

**M.A.T.
TEACHER EDUCATION
HANDBOOK**

2005-2006

***“PROFESSIONALS
INFLUENCING
LIVES”***

**Olivet Nazarene University
Bourbonnais, Illinois**

Overview of Teacher Education

TO: ONU M.A.T. Teacher Education Students

FROM: Director of Teacher Education

The purpose of the this Handbook is to provide graduate 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 and Graduate & Adult Studies Bulletin, 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 consult an advisor in the Graduate office. Students may wish to consult the MAT webpage to review the program description and handbooks.

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***.

Changes in Illinois Law

Changes in Illinois State law require 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.

Changes in Illinois State law require the following requirements. As of July 2004, candidates will not be allowed to start student teaching, until they have passed the required Illinois Subject-Matter Knowledge Test. In addition, in order to receive a certificate, candidates must pass the Assessment of Professional Teaching.

Revised 8-1-03

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, SCOPE, AND OVERVIEW 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

The faculty expects that the teacher education graduate will be a person who

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 decisions 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 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 the Christ-centered character.

ADMISSION TO AND RETENTION IN THE TEACHER EDUCATION PROGRAM OF OLIVET NAZARENE UNIVERSITY

Admission to the Teacher Education Program

It is important that any person preparing to teach plan ahead carefully, making sure to meet requirements at the proper times in the proper sequence, and in such a way as to avoid schedule conflicts. Special attention must be given to see that prerequisites for courses are met, that applications for admission to the Teacher Education Program and later to student teaching are made at the proper times, and that there is adequate planning ahead for the "Professional Semester(s)." To these ends, the University Catalog, Graduate and Adult Studies Bulletin, and this Handbook should be studied carefully.

Following is a general outline which will lead to admission and retention in the M.A.T. Teacher Education Program.

1. Admission to the M.A.T. program
 - a. BA from an accredited university
 - b. Pass the Illinois Basic Skills Test.
 - c. Minimum 3.00 GPA

2. Admission to Teacher Education
 - a. Application with references
 - b. Favorable vote from Teacher Education Executive Committee
 - c. Pass a criminal background check
 - d. Favorable self-introduction
 - e. Complete EDUC 740 and EDUC 748 with a B or better.

3. Admission to Student Teaching
 - a. Minimum 3.00 GPA in professional sequence
 - b. Complete 100 clock hours field experience
 - c. Favorable vote from Teacher Education Executive Committee
 - d. Pass Illinois Subject-Matter Knowledge test (as of the 2004-2005 academic year)

4. Recommendation for certification
 - a. Successful completion of 12 weeks of student teaching
 - b. Pass portfolio and interview
 - c. Complete and submit all relevant paperwork

Applications may be secured from the Graduate Office and by accessing the MAT webpage. The Teacher Education Executive Committee utilizes a variety of factors in evaluating candidacy for admission to the Teacher Education Program (e.g., previous experiences in assisting children and youth to grow and develop, and records of performance in pre-student teaching field experiences). Applications for admission to the Program must be approved by the Director of Teacher Education before the Teacher Education Executive Committee takes action.

It must be emphasized that the student cannot expect immediate processing of an application for admission to the Teacher Education Program. Advanced planning is necessary.

Anyone who has been convicted of a felony for a sex and/or narcotics crime, who is not a citizen of the United States, at least 19 years of age, and who is not in good health may not be certified for teaching in Illinois and may not be admitted to the Teacher Education Program. Anyone who has been convicted of a felony or misdemeanor may be required to petition the Teacher Education Executive Committee for admittance to the Teacher Education Program.

Professional Organization

A paramount need for educators in every field is to avail themselves of the opportunities provided by quality professional organization which represent themselves at local, state and national levels. These are designed to inform candidates of current trends and practices within specified fields, to adopt policies and standards to improve environmental conditions, to serve as an advocate for educational issues, to support progressive change in curriculum policies, to provide in-service training, to maintain standards for teacher preparation, to provide educational awareness to the general public, and to provide additional services to individual teachers. Teacher empowerment exists to give candidates greater voice and responsibility for how they prepare and deliver their professional services.

Portfolio Guidelines

The process of becoming a teacher is not one of merely completing a sequence of courses and experiences leading to graduation. It is a process of becoming competent in the knowledge, skills, and dispositions that result in effective teaching. When this change in perception is fully understood, it is apparent that this competency is the difference between simply becoming a teacher and becoming an effective practitioner who can successfully motivate students to achieve high levels of learning.

As part of the assessment process in teacher education, teacher education candidates are expected to provide evidence of their accomplishments of the identified teacher education expected outcomes. The professional portfolio will encompass both the products collected during professional education courses and documentation of the required field experiences relating to out-of-classroom activities. The purposes of the portfolio development and assessment process are: 1) to provide a method for candidates to display the competence in effective teaching that has been acquired throughout the teacher education program, 2) to monitor and assess candidate progress, 3) to assist candidates in the development of competent practice, and 4) to show proficiency of content knowledge.

The portfolio is an edited, integrated collection of a teacher candidate's evidence that identified program outcomes have been met. It is not merely a file of course projects, nor is it a scrapbook of teaching memorabilia. While it is a collection of documents, the portfolio provides tangible evidence of the wide range of knowledge, dispositions, and skills that one possesses while growing professionally.

Portfolio

You are to have a professional portfolio by the tenth week of student teaching. Start talking with your university supervisor early in student teaching to determine how it should look. There are no specific pieces required for this portfolio; it is to be evidence that you are ready for a job interview.

Appearance

Portfolio: The portfolio should be neat and professional in appearance and of such quality that it could be submitted to a prospective employer.

- The binder should be clean and all items securely attached inside the binder.
- Plastic display/scrapbook type pages may be used to display photographs.
- Pockets may be required to hold games, activities, and other such artifacts.
- Dividers used to denote different sections should be clearly labeled.
- Reproduced material must be neat, unmarred by shading, straight on the pages, referenced as to source, and not in violation of copyright laws.
- Some examples may need to be retyped.
- **ALL** items should be free of grammatical and mechanical errors.

**OLIVET NAZARENE UNIVERSITY
DEPARTMENT OF EDUCATION**

INFORMED CONSENT FORM

As a student teacher in your son or daughter's class, I would like to videotape and/or photograph some of the lessons I teach. Videotapes and/or photographs include student interactions and student responses during the lessons. However, before I can videotape and/or photograph classroom lessons which could identify either your son or daughter, I need to receive your written permission.

Videotapes and/or photographs will only identify students as they are called on by the teacher or student teacher or as they talk with each other. Videotapes and/or photographs will be used when I interview for teaching positions. The videotapes and/or photographs will not be copied at any time and will only be released for short periods of time for administrators to view.

Please complete and sign the short release form, below, and return it to your child's teacher by

_____.

Thank you,

I give my permission for my child to be included in any videotapes and/or photographs made within the classroom for the purposes as stated above.

Student's Name _____

Student's Teacher _____

Parent's Signature _____

Date _____

Suggested Portfolio Items

Education Autobiography
Philosophy of Education
Cultural Diversity & Exceptionalities paper/project
Community Service/Christian Service
Illinois Basic Skills Test Results
Evidence of Integrating Technology
Teacher Education Application
Student Teaching Application
Field Experience Evaluations (one multi-cultural)
Reflections of Field Experiences
Site Observations
Lesson Plans, Units
Assessment Activity/Rubric
Communication with parents/community
State Content Standards
State Assessment Procedures (School/Students)
Integration of Illinois Learning Standards
Evaluation/Assessment (utilized in student teaching)
Professional Development Activity (Institute Day/Workshop)
Classroom Discipline Plan
Technology – Electronic Resume
Cooperative Learning, Learning Centers, High Level Questioning (two evidences)
Unit Plan – Student Teaching (Thematic/Interdisciplinary)
Reflection on Student Teaching
Videos and analysis of teaching
Electronic Portfolio
Peer Evaluations of Lessons
Self-assessment of learning content

Suggested Interview Questions

The University Supervisor will ask these.

1. Tell us a little about yourself (interests, hobbies, etc.).
2. Why do you want to teach? Discuss a primary theme included in your philosophy of education.
3. What is the theme of Conceptual Framework for ONU Teacher Education?
4. What are the four knowledge strands which make up the ONU Teacher Education Conceptual Framework?
5. What examples can you provide of your Christian commitment and involvement?
6. How have you effectively integrated technology in your teaching?
7. What evidences can you provide of your effort to help you grow as a professional educator?
8. In our Conceptual Framework, one of the four strands focuses on Christ Centered Character. What is your understanding of this component and how it relates to the profession?
9. Describe the value of lesson plans and how you will insure quality planning during student teaching.
10. In what ways are you prepared to create a positive learning climate?
11. What evidence can you provide that you can adapt to student diversity (i.e., ethnicity, disability, and academics)?
12. What are some different ways to assess students' learning?
13. What skills are necessary for successful collaboration with your cooperating teacher and other school personnel?
14. From your experience, what evidence or example can you provide of your ability to adapt instruction to the individual needs of a student?
15. Identify a strength and an area of needed improvement in your teaching ability.
16. What have you learned from your student teaching experience about your ability to collaborate?
17. During student teaching, what in-service or professional growth experiences did you have?

18. What strengths do you bring to the teaching profession?
19. What plan do you have to improve your areas which need strengthening?
20. If you were interviewing for a teaching position, how would you assess your academic achievement?
21. During your student teaching, how are you able to demonstrate moral and ethical principles in decision making?
22. Describe a situation in which you received constructive criticism from a supervisor, a peer, a student, and a parent.
23. What are your future plans in education?
24. In what areas of community service would you be able to make a contribution?
25. Cite an example which demonstrates your teaching skill in modeling the theme, "Professionals Influencing Lives."

**STUDENT TEACHING
INTERVIEW/PORTFOLIO RUBRIC**

Rating		Unsatisfactory 1	Satisfactory 2	Commendable 3
Evidence Rating	Each item is marked as M (Met) or NM (Not Met)	All evidences not met in all items	All evidences met in all items	All evidences met in all items
Quality Rating	Standard of Work Level of Thoughtfulness in Portfolio Selection Level of Professionalism in Presentation and Organization	Not Acceptable No creative initiative No evidence of professional quality	Above Average Resourceful Reflective of appropriate professional quality	Exemplary Demonstrates ingenuity High level of professional quality
Overall Rating		One Unsatisfactory	All Satisfactory or Higher	Minimum of 6 - Exceeds on portfolio All Others - Satisfactory

ADDITIONAL COMMENTS:

PRE-STUDENT TEACHING FIELD EXPERIENCES

The timing of the field experience is somewhat flexible and it is your responsibility to determine the actual dates. However you must complete all requirements by the final date listed on your course schedule. Field experiences are part of the requirements for certain courses. In order to pass the course, you must successfully complete the field experience and turn in all required paperwork. Failure to do so will result in a course grade of "F". You must notify the placement coordinator in the education office at least three weeks prior to the start date of a field experience. You must submit the following information in writing

1. Name, and ID#
2. Field Experience I, II, III, or IV
3. Grade Level Desired (Secondary include subject area)
4. Start Date
5. Hours Available

We will place you in Kankakee County unless you provide the placement office with the following information for three places you wish to be in for a field experience. Do NOT contact the school.

1. Name of school
2. Address
3. Phone # and Fax #
4. Principal's and Teacher's Name

All education students must submit and successfully pass a criminal background check administered through the Olivet Nazarene University Teacher Education Program. The public schools require completion of a successful background check for the safety and security of their students. This background check must be successfully passed before a teacher education student is allowed to begin the required field experience and student teaching experience.

Students will be charged a fee to cover the cost of the criminal background check and the administrative costs of this process. This fee is non-refundable.

If a student does not successfully pass the criminal background check, he/she may petition, in writing, the Teacher Education Executive Committee for any exceptions. If exceptions are denied by the Teacher Education Executive Committee, the student may continue taking courses, but will not receive credit in classes requiring field experience/student teaching placements. Because the field experience hours will not be met, the student will not complete the Teacher Education Program.

Student Responsibilities

The following policies that refer directly to student responsibilities in the field experience programs:

1. The education student should be highly sensitive to his or her image during the field experience. The student should project an image of one who is responsible, reputable, efficient, and professional. In all aspects the student should be a positive role model to students, parents, and other professionals.
2. Cooperation should be demonstrated with all professional and auxiliary employees in the school system.
3. The education student should demonstrate the highest professional standard in the use of language, writing and personal behavior, both in and out of the classroom.
4. Students should meet or exceed the standards of dress, personal appearance, and professional behavior expected of the school staff to which they are assigned. The student should follow the school's policies as they apply to regularly employed staff. The schools have the right to refuse to accept students who do not wish to conform to the system's standards.

5. The education student should use tact and discretion in his or her actions and conversations.
6. The student should assume the professional propriety necessary for keeping confidential sensitive information about students, faculty, or administration derived from observation, records or other sources.
7. The education student must be responsible and available for weekly conferences with the cooperating teacher at a time convenient in the school schedule.
8. The student should represent the university well in ethical, honest, and responsible conduct. The standards for student conduct outlined in the ONU Student Handbook remain in effect during field experiences.
9. The field experience is an extended period of learning to understand and to fulfill responsibilities at the various levels of assignment, which extend from early experience to student teaching.

Grooming Standards for Students

With few exceptions students and graduates of Olivet Nazarene University have held a very high reputation as to their teaching ability and professional behavior. It is the desire of the Teacher Education Department that persons in the program of teacher education continue to maintain this high reputation. One indicator of professional behavior is grooming and the Teacher Education Department presents the following regulations.

1. Cleanliness of body and neatness in clothing is expected.
2. In all personal grooming it should be remembered that styles accepted by a "college student" may not be appropriate for a person who is moving into the profession of teaching.
3. Dress standards should be in harmony with the judgment of the cooperating school personnel and the supervising teacher. The Teacher Education Department will consider proper grooming as one prerequisite to placement of a student in the schools.
4. Modesty and a professional appearance in clothing is expected. Extremely short skirts/shorts and excessively tight clothing are inappropriate.
5. Jeans, t-shirts, and exercise suits are specifically inappropriate. Exercise suits are only appropriate for physical education majors.
6. Extreme hairstyles and excessive jewelry are not characteristic of the best-groomed person.

Field Experience – Procedure to Request a Placement

In the M.A.T. program, you are required to complete field experiences for

- **EDUC 743 – 5 hours**
- **EDUC 749 – 10 hours**
- **EDUC 750 – 10 hours**
- **EDUC 751 – 10 hours**
- **EDUC 754 – 10 hours**
- **EDUC 755 – 10 hours (elementary only)**
- **EDUC 754 – 10 hours (elementary only)**
- **EDUC 753 – 20 hours (secondary only)**

Each course will give you specific requirements for the field experience, a timesheet and a final evaluation. You must complete the hours within the calendar days of the course. Even though you will have the same placement for multiple field experiences, please do not start a field experience until that course has started. In order to pass the course, in addition to coursework, you must successfully complete the field experience assignments submit a completed timesheet with the correct number of hours, and a final evaluation.

Field Experience placements are made through Clinical Placement Coordinator in the School of Education. In order to make this a great experience for everyone, please follow this procedure.

- EDUC 748 – submit a field experience placement for both EDUC 743 and EDUC 749. This field placement must be in a school where the school report card starts that one ethnic group is not more than 80% and there are students with special needs in the classroom. See the isbe.net website for school report cards.
- EDUC 742 – submit a field experience placement for both EDUC 750 and EDUC 751.
- EDUC 751 – submit a field experience placement for EDUC 754, EDUC 755, EDUC 756 (elementary majors) and EDUC 754, EDUC 753 (secondary majors)

Name: _____ Date: _____

Phone: _____ E-mail: _____

Middle School Endorsement: _____

Please print clearly. Call the school and ask for the fax number.

COURSE/HOURS REQUIRED	_____ EDUC 743 - 5 hours; EDUC 749 - 10 hours _____ EDUC 750 - 10 hours; EDUC 751 - 10 hours _____ EDUC 754 - 10 hours; EDUC 755 - 10 hours _____ EDUC 756 - 10 hours; (elementary majors) _____ EDUC 754 - 10 hours; EDUC 753 - 20 hours (secondary majors)
PREFERRED SCHOOL	** ALL INFORMATION IS REQUIRED School _____ Principal _____ Address _____ Phone Number (____) _____ Fax Number (____) _____ Teacher _____ Grade/Subject _____
ALTERNATE SCHOOL	** ALL INFORMATION IS REQUIRED School _____ Principal _____ Address _____ Phone Number (____) _____ Fax Number (____) _____ Teacher _____ Grade/Subject _____
START DATE	
STOP DATE	

*For additional information, please contact:
Esther Nielson, Clinical Placement Coordinator – enielson@olivet.edu*

General Directions for Field Experiences

1. No student should ever report to a field experience prior to the principal and cooperating teacher being notified.
2. Report to the principal's office and introduce yourself to the secretary at the school where you are assigned on your first visit. Endeavor to meet the principal personally as soon as you can.
3. Present your introduction sheet to the cooperating teacher to whom you have been assigned, or make sure that he or she has received a similar sheet of information from the Education Office.
4. Keep your appointments faithfully. If unforeseen circumstances arise which prevent your doing so, please be sure to call the school office and report the matter. Be sure to let your cooperating teacher know ahead of time concerning any necessary changes in the schedule (e.g., choir tours, special seminars, vacation dates, etc.).
5. You will be provided a time sheet on which to keep a record of time spent in field experiences. Please have your cooperating teacher countersign this sheet at each visit unless he or she insists on doing otherwise.
6. Be a model of grooming, decorum, courtesy, and conduct at your field experience assignment. Remember that the school personnel are your hosts for this learning experience, and that you are representing not yourself alone, but your university and fellow students in this assignment.
7. Make yourself as useful and helpful as possible in the situation to which you have been assigned so that school personnel will not regret the courtesy extended to you and so that the university may continue to place people in these important learning situations.
8. Try to come to an understanding with the cooperating teacher at each visit concerning your responsibilities for the next visit.

Suggested Activities for Field Experiences

For each course containing a field experience, specific assignments that are coordinated with the course objectives will be given by ONU faculty. The student should share and discuss these assignments with the cooperating teacher. Questions regarding the assignments should be directed to the appropriate ONU faculty member. In lieu of specific field experiences, the following activities are suggested:

1. Observe the class and focus on designated students assigned for tutoring.
2. Tutor individuals or work with small groups of students as assigned by the teacher.
3. Read to a small group or to the entire group of students.
4. Help the teacher by bringing to the classroom teaching aids in the form of books, pictures, charts, etc.
5. Lead a discussion with the students or give a demonstration on some phase of the work. (Some students are especially adept or knowledgeable concerning science, mathematics, music, art, or foreign languages.)
6. If appropriate to the class, provide limited supervision and direction of games for students on the playground or in the gymnasium. (Some of the students are experienced and adept at such activities.)

7. Make a sociogram of the class.
8. Complete other activities of a clerical nature that benefit the teacher or students.
9. Prepare tests, quizzes, and lessons plans as if you were responsible for the class. Discuss these with the cooperating teacher for suggestions.
10. Whenever possible, teach the class.

Evaluation

Evaluation of field experience will be on the basis of the required reports (see syllabus), an evaluation form filled out by the cooperating teacher, and observations made by and conferences held with the course instructor. Appropriate evaluation reports and materials must be filed in the student's file in the Graduate Office. A student will receive a grade of F for the course until the appropriate forms are filed in the Graduate Office. As soon as the appropriate forms are received, the student will receive a grade change. Field experience evaluations may be used in determining whether or not a student should be admitted to or continue in the Teacher Education Program.

STUDENT TEACHING

Admission to Student Teaching

Applications for Student Teaching must be filed no later than December 1 of the academic year preceding the school year in which the candidate desires to complete student teaching. An application for student teaching placement may be obtained in the Graduate office or on MAT webpage. The application, along with a one-page autobiography, should be completed very carefully and should be free of grammatical or typographical errors. **Applications returned to students for correction may be considered late and subject to a fine. Late filing of application is subject to a fine of \$50 and no assurances can be made for placement.**

The application and autobiography are part of a packet of information used to introduce the student to school personnel for consideration of placement for student teaching. Some applications have been rejected at the school because the student filled them out carelessly, therefore care should be taken in completing the application.

Admission to Student Teaching also requires approval of the Teacher Education Executive Committee and an overall grade point average of at least 3.0.

As of the 2004-2005 academic year, it is a legislative mandate that you must pass the Illinois Subject-Matter Knowledge test before you start student teaching.

The Director of Teacher Education is authorized to withdraw the institutional recommendation for certification for a person convicted of a felony.

STUDENT TEACHING PROVISION (Effective 11/1/02)

Due to a change in Illinois law, a candidate **may** receive a teaching salary for student teaching if the following provisions are met:

1. The individual has a minimum of two years teaching experience within the last five years.
 - a. On a full-time basis as a substitute in the Chicago Public Schools, or
 - b. On a full-time basis in a non-public school, or
 - c. On a full-time basis in a charter school.
2. The individual provides written evidence including a contract and letter from an administrator addressing the requirements of #1.
3. The individual is currently enrolled and in good standing in the Master of Arts in Teaching program.
4. The administrator of the school agrees to allow the individual to student teach with a salary and to conduct five formal performance assessments.
5. The individual will be charged additional fees to cover the cost of the required
 - a. University supervisor visits (10)
 - b. School administrator visits (5)

If you meet the requirements outlined in #1,

1. Talk with the administrator of your school and gather the evidence outlined in #2 above.
2. Ask your administrator to write a letter of support stating they agree to conduct the five formal performance assessments as stated in #4.
3. Write a letter of petition to the Director of Teacher Education stating you would like to student teach without forfeiting your salary. Include a statement of how you meet the requirements and the evidence you have gathered.
4. E-mail the Director of Teacher Education that you are sending this petition packet.
5. It is your responsibility to make sure your packet is received by the Director of Teacher Education.
6. The Director of Teacher Education will inform you of the decision.

IDENTIFICATION AND ROLES OF CERTAIN KEY PERSONNEL IN THE TEACHER EDUCATION PROGRAM

The Director of Teacher Education

The Director of Teacher Education coordinates the entire Teacher Education Program of the University. The Director serves as Chairman of the Teacher Education Executive Committee and as the Executive Secretary of the Teacher Education Faculty. The Teacher Education Faculty Committee approves policy and screens candidates for teacher education. The Director also serves as university representative to the public in matters pertaining to teacher education.

The Clinical Placement Coordinator

The Clinical Placement Coordinator arranges all field and student teaching experiences for Early Childhood, Elementary, Secondary, and MAT students.

The Superintendent of Schools

The chief administrative officer in each school system is the person to whom requests are sent for the placement of student teachers unless he or she designates someone else to look after that matter.

The School Principal

The School Principal will:

1. recommend teachers for participation in student field experience,
2. explain student field experience programs to his or her teachers and other school personnel,
3. participate with university personnel in long range planning activities,
4. help develop and take leadership in "total school" phases of student teaching and other field experiences,
5. interview applicants for student field experiences,
6. welcome student teachers and other field experience participants; orient them to the total school situation; acquaint them with school facilities, personnel, policies, rules, and regulations,
7. secure materials which will be needed by each student teacher such as textbooks and manuals, see that facilities such as cloak room space and a work table near the teacher's desk are provided, and make sure that such facilities and materials are made available to each student teacher in his or her building,
8. join in the activities of supervising and evaluating as time and inclination allow,
9. report to the Clinical Placement Coordinator, the Graduate Office (939-5291) or the Director of Teacher Education any problems or needs for conferences which may arise, and
10. consult with university personnel to make improvements in field experiences.

The Cooperating Teacher

A variety of factors enter into the selection of cooperating teachers for the student teaching program. The following criteria must apply:

1. The teacher must be willing to work with student teachers.
2. It is recommended that the teacher have at least three years, preferably five years of teaching experience, one of which is to be in the system where the student teaching is to occur.
3. The teacher must have the approval or recommendation of an administrator or supervisor in the school system. Such recommendation or approval implies that the teacher has a good reputation as a professional teacher.
4. The teacher must have the approval of university personnel involved in the student teaching program.
5. If possible, an attempt is made to secure a cooperating teacher with a Master's degree.

The cooperating teacher will

1. introduce the student candidate to the school situation, the personnel, and the community; provide the teacher candidate with the necessary manuals, textbooks, and other materials needed for the assignment; help the teacher candidate to become acquainted with school facilities, instructional texts, rules, and regulations,
2. supervise the teacher candidate daily, keeping him or her regularly informed of progress and needs,
3. plan classroom experiences appropriate for the teacher candidate according to the field experience expectations,
4. evaluate the teacher candidate's performance and share the results with the student.

The Contact People

Dr. William Summers – Director of Graduation Programs in Education
815-928-5574
wsummers@olivet.edu

Ms. Kim Johnston – Program Specialist
815-939-5184
kjohnsto@olivet.edu

ADVISING

It is the responsibility of the student to read all materials relating to teacher education and the Graduate and Adult Studies Bulletin and to make certain that all requirements of the student's program are met. The faculty are available to advise students as they progress through the program and will make every attempt to assist the student to meet requirements.

Students generally are certified in the area of their major. The following Glossary of Endorsements for Middle and Secondary Teachers should be reviewed by all teacher education majors and should be used in planning a program of study at Olivet. Students may find that they are already eligible or with a few additional courses may qualify for a teaching endorsement in another field. This may be very beneficial in obtaining future employment.

Questions regarding endorsements should be directed to the student's advisor, the Director of Graduate Programs in Education, and/or the registrar.

MIDDLE GRADE ENDORSEMENTS

Illinois State Board of Education

The following 36 middle grade endorsements are and will be awarded only to applicants who have completed three semester hours of middle grade curriculum, instruction and methods and three semester hours of early adolescent psychology, or their equivalent, in addition to content area requirements.

Only seven of the thirty-six possible junior high/middle grade endorsement have specific course distribution requirements. (Noted with ✓ in the list). All of the other middle grade endorsements require 18 semester hours (sh) of coursework in the endorsement area. The requirement for the music endorsement, for example, is simply 18 hours of music coursework. In the seven areas with specific course distribution requirements, a methods course may be counted as part of the required hours in the field. In all other areas, methods courses may not count towards the required 18 semester hours.

- | | | | |
|-------------------------------------|-------------------------------|-------------------------------------|---------------------------------|
| <input type="checkbox"/> | Agricultural Education | <input type="checkbox"/> | Industrial Technology Education |
| <input type="checkbox"/> | Art | <input type="checkbox"/> | Italian |
| <input checked="" type="checkbox"/> | Bilingual Education | <input type="checkbox"/> | Language Arts |
| <input checked="" type="checkbox"/> | Bilingual Special Education | <input type="checkbox"/> | Latin |
| <input type="checkbox"/> | Biological Science | <input checked="" type="checkbox"/> | Mathematics |
| <input type="checkbox"/> | Business/Marketing/Management | <input type="checkbox"/> | Media |
| <input type="checkbox"/> | Computer Science | <input type="checkbox"/> | Music |
| <input type="checkbox"/> | Czech | <input type="checkbox"/> | Physical Education |
| <input checked="" type="checkbox"/> | English as a Second Language | <input type="checkbox"/> | Physical Science |
| <input type="checkbox"/> | French | <input type="checkbox"/> | Polish |
| <input type="checkbox"/> | General Science | <input checked="" type="checkbox"/> | Reading |
| <input type="checkbox"/> | General Geography | <input type="checkbox"/> | Russian |
| <input type="checkbox"/> | German | <input checked="" type="checkbox"/> | Safety and Drivers Education |
| <input checked="" type="checkbox"/> | Gifted Education | <input type="checkbox"/> | Social Science |
| <input type="checkbox"/> | Greek | <input type="checkbox"/> | Spanish |
| <input type="checkbox"/> | Health Education | <input type="checkbox"/> | Speech |
| <input type="checkbox"/> | Hebrew | <input type="checkbox"/> | Speech/Theatre |
| <input type="checkbox"/> | Home Economics | <input type="checkbox"/> | Theatre/Drama |

For more information please see the Director of Teacher Education or Olivet Nazarene Certification officer.

ACQUIRING AN ILLINOIS TEACHING CERTIFICATE

Each public school teacher is required by law to hold a valid certificate issued by the state in which he or she teaches. PLEASE NOTE: Anyone who has been convicted of a felony for a sex and/or narcotics crime, may not be certified in Illinois.

To obtain Illinois certification, by entitlement, a student must complete successfully all aspects of Olivet's Teacher Education Program. Upon completion of the academic program, the student should obtain from the Registrar's office the appropriate certification form. After the forms are signed by the Registrar, and the Registrar has indicated that graduation requirements have been satisfied, the applicant must submit the certification forms and appropriate fees to the Regional Office of Education in the county where the applicant resides or plans to teach.

All applicants for a teaching certificate in Illinois must pass state designed and administered certification tests. One of these tests covers the area of basic skills in math, reading, and writing. The other test assesses the applicant's knowledge in his or her area of professional expertise. Information about these tests and application materials can be obtained in the Olivet Teacher Education Office. The applicant is cautioned to carefully observe the registration dates for each test session and to use the appropriate form for registering for each year's tests. New books and application forms are received in the Teacher Education Office each summer. The state will accept only the registration form for the current year.

Information about certification in other states is available in the Registrar's Office, the Teacher Education Office, and the Library. For a specific state's certification requirements and procedures, see the Registrar or Director of Teacher Education.

Illinois Teaching Certification Instructions

Secure an application from the Registrar's Office or receive it during EDUC 741 - Teaching as a Profession.

After filling in appropriate information, bring or send the form along with a request for a transcript plus appropriate money orders, to the Registrar's Office at ONU. (money order payable to STATE SUPERINTENDENT OF EDUCATION; money order payable to REGIONAL OFFICE OF EDUCATION and cash or check for transcript fee).

The Certification Officer will sign and seal the application when all requirements have been met. If the above money orders accompany the application, the Registrar can send the completed forms to the appropriate Regional Office specified by the applicant. If the applicant prefers, the Registrar can return the complete form, with an official transcript, and you may take or send both to the Regional Office of Education in the county in which you reside or the county in which you have been hired. All applications must be accompanied with the appropriate fees when released to the Regional Office of Education.

The Regional Superintendent is empowered by the State Board of Education to grant a temporary work authorization to graduates of state approved programs. The work authorization can be released as long as all state certification tests have been passed. The Regional Superintendent will send the application and materials to the State Certification Board, which will in turn process your application for the Initial License.

The Initial license will be sent to the applicant.

Fees and renewal processes vary with each state. Check with the Regional Superintendent in the state in which you live to receive instructions for renewing your license. In the state of Illinois, you may register all certificates you hold for one fee, for the validity period of the certificate. Certificates must be registered/renewed every 4-5 years depending on the validity of the certificate.

Do not let your certificate expire. You will be required to meet any new certification requirements in effect at the time of re-application.

The address and telephone number of the Kankakee County Superintendent's office is:

Dr. Kay M. Pangle, Regional Superintendent
Regional Office of Education
189 E. Court St., Suite 600
(Corner of Court and Schuyler)
Kankakee, IL 60901
(815) 937-2950

STUDENT APPEAL PROCEDURE

The following options are provided for the student who has a complaint regarding requirements in the student's teacher education program:

- I. If the dissatisfaction concerns a grade, the student should take the following steps:
 - A. Grade protests must be initiated within 14 days after the date grades are received by the student. Students should contact the office of the Director of Admissions and Student Services to request a grade protest form.
 - B. The student should fill out the form completely and return it to the Director of Admissions and Student Services promptly. A copy of the protest is kept on file in the Graduate and Adult Studies office, and one is sent to the faculty member.
 - C. The faculty member responds to the protest on an appropriate form and returns it to the Director of Admissions and Student Services.
 - D. The Director of Admissions and Student Services notifies the student in writing of the disposition of the protest.
 - E. If the student is not satisfied with the response from the faculty member, he/she may appeal to the Academic Committee. The student must submit an appeal within 30 days of the date the faculty member's response is mailed.

- II. If the complaint concerns admission to Teacher Education or placement for a field experience or student teaching, the student should proceed as follows:
 - A. Consult with the advisor first.
 - B. If the question is not resolved, the student may appeal to the Director of Teacher Education. If it is not resolved at this level, the student may appeal to the Executive Committee of the Teacher Education Faculty Committee.
 - C. Present an appeal to the office of Academic Affairs if the question is still not resolved.
 - D. Students have the right to appeal with or without counsel.

- III. If the complaint concerns an evaluation of performance in field experiences, the student should proceed as follows:
 - A. Consult with the advisor first.
 - B. If the question is not resolved, present facts and additional information to the professor, cooperating teacher, and Director of Teacher Education.
 - C. If the question is yet not resolved, present this information to the Teacher Education Executive Committee.
 - D. If yet not resolved, present an appeal to the office of Academic Affairs.
 - E. Students have the right to appeal with or without counsel.

- IV. If the complaint is the result of dismissal from the Teacher Education Program or not being able to be recommended for certification for given reasons, the student should proceed as follows:
- A. Consult with the Director of Teacher Education concerning the reasons for dismissal or lack of recommendation for certification.
 - B. If the question is not resolved satisfactorily, then present facts and additional information to the Teacher Education Executive Committee.
 - C. If the question still is not resolved, present an appeal to the office of Academic Affairs.
 - D. Students have the right to appeal with or without counsel.

NON-DISCRIMINATION CLAUSE

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all university programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the university's Equal Employment Opportunity Coordinator in the Office of Academic Affairs, Burke Administration building, (815) 939-5213.

FORMS

Included in this section are the Forms used in the Teacher Education Program.

The application form for the Teacher Education Program are available in the Graduate Office. These must be completed and returned to the Graduate Office for processing for admission into the Teacher Education Program.

The Student Teaching application form is available in the Graduate Office and through the M.A.T. webpage.

**TEACHER EDUCATION PROGRAM
APPLICATION FOR ADMISSION**
Olivet Nazarene University

Please print:

Name _____ ID# _____

Home Address _____

Intended Teaching Field: *Please check appropriate field*

_____ Elementary _____ Middle School Endorsement (optional)
_____ Secondary: Major _____

Courses that have been taken: *Please check those courses that you have successfully completed.*

ELEMENTARY

_____ EDUC 740 Teaching as a Profession
_____ EDUC 744 Mastery of Content Knowledge I
_____ EDUC 742 Hist/Phil Foundations of Educ

SECONDARY

_____ EDUC 740 Teaching as a Profession
_____ EDUC 745 Mastery of Content Knowledge I
_____ EDUC 742 Hist/Phil Foundations of Educ

Have you taken the **Illinois Basic Skills Test**? _____ Date of Test: _____ Results: ___Pass ___Fail

List other colleges or universities (name & address) that you have attended:

Give name of the individual (not related to you) who will complete a character and personality reference for you: _____

(Please note that the above recommendation must be received to complete the requirements for admittance.)

Briefly, why do you want to teach? _____

Experiences you have had that may serve as a background for teaching:

Your signature _____ **Date** _____

**FOR ADMITTANCE TO TEACHER EDUCATION PROGRAM
OLIVET NAZARENE UNIVERSITY
One University Avenue
Bourbonnais, IL 60914**

(Character and Personality Reference)

Dear _____:

_____, an applicant for admission to our teacher education program, has given your name as a reference. Since it is important for the candidate and for his/her future career and profession, we would appreciate your responding to the questions indicated below and adding any other comments which you might consider helpful. Please return to the Department of Education.

Thank you for your help.

Please check 1, 2, or 3 to indicate which best describes your confidence in the individual. 1 = Uncertain 2 = Moderately Confident 3 = Very Confident	1	2	3
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PROFESSIONALISM

Exhibits reliability and dependability			
Displays tact and courtesy			
Demonstrates emotional stability			
Maintains good physical health			

CHRIST-CENTERED CHARACTER

Exhibits respect for ALL individuals			
Maintains high ethical and professional standards			
Exhibits respect for individuals of different ethnicities			
Exhibits respect for authority			

Are you related to the applicant?

Approximately how long have you known the applicant? In what capacity?

Do you think this person should consider some other profession besides teaching?

Is this the kind of individual whom you would want to teach your children or other children for whom you might be responsible?

Check the item below which best describes the basis of your judgments and your confidence in them.

- _____ Very confident; definite basis for judgment.
- _____ Moderately confident; general basis for judgment.
- _____ Uncertain; inadequate basis for judgment.

Signature _____ Date _____

Address _____ Phone _____

(Please write on the back of this paper if you need more space to respond to any question.)

Please check:

- Undergraduate
- M.A.T.

OLIVET NAZARENE UNIVERSITY FIELD EXPERIENCE FINAL ASSESSMENT

Please check areas observed and return this form to the student upon completion. 1 = Needs Improvement, 2 = Meets Expectations, 3 = Exceeds Expectations	1	2	3
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FOUNDATIONS

Uses grammatically correct written and oral expression			
Demonstrates knowledge of subject area(s)			

PROFESSIONALISM

Exhibits poise and self-confidence			
Possesses enthusiasm and energy			
Dresses professionally			
Demonstrates high level of initiative			
Cooperates with supervisors			
Accepts constructive criticism			
Practices reflective thinking			
Speaks articulately and appropriately			
Prepares plans on time			
Writes concisely and meaningfully			
Attends as scheduled and is punctual			
Returns grades and pupil assignments promptly			
Reflects on teaching and makes needed adjustments			

CURRICULUM/INSTRUCTION/EVALUATION

Exhibits effective management techniques			
Maintains appropriate student orderliness			
Displays awareness of all students			
Keeps students on-task			
Develops rapport with students			
Integrates praise and positive reinforcement			
Constructs clear and reasonable objectives			
Demonstrates accurate content knowledge			
Organizes lesson plans effectively			
Motivates students through creative lessons			
Prepares and integrates technology			
Adapts for a diverse classroom			
Maintains lesson tempo and pacing			
Incorporates class discussion and student participation			
Inspires higher level thinking through effective questioning			
Utilizes assessment results as a basis for future planning			

CHARACTER

Exhibits reliability and dependability			
Exhibits respect for ALL learners (cultural diversity, exceptionalities, gifted...)			
Expresses or demonstrates a belief that ALL students can learn			
Maintains high ethical and professional standards			
Displays tact and courtesy			

PLEASE CHECK ONE AREA:

- Student should continue in the Teacher Education Program.
- Student should continue in the Teacher Education Program conditionally (please explain).
- Student should not continue in the Teacher Education Program (please explain).

Cooperating Teacher's Signature

Student's Signature

School

Grade/Subject

Semester/Year

Course #/Title

Instructor's Signature

ONU LESSON PLAN

NAME _____

DATE _____

TITLE OF LESSON _____

GRADE/PERIOD _____

ILLINOIS LEARNING STANDARDS:

Objective # 1: (You are not limited to three objectives nor are
Objective # 2: you required to write as many as three
Objective # 3: objectives. This is a template and should fit
your lesson plan needs.)

OBJECTIVES OF LESSON: The student will be able to:

-
-
-

VOCABULARY (when appropriate):

-
-

MATERIALS (including subject textbook and page numbers):

-
-
-

****DIVERGENT (HIGHER-LEVEL THINKING) GUIDING QUESTIONS TO BE ASKED THROUGHOUT THE LESSON:***

-
-
-

PROVISIONS FOR INDIVIDUAL DIFFERENCES:

All students:

Gifted students:

Students with exceptionalities:

Students of different ethnicities:

Students who are at-risk:

***SEQUENCE OF THE LESSON-PROCEDURE OR STEPS INCLUDING ACTIVITIES
(Introduction, Guided Practice, Independent Practice, Closure) *Insert GUIDING QUESTIONS
appropriately.***

INTRODUCTION (including assessment of prior knowledge)

GUIDED PRACTICE

INDEPENDENT PRACTICE

CLOSURE

ASSESSMENT: Student as Learner (Connect directly to objectives)

The student will be assessed by:

-
-
-

ASSESSMENT: Teacher in Reflection (*Write after presenting lesson)

Consider the following as you reflect:

Did my pre- and post-assessments of students show that they learned? Explain why or why not.

Did my lesson plan allow ALL students to learn? Explain why or why not.

Did my lesson increase or reduce prejudices in the classroom? Explain why or why not.

What would I do differently next time?

Add other questions that you want to think about.

(*Since you will not always have an opportunity to teach the lesson during this class, write reflection questions in this section to focus your thinking on the lesson concepts.)

HOMEWORK (if appropriate):

DIRECTIONS FOR STUDENT TEACHING APPLICATION

1. Because this form will be submitted to the district school personnel director, the principal, and the teacher, the format must be in complete order as would a job application. Only typewritten forms (or forms filled out online), will be accepted. Avoid typing, grammatical, spelling, and punctuation errors, and incorrect sentence structure. This application will be your introduction and first impression.
2. The autobiography will give the examiners the opportunity to evaluate your possible performance as a teacher and to assess the clarity, coherence, articulation, originality and organization of your written thoughts.

A one page typed autobiography stating interesting aspects about yourself may include the following:

- your family and/or community background
- work, volunteer or tutoring experience
- student participation activities, awards, honors, offices held in high school and college
- hobbies, personal interests, special skills, travel or other experiences which will contribute to your efficiency as a teacher
- your motivation for selecting the teaching profession
- professional goals and ambitions

Because some administrators and/or teachers may not share the same religious philosophy as that which is adhered to at Olivet, please use discretion in your writing.

The format of the autobiography is as follows:

- One inch margins. Double-spaced.
- Heading: "AUTOBIOGRAPHY OF (YOUR NAME)"

Note: Do not depend on your advisor to proofread and correct for mechanics of writing; assume this responsibility yourself and present it to your advisor in final, perfect form for review. If you need assistance in writing, secure assistance from the Learning Development Center in Lower Level Benner Library.

3. When stating the assignment requested, circle the appropriate semester and type in the year.
4. Under "Grade Preferences" indicate your grade level choices, and teaching major/minor.
 - If selecting from grades 5-8, please also indicate the subject you would like to teach, or leave the subject box blank if this grade is self-contained.
 - If selecting a secondary grade level (grades 9-12), please indicate the subject, teaching major and minor/endorsement.
5. If you have any relatives who attend or are employed by a specific school district, please notify the Clinical Placement Coordinator in writing when submitting the application so that your placement may be made elsewhere.
6. While the Department of Education will try to arrange for several students to be in one school, it will be your responsibility to provide your own transportation. Every assigned student teacher must have transportation available for the entire 12 weeks of experience. Please begin to make your arrangements early.
7. The Department of Education prohibits students from employment on or off campus during student teaching. Supervising teachers in the schools view student teaching as an internship which should demand the total involvement of the beginning teacher. Thus, you should be free from other responsibilities including employment, carrying college credit hours, and extracurricular activities.

8. It will be your responsibility to notify (in writing) the Department of Education of any change of name, summer/fall address and summer/fall phone.
9. The Education office will request a current transcript to attach to your application.
10. The deadline date for submitting the signed application to the Graduate and Adult Studies office is ***December 1.***
11. Once the student teaching assignment has been confirmed, with appropriate contracts signed, and you withdraw for any reason, the following applies: you must pay the \$125 honorarium to the contracted cooperating teacher and any subsequent placement will not be made for one calendar year, at which time you may be requested to complete an additional 45-hour field experience and demonstrate satisfactory performance at the discretion of the Director of Teacher Education. You must file a new application for student teaching and be approved by the Teacher Education Executive Committee. Reapplication does not ensure approval.
12. Anyone who has been convicted of a felony for a sex and/or narcotics crime will not be certified in Illinois.
13. Application is available online, <http://education.olivet.edu/Graduate/graduate/mat/mat.htm>. When you have filled out the application, complete steps and print form. Please take your application form and autobiography to the Graduate and Adult Studies office.

**OLIVET NAZARENE UNIVERSITY
GRADUATE APPLICATION FOR STUDENT TEACHING**

PERSONAL INFORMATION			
First Name	Initial	Last Name	I.D.#
Home Address(Street)			
City	State	ZIP	
Home Phone	Age	Date of Birth	
Spouse Name	# of Children	Ages of Children	
ASSIGNMENT REQUESTED			
I am requesting placement for the FALL ____/SPRING ____ SEMESTER/YEAR.			
Grade Preferences First Preference Second Preference	TEACHING MAJOR _____ Elementary: Endorsement _____ _____ Secondary: Subject _____ Minor or Endorsement _____		
MISCELLANEOUS INFORMATION			
<i>Student participation activities (social group, awards, honors, leadership, etc.) with which I have been involved:</i>			
<i>Volunteer work or work with children or youth in which I have participated:</i>			
<i>Special interests:</i>			

Other teaching experiences:

FIELD EXPERIENCE INFORMATION

Please complete information designating any previous assignments.

Field Experience Course	Coop-School	Coop-Teacher	Grade/Subject
Field Experience I			
Field Experience II			
Field Experience III			
Field Experience IV			

SIGNATURE INDICATIONS - PLEASE READ!

By signing this application, the applicant indicates the following:

1. I understand and will satisfy the requirements for student teaching as stated in the Teacher Education Handbook and the ONU Catalog.
2. I understand that anyone who has been convicted of a felony for a sex or narcotics crime may not be certified in Illinois.
3. I agree to a criminal background check if the school district deems necessary for placement.
4. I authorize the release of transcript information and accompanying materials to my student teaching site.
5. I understand that once the student teaching assignment has been confirmed, a binding, legal contract is signed between Olivet and the school district.
6. I understand it is a legislative mandate that I **pass** the Illinois Subject-Matter Knowledge Test **before** I start student teaching.

Date

Applicant's Signature

Date

Advisor's Signature