sheets that are available in the Education Department Office.

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. Planning is needed, and even more so if other considerations are being made 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 professional, teacher candidates are responsible for the success and learning of the P-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.

Professional Disposition

Teacher candidates are expected to conduct themselves on campus, with their peers and mentors, and in cooperating schools as professionals. Candidates are expected to sign an agreement to ensure Professional Dispositions 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. (Appendix B)

Teacher Candidate Representation

Teacher candidates are asked to serve on both the Teacher Education Committee and the Education Advisory Board. These candidates 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 the Indiana Student Education Association campus student-led organization. Distinguished secondary and elementary senior teacher candidates represent Hanover College at an annual Indiana Association of Colleges for Teacher Education banquet in Indianapolis which honors top graduating Indiana teacher candidates.

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.

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 same policy as that of Hanover College. Renewed certified background checks are required of all education students in courses that require external fieldwork. The student is responsible for determining what is required by their cooperating school. These background checks must be paid for by the student and completed before any field experience begins. Verification of such must be on file in the Education Office. Typically, each cooperating school will have distinct records check requirements. Teacher candidates 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.

Field Work

Fieldwork is an important part of teacher preparation. Beginning with the introductory courses, education students participate in a variety of experiences in local classrooms: tutoring, observation, practice teaching, and finally leading classroom instruction. Each experience requires cooperation with a mentor teacher in a P-12 classroom, and an Education professor. As students progress through the program, their involvement in the classroom increases and their role as a professional increases, as well.

Our elementary education program requires 120 hours of fieldwork experience prior to student teaching and our secondary education program requires 100 hours of fieldwork experience prior to student teaching. All field experiences are arranged by Education professors. Student teachers complete 14 weeks of full-time teaching and can choose metropolitan schools in Louisville, Cincinnati, or Indianapolis where the student population is more diverse. The Philadelphia Center programs also include student teaching in Philadelphia.

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 Education Department that guidelines will be followed in every field assignment. See Appendix C. Candidates will also sign an agreement to protect mentor teacher and student privacy and confidentiality. (Appendix D). Candidates will immediately receive feedback for any indication of unprofessional behavior or dress. First impressions and teacher reputation are critical in the teaching profession.

Criminal History/Background Checks

All students enrolled in an education course with required field experience must have a background check as required by the specific school corporation or minimally, a Limited Criminal history/background check from the Indiana State Police (ISP) prior to being in the P-12 classroom. This is mandated by the state department of education and typical of any profession that works with children. See your education instructor or education advisor for more information.

Student Teaching Policies

A candidate's culminating work is full time student teaching in a classroom for 14 weeks. Candidates must attend an orientation on student teaching and be placed with mentor teachers that the Program's faculty arranges. Student teachers are advised not to teach in their alma mater, and if they choose to live on campus during 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 cooperative school's extracurricular activities or events. Additional policies pertaining to student teaching are published in the Student Teaching Handbook, including the policy for absence during Student Teaching.

Prerequisites for student teaching are as follows:

- Successful Decision Point 2 interview addressing professional dispositions
- Level 2 portfolio
- 2.67 GPA in both the major and cumulatively
- No enrollment in courses other than EDU 455 or 456
- Favorable evaluations from methods fieldwork and practice teaching and successful completion of education methods courses
- Non- probationary status with TEC

Intervention Plans

Some teacher candidates may require intervention by their education professors or student teaching supervisor to ensure success in practice teaching or 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. Student teachers who are asked to leave their student teaching assignment because of difficulties may have an opportunity to complete the EDU 455 or 456 units of credit by arranging alternative assignments with the student teaching supervisor. The completion of student teaching does not necessarily guarantee teacher certification. Certification is separate from degree requirements and has additional expectations.

Student Teaching Placement Process

A preference form will be completed by teacher candidates for the Field Work Coordinator 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. The Education Department establishes 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 the individual student teacher. The Education Department must prepare candidates for grades K through 6 (elementary) or grades 5-12 (secondary); consequently student teaching assignments must attempt to guarantee that the teacher candidate has had the full range of grade-level practice teaching. As noted above, a candidate can live on the College campus and be assigned student teaching within a 30-mile radius of campus. Urban placements are limited to Cincinnati, OH; Indianapolis, IN; and Louisville, Kentucky metropolitan areas. The Philadelphia Center also offers a student teaching assignment. 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
- 4) Agreements with the campus Athletic Department, if the student teacher participates in varsity sports during student teaching
- 5) Completion of a criminal history check according to cooperative school requirements
- 6) Attendance at the Department's student teaching orientation and introduction to teacher mentor
- 7) Student membership with the National Education Association (NEA) for liability insurance coverage (see www.nea.org)
- 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)

Urban Experience Requirement

The purpose of the urban experience (usually scheduled after or during student teaching) is to ensure that all teacher candidates experience a diverse student population, a larger school curriculum or program available to P-12 students, experience with a greater diversity of teachers, and possibly a culture different from the teacher candidate's. This requirement aims to dispel common misconceptions about urban schools and their students. Those who choose a local student teaching assignment near the College campus are required to complete an Urban Experience organized by the Education Department. Those student teachers who choose an urban or metropolitan student teaching assignment are not required to complete the short-term Urban Experience.

Cross Cultural Experience Requirement

All teacher candidates must complete a cross-cultural experience before graduation. This experience is not necessarily related to practice teaching. The cross-cultural experience can be a result of immersion in a culture different from the candidate's any time before graduation from the College: an off-campus course, volunteer work during a summer, a mission trip during a break, employment, student teaching in an metropolitan area, or an internship. The candidate must have approval of the proposed cross-cultural experience BEFORE the candidate leaves or begins the experience. Printed guidelines are available in the Education Department.

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 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: the Rivers Institute programs, Science Blitz outreach, College Mentors for Kids, Casa Amiga, AVID, Englishton Park summer camp, LINK, or Panther Pack. 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.

Education professors will invite teacher candidates to attend and present at area professional conferences such as the Indiana Reading Association or the Indiana Science, Technology, Engineering, and Mathematics professional development workshops that are offered to teachers. 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.

Liability in Field Experience

Hanover College and the Education 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 the Education Department 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 Education Department or TEC.

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 dismissed from the program(s).

Probationary Status

The Teacher Education Committee (TEC) may place candidates on probation. Candidates will receive a formal written notification of their probation from TEC. Probationary status is based upon the candidate's inability to meet Decision Point requirements as per page 11 (Appendix A). TEC will direct appropriate interventions for the candidate with the Education 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 described on page (see Appendix A). Dismissal is automatic after two consecutive terms of TEC-determined probation. All decisions of dismissal can be appealed through College policies.

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 required by TEC 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 teacher certification program. Transfer from one teacher certification program to another institution's comparable program is typically 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 Chair of the Education Department in order to stay in good standing as a teacher candidate. This approval will not be withheld unreasonably and the Department Chair will inform TEC.

Handbook Appendix A

Hanover Teacher Education Unit Decision Points

January 13, 2012

Decision Point 1

Application and Entry

- 2.5 GPA minimum
- Passing scores on IDoE admissions exams
- Two faculty recommendations
- Successful essay or interview
- Clear campus record
- Clear ISP background check for fieldwork
- Level 1 dispositions from entry level pedagogical courses (EDU 101, 221, 230, PSY 111)
- 13 semester hours

Decision Point 2

Student Teaching Readiness

- Teacher candidacy from TEC
- 2.67 GPA overall and in major course of study
- Successful lesson series assignment
- Clear ISP background check for fieldwork
- Proof of National Education Association (NEA) student membership for liability coverage
- Level 2 practice teaching assessment
- Level 2 portfolio
- Level 2 interview results
- Level 2 mentor teacher feedback
- Level 2 pre/post assignment
- Level 2 dispositions from mid-level pedagogical courses (EDU 201, 316, 333, COM 240, ENG 220, PSY 244)
- 21 semester hours

Decision Point 3

Certification Readiness

- Successful completion of Cross Cultural Experience requirement
- Certification in CPR, Airway Obstruction, and AED use (copy of card on file in Newby Office)
- Certification in Suicide Prevention course
- Passing scores on IDoE licensing exam(s)
- Successful completion of bachelor's degree (elementary education major requires a minor)
- Application for licensing by Indiana Professional Standards Board with clear background check (LVIS)
- Level 3 final evaluation from student teaching mentor and supervisor
- Level 3 pre/post assignment
- Level 3 portfolio
- Level 3 dispositions from upper level pedagogical courses (EDU 401, 455 or 456)
- 36 semester hours and successful awarding of bachelor's degree

Decision Point 4

Professional Readiness

- Mentored by veteran teacher during year one/two
- Principal feedback
- Advisory Board Alumni Survey
- Career Center Survey

Handbook Appendix B

Hanover Department of Education Development of Dispositions

Updated 5-12-09

The candidate must be able to define these dispositions for themselves and their evaluators.

Framework	Level 1 Awareness	Level 2 Pre-Professional	Level 3 Pre-professional	Level 4 Early Professional
	<p>Identify personal preferences, beliefs relevant to teaching.</p> <p><i>Is the student ready to be a teacher candidate?</i></p> <ul style="list-style-type: none"> • Demonstrated in Edu 221 and EDU 101 and field (F); considered for entrance to student teaching program 	<p>Identify personal preferences and beliefs relevant to teaching.</p> <p><i>Is the student ready to be a teacher candidate?</i></p> <ul style="list-style-type: none"> • Demonstrated in Edu 221 and EDU 101 and field (F); considered for entrance to student teaching program 	<p>Build confidence in what is learned.</p> <p><i>Is the candidate ready for the first year of teaching?</i></p> <ul style="list-style-type: none"> • Demonstrated in final student teaching evaluation (E) and portfolio (P) 	<p>Success in working environment.</p> <p><i>Is the first/second year intern prepared for a teacher's license?</i></p>
<p>Critically Reflective</p> <p>INTASC Principle 9</p> <p>INTASC Principle 7</p> <p>INTASC Principle 4</p>	<ul style="list-style-type: none"> • Articulates own philosophy of teaching. • Expresses a personal level of concern in reflections. • Recognizes personal or potential biases. • Seeks to understand personal values and dispositions relevant to teaching. 	<ul style="list-style-type: none"> • Makes connections between philosophy of teaching to practice (I) • Analyzes his/her teaching practice accurately and reflects on implications of that analysis (I) (P), (LS) • Uses self-assessment to address new challenges, and solve problems. (P) (I) • Is willing to clarify beliefs in light of discomfort or uneasiness with new practice or ideas (I) • Understands circular planning, instruction, and assessment model (I), (LS) • Responds to feedback from supervising and mentor teachers (F) 	<ul style="list-style-type: none"> • Integrates philosophy of teaching into practice (P) • Continually uses analysis and reflection of own instruction to make timely adjustments. (E) • Continually uses self-assessment to address new challenges and solve problems (E) • Is willing to be flexible, and open-minded. (E) • Applies circular model of planning, instruction, assessment (P, E) • Actively seeks feedback from supervising and mentor teachers (E) 	<ul style="list-style-type: none"> • Values critical thinking and self-directed learning as habits of mind. • Is willing to be flexible, persistent, and open-minded. • Is willing to give and receive feedback.

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Appendix B:2 Development of Dispositions

Framework	Level 1 Awareness	Level 2 Pre-Professional	Level 3 Pre-professional	Level 4 Early Professional
Community of Learners and Professional Development INTASC Principle 10 INTASC Principle 5	<ul style="list-style-type: none"> Identifies who and what experiences helped to shape beliefs about students, teaching, and subject matter. Appreciates being able to learn from mistakes. Expresses commitment to teaching.(F) Works cooperatively with peers, faculty and mentors and is seen as a positive influence (F) (A) 	<ul style="list-style-type: none"> Articulates elements of a positive classroom atmosphere where all students can learn to the best of their ability (I) Identify resources and training to improve teaching (I) (F) Works cooperatively with peers, faculty, and mentors and is seen as a positive influence. (F) (I) Projects a positive teacher presence (F) 	<ul style="list-style-type: none"> Creates a classroom atmosphere where all students can be successful and learn to the best of their ability (E) Actively builds relationships with school and community to support student learning (E) Actively pursues professional development (P, E) Enthusiastic about seeking resources and training to improve teaching (P, E) Cooperates within and outside the classroom with students, colleagues and community (P, E) Establishes a positive teacher presence and classroom rapport. (E) 	<ul style="list-style-type: none"> Values ability to model, mentor, conference, and facilitate as a teacher. Is enthusiastic about the use of team building strategies in the school community and classroom. Initiates positive participation in school-level decisions. Builds confidence in colleagues and students. Is enthusiastic about professional responsibilities.

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Appendix B: 3 Development of Dispositions

Framework	Level 1 Awareness	Level 2 Pre-Professional	Level 3 Pre-professional	Level 4 Early Professional
<p>Responsive to classroom diversity</p> <p>INTASC Principle 3</p> <p>INTASC Principle 4</p>	<ul style="list-style-type: none"> • Appreciates connection between personal and other learners' style of learning. • Seeks to understand exceptional learning needs and talents, cultural and community background of self and other learners. • Seeks to better understand students and teaching (F) 	<ul style="list-style-type: none"> • Recognizes student diversity in cultural identity, language, learning differences, beliefs and gender (F) (LS) (P) • Initiates a variety of anticipated or actual adaptations in lesson plans related to student strengths, varied talents, cultural or community interests, and challenges to meet the needs of all students. (LS) (P) • Holds a belief that all students can learn (P) (F) (I) • Expresses an interest in understanding learning needs and talents of the students (F) 	<ul style="list-style-type: none"> • Appreciates student diversity in cultural identity, language, learning differences, beliefs and gender (E) • Adapts instruction and assessment according to student strengths, varied talents, cultural or community interests, and challenges to meet the needs of all students (P, E) • Maintains high expectations for all students to learn and communicates them clearly to the students (E) • Actively consults with faculty, mentors and peers about learning needs and talents of students (P, E) 	<ul style="list-style-type: none"> • Committed to providing examples of student results that show all students learning at high levels. • Is committed to all aspects of a student's well-being. • Initiates a variety of interventions in the classroom.

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Appendix B:4 Development of Dispositions

Framework	Level 1 Awareness	Level 2 Pre-Professional	Level 3 Pre-professional	Level 4 Early Professional
Competence and Commitment INTASC Principle 1 INTASC Principle 8	<ul style="list-style-type: none"> • Identifies personal interest for liberal arts disciplines or subject matter. • Begins to make connections between teaching and liberal arts. • Courteous and considerate of students and staff (F) • Demonstrates punctuality and dependability (F) • Displays professional attire and communication skills (F) • Begins to develop an attitude of inquiry by asking the classroom teacher question and actively taking notes (F) • Enthusiastic and take initiative in classroom (F) 	<ul style="list-style-type: none"> • Demonstrates understanding of content or subject matter. (LS) (F) • Demonstrates self-control and patience (F) • Demonstrates punctuality and dependability (F) • Displays professional attire and communication skills (F) • Exhibits adequate lesson planning with creative and engaging lessons (F) • Enthusiastic and takes initiative in classroom (F) 	<ul style="list-style-type: none"> • Demonstrates understanding of content or subject matter (P, E) • Creates an effective and mutually respectful classroom (verbal and nonverbal) interactions with all students (P, E) • Demonstrates self-control and patience (E) • Demonstrates punctuality and dependability (E) • Demonstrates effective management of time and responsibilities (E) • Displays professional attire and communication skills (E) • Utilizes formative and summative forms of assessment (P, E) • Enthusiastic and takes initiative in classroom (E) 	<ul style="list-style-type: none"> • Is committed to knowing current research, problems, and teaching strategies related to the subject taught. • Models teaching that reflects connections between planning, instruction, assessment, and reflection. • Models use of formative and summative student assessment.

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Handbook Appendix C

Tips For Success: Fieldwork and Dress Guidelines

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

- **Be punctual:** Leave 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 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. Wear your name tag/college 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.
- **Be prepared:** Field experiences are an important part 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.
- **Be responsible:** If the teacher lends you materials, be sure to return them. 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.
- **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.

- **Leave your cell phone in your car:** If you must take it into the school for some reason, be sure that it is “off” while you are inside.
- **Make sure all communication is professionally done:** This includes all written and spoken communication as well as email, Facebook, My Space, Google +, and other forms of electronic communication.
- **Evaluation:** Feedback from the cooperating teacher and the Hanover College supervising faculty will be gathered at the end of 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 Code Guidelines

- **Dress professionally at all times:** First impressions are extremely important in field work. To be seen in a teacher-like role, one must look and act in a professional manner. Your attire is very important during field work. The dress code for teachers in Southern Indiana is very conservative. Appropriate attire for women includes dress slacks (not tight), skirts (not short), and dresses. Men should wear dress pants, dress shirts/collared polos, and sweaters. Teachers are on their feet all day, so wear sensible shoes appropriate to the activities of the classroom, yet still professional in appearance.
 1. Campus fashions such as jeans, sweat pants, tank tops, tee shirts, gym shorts, wrinkled or frayed pants or shirts, sneakers, flip flops, spike heels, etc. are not appropriate.
 2. All body art/tattoos should be covered. Special make-up should be used to cover any tattoos that cannot be covered by clothing.
 3. No hats indoors.
 4. Remove all jewelry from piercings except for a traditional pair of earrings. Small bandages should be used to cover pierced jewelry that is not removable. The midriff of the body should never be exposed.
 5. Clothes should be loose enough to avoid gaps in buttons, panty lines, etc.
 6. Undergarments should not be seen (men and women).
 7. Pants should fit at the waist and be worn with a belt.
 8. Shoulders must be covered – no spaghetti straps or muscle shirts.
 9. No cleavage of any kind should show. Test outfits in a mirror. Can you bend over without revealing that which should remain private - in front or in back?
 10. Good quality professional attire can be obtained at various locations very inexpensively (Goodwill, Salvation Army, thrift and consignment shops) for a minimal price. Please contact the Education Department if obtaining appropriate clothing is an issue.

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 professional appearance. Please submit a signed copy of this form to the Education Department Office.

I, _____, currently enrolled in EDU _____, have read and agree to abide by the guidelines listed above for my field experience.

Student Signature: _____ **Date:** _____

(02/2008 - adapted from Indiana University School of Education handbook.)

Handbook Appendix D



Participant Confidentiality Agreement

I understand that student school records, Individual Education Plans, and conferences involving students, parents, and teachers are all to be considered confidential information. I will avoid public conversations about students, their parents, and teachers. I will discuss student behaviors and performances only within the school setting or in an EDU class 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 professors. In like manner, my notes from any field experience will not be made available for public view.

I agree to follow strict confidentiality procedures as a prospective professional.

Signature: _____

Date: _____



Handbook Appendix E

Education Course Participant Signature

As a student/participant in any education course, I state that by signing below, I acknowledge that have received a copy of and have read and agree to abide by all expectations, rules, and policies of the Hanover College Education Department/Program throughout my career as a Hanover College Education student. A copy will be kept in my student file in Newby Hall.

Signed: _____

Date: _____ Course: _____