

OVERVIEW OF TEACHER EDUCATION

The purpose of this Handbook is to provide students interested in teacher education with information about policies and requirements which pertain to all teaching majors at Olivet Nazarene University. It should be used, along with the University Catalog, to help plan a teacher education program and to give guidance in completing the various requirements.

If you have questions or concerns as you proceed through your teacher education program, please see your academic advisor or consult an advisor in the Registrar's office. You should be assigned an academic advisor who is a specialist in your program area. Appropriate faculty are listed in the Catalog.

Guidesheets for all teacher education programs are available in the Registrar office or Education office. Students also may wish to consult the Education Department's World Wide Web page to review the program description, guidesheets and endorsement areas. Always remember, however, that it is the responsibility of the student to register for the proper courses and to make certain that all requirements of the student's program are met.

We wish you the best as you get involved in your teacher education program. Hard work and attention to details are a must for the successful completion of your program. Our society needs good teachers! You can make a significant contribution to the field of education; the entire faculty and staff of the Department of Education believes that you will become effective ***Professionals Influencing Lives.***

Illinois Law

Illinois State law requires the following requirements. As of July 1, 2003, in order to receive a certificate, candidates must pass the Assessment of Professional Teaching. This will be based on the Illinois Professional Teaching Standards and the language arts and technology standards for all teachers.

Illinois State law requires the following requirements. As of July 14 2005, PA 94-0208 states, "teacher preparation program may require passage of the test of subject matter knowledge at any time during the program, including prior to student teaching." Olivet Nazarene University Teacher Education Program does require passage of the test of subject matter knowledge prior to student teaching. In addition, in order to receive a certificate, candidates must pass the Assessment of Professional Teaching test.

OLIVET NAZARENE UNIVERSITY MISSION STATEMENT

Olivet Nazarene University, a denominational university in the Wesleyan tradition, exists to provide a university level liberal arts **“Education With a Christian Purpose.”** Our mission is to provide high quality academic instruction for the purpose of personal development, career and professional readiness, and the preparation of individuals for lives of service to God and humanity. “We seek the strongest scholarship and the deepest piety, knowing that they are thoroughly compatible (and) . . . a Christian environment . . . where not only knowledge but character is sought” (Quotation from the Olivet University Catalog, 1915).

TEACHER EDUCATION MISSION STATEMENT

The Teacher Education Unit at Olivet Nazarene University prepares candidates to enter or to continue in the richly diverse teaching profession through offering well-conceived and sound academic programs in a distinctive Christian environment. Preschool-12 pre-service certification programs integrate a solid liberal arts core with specialized theoretical/pedagogical/clinical offerings while graduate degree programs focus on in-service teachers’ professional growth and development. All Unit programming is designed to produce graduates who become **Professionals Influencing Lives.**

THE UNIT

The Olivet Nazarene Teacher Education Unit consists of early childhood, elementary, and secondary education faculty from various departments who prepare candidates. The faculty have diverse experiences in K-12 settings and frequently partner with area schools in learning technology and various teaching strategies.

CONCEPTUAL FRAMEWORK

The Olivet Nazarene University Teacher Education Conceptual Framework is built around the theme *Professionals Influencing Lives*. The strands that support the theme are *Foundations, Professionalism, Curriculum/Instruction/Evaluation,* and *Christ-Centered Character*. Woven throughout the Conceptual Framework and the teacher education program is a commitment to diversity and the integration of technology into all aspects of Olivet’s teacher education program.

OBJECTIVES OF TEACHER EDUCATION AT OLIVET NAZARENE UNIVERSITY

Students seeking admission to and those admitted to Olivet’s teacher education program, both undergraduate and graduate, are expected to demonstrate suitable growth in the habits, attitudes, skills and personal qualities specified in Olivet’s institutional objectives. These institutional objectives constitute the general objectives of teacher education and are manifestations of the underlying philosophy, purpose, professional commitments and dispositions of the Conceptual Framework.

Objectives of Teacher Education

1. Knowledge of the historical development of the professional and foundational issues and arguments underlying education’s practices, as well as understanding of the importance of integrated learning across disciplines.
2. Knowledge of subject-matter content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
3. Knowledge of human development and motivation, theories of learning, and pedagogy.
4. Effective communication skills, critical and creative thinking abilities, and other skills crucial to reflective decision making.

5. Knowledge and skills in the use and integration of technology appropriate to the candidate's field of study.
6. Practical abilities to implement the skills, techniques, and strategies associated with student learning and effective leadership.
7. Intellectual, social, ethical, and other personal attributes of reflective decision making in professional settings.
8. Commitment to lifelong professional development and general learning.
9. Ability to skillfully accommodate diversity of many kinds in professional practice, including ethnic, racial, economic, and that of the exceptional learners, including the ability to adapt professionally to developments in the global society.
10. Ability to foster and maintain collaborative efforts with clientele within institutions and in the community, and commitment to active citizenship in the service of a Christ-centered character.