Teacher Education Program

Teacher education at Manchester College is an integral part of the academic program. Although the program is coordinated through the Education Office, Manchester faculty as a whole help shape the program through their design of the General Education requirements all preservice teachers complete and the design of the subject area requirements needed to become a teacher in today's school. Manchester's conceptual framework consists of performances which combine theory with practice, moving from simple to complex, and providing classroom experiences moving from relatively low involvement to high involvement. The courses and experiences have been designed to insure student success in the following four performance areas;

**CURRICULUM** - The student will construct and deliver appropriate curriculum for students,

**ASSESSMENT** - The student will assess student learning and development with a variety of measures,

**RELATIONSHIPS** - The student will establish professional and reciprocal relationships with others invested in students' learning, and

**ENVIRONMENT** - The student will create positive and caring environments for student development and learning.

Goals and Objectives

The goals and objectives of the Teacher Education Program are arranged in four broad categories. They are; curriculum, assessment, relationships, and environment.

**CURRICULUM**
Constructs and delivers appropriate curriculum for students.

- Relates content knowledge to other subject areas.
- Teaches subject matter accurately.
- Teaches content from multiple view points.
- Teaches students to use critical thinking and problem solving strategies.
- Models appropriate oral communication skills.
- Models appropriate written communication skills.
- Teaches from a personal, philosophical base.
- Uses interdisciplinary instruction as appropriate.
- Uses effective questioning strategies.

**ASSESSMENT**
Assesses students learning and development with a variety on measures.

- Develops appropriate tools to assess learning.
- Assesses learning through appropriate standardized and teacher-constructed tests.
• Assesses learning through appropriate alternative measures.
• Keeps records to determine and report student progress.

RELATIONSHIPS
Establishes professional and reciprocal relationships with others invested in students' learning.
• Collaborates with students, colleagues, parents, and community agencies, exhibiting sensitivity for cultural diversity.
• Acts with full awareness of ethical and legal responsibilities of teachers.
• Values life-long learning and personal/professional development.
• Engages in research and reflection on teaching practice.
• Exhibits a service orientation to students and teaching, valuing all aspects of students' well-being.

ENVIRONMENT
Creates positive and caring environments for student development and learning.
• Plans informative lessons and units, alone and in teams.
• Plans learning opportunities that respond to individual differences.
• Uses a variety of teaching methods and materials.
• Uses a variety of appropriate media and technology.
• Motivates students to want to learn individually, collaboratively, and cooperatively.
• Manages student behavior in positive, safe ways.

February 27, 2002

Requirements

Admission to Teacher Education

During the student's freshman year or fall term of the sophomore year, an application for admission to the teacher education program must be completed. The criteria for admission to teacher education are:

1. Satisfactory completion of Eng 110, or the equivalent, demonstrating written communication skills.
2. Satisfactory completion of Comm 110, or the equivalent, demonstrating oral communication skills.
3. Satisfactory completion of an essay, "Why I Want to Teach." (This is a requirement of the Introduction to Teaching course, Educ 111.)
4. Satisfactory completion of the Praxis I Test (PPST) according to standards established by the Teacher Education Committee of Manchester College. Present standards require scores at or above the following for new applicants after 8/1/99.

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5. A cumulative grade point average of 2.50.
6. A positive recommendation from the office of the Vice President and Dean of Student Development indicating no record of inappropriate behavior.
7. A positive recommendation of suitability for teaching from the Education Department faculty (for elementary education students) or from the departmental faculty of the secondary/all grade education students.
8. An interview with the Director of Teacher Education during January or spring term, sophomore year.

It is recommended that students plan to complete admission requirements in order that the Teacher Education Committee may take formal action on the application by the end of the sophomore year.

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**Admission to Student Teaching**

During the fall term of the student's junior year, an application for student teaching must be completed. The criteria for approval of the student teaching request are:

1. Completion of the application process, including a student teaching interview with the Director of Teacher Education.
2. Completion of all criteria for admission to teacher education (above).
3. Attendance at a Celebrating Diversity Workshop, with a satisfactory reflection paper based on the experience submitted to the Education Office.
4. A cumulative grade point average (GPA) of 2.50 for all courses taken at Manchester College.
5. An index in teaching major (ITM) of 2.50 in each teaching field (major/minor/primary/supporting/endorsement) in which the student wishes to be licensed.
6. Satisfactory references from a minimum of three faculty members as specified on page 36 of the 2001 Teacher Education Program Student Handbook.
7. Approval from the Office of the Vice President and Dean of Student Development.

Students must have met all the criteria listed above (except #6 and #7) by the completion of January term of the year prior to student teaching in order to be considered for a student teaching placement. All applications for student teaching are acted upon by the Teacher Education Committee during spring term of the year prior to student teaching (after faculty references and approval from the office of the Dean of Student Development are received), and final approval for student teaching is granted by this committee. After approval for student teaching is granted, GPA and ITM requirements must be maintained or the approval will be withdrawn. Students who are denied permission to student teach may appeal in writing to the Teacher Education Committee.
LICENSING AREAS

Manchester College offers licenses in the following areas:

**TEACHING LICENSES AVAILABLE THROUGH MANCHESTER COLLEGE**

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<thead>
<tr>
<th>License</th>
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<tbody>
<tr>
<td>Early and Middle Childhood Generalist</td>
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<tr>
<td>Early and Middle Childhood Generalist with Mild Intervention</td>
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<tr>
<td>English/Language Arts 5 -12</td>
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<td>Math 5 -12</td>
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<td>Instrumental Music K- 12</td>
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<tr>
<td>Choral Music K - 12</td>
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<td>French 9 - 12</td>
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<td>Spanish 9 - 12</td>
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<td>German 9 - 12</td>
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<td>Physical Education K - 12</td>
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<td>Health and Physical Education K - 12</td>
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<td>Adapted Physical Education K - 12</td>
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<td>Life Science 9 - 12</td>
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<tr>
<td>Physical Science 9 - 12</td>
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<tr>
<td>Social Studies 5 - 12</td>
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<td>Visual Arts K - 12</td>
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