



Teacher Education Candidate Handbook

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Huntington University

Teacher Education Candidate Handbook

Table of Contents

- I. PHILOSOPHY, GOALS, AND PURPOSES
- II. GOVERNANCE
 - Curriculum and Policies
 - Nondiscrimination Policy
 - Accommodation Policy
 - New Programs
 - Admission of Candidates
 - Advisory Council
 - Honor Society—Kappa Delta Pi
- III. ADMISSION TO THE PROGRAM
 - Requirements for admission
 - Procedures and typical timetable for admission
 - Transfer Candidates
 - Information about the CASA (Core Academic Skills Assessments)
- IV. CONTINUING IN THE PROGRAM
 - Retention
 - Monitoring candidate progress
 - Advising
 - Dispositional hearing
 - Remediation and support services
 - Dismissal from the program
 - Appeals process
 - Program Checkpoints
- V. CLINICAL EXPERIENCES
 - Supervision
 - First-year field experiences
 - Sophomore level field experiences
 - Upper division field experiences and practicum
 - Student teaching
 - Overseas student teaching
 - Candidate conduct expectations during field experiences
 - Transportation
 - Evaluation and attendance verification
- VI. STUDENT TEACHING AND LICENSING
 - Admission to student teaching
 - Exit and licensing requirements
 - Applying for a teaching license
 - Licensing in other states
 - Licensing in Canada

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I. PHILOSOPHY, GOALS AND PURPOSES

The Education Department offers programs leading to teacher licensing in the elementary, middle, and high schools. Elementary education majors may add special education and middle school content areas to their licenses. Candidates seeking a secondary or an all-grade license must major in an academic area. Preparation for teaching includes a broad introduction to the liberal arts and professional preparation courses. The programs in teacher education include a planned sequence of courses, a series of field experiences, and student teaching during the senior year.

The goal of the Education Department is to develop teachers who are Effective Stewards. Stewardship is a biblical concept that fits well not only with the mission of the institution but also with our mandate from the state of Indiana to prepare candidates for the teaching profession. The biblical parable of the talents (Matthew 25) portrays stewards as individuals who are assigned responsibility for the growth and development of someone else's assets. The state of Indiana will give graduates of our teacher preparation programs responsibility for the growth and development of one of its most precious assets--its students. Based on this goal of developing Effective Stewards for our schools, the Education Department has developed nine goals for teacher candidates who complete our programs.

Teacher education graduates of Huntington University will:

1. Understand the concept of biblical stewardship.
2. Acquire a broad liberal arts education as a foundation for their development as professionals.
3. Be thoroughly grounded in the content of the curriculum that they will be responsible for as educators.
4. Realize the importance of professional training for educators.
5. Understand the developmental context in which students learn, addressing various forms of developmental stages, including physical, cognitive, and psychosocial.
6. View the diverse population of students in our schools as a positive factor, which requires special training and sensitivity.
7. Approach management of the classroom environment with confidence, skill, and professional dispositions.
8. Be able to deal effectively with constituencies outside the classroom, e.g., parents, administrators, bargaining units, legal constraints, etc.
9. Apply instructional skills in a manner that best facilitates the learning of all students.

These nine goals for graduates of our teacher education programs are the basis of our Conceptual Framework, "Teacher as Effective Steward." We see teachers acting as stewards in four areas.

Conceptual Framework: Teacher as Effective Steward

1. As *Stewards of Knowledge* teachers are responsible to society, the culture at large, and to God to help all students learn skills and concepts from the huge body of current knowledge. Candidates in teacher preparation programs must have a strong knowledge base in three areas: general education/liberal arts, specific content areas (including the knowledge specified by state content area standards), and professional/pedagogical knowledge (including pedagogical knowledge specified in state developmental standards and INTASC Principles). In the University's extensive general studies program, candidates gain a strong introduction to the humanities, the social sciences, and the natural sciences. Candidates become life-long learners who cherish and respect the value of liberal knowledge and human diversity. The academic disciplines provide candidates with a thorough preparation in their content areas and a focal point around which they can synthesize knowledge acquired in the general studies program. In the area of professional studies, candidates gain theoretical and practical knowledge that enables them to deal effectively with the myriad of tasks, constituencies, diversities, information, and technologies that today's teachers must manage.

2. As *Stewards of Learner Development* teachers have responsibility to parents, students, and the public to guide learners in their intellectual, social, emotional, and moral development. Learner diversity requires broad exposure for teacher candidates to differentiated instruction, multicultural teaching, and knowledge of cultures, gender, economic status, and learning styles. It is important for teachers to teach in ways that maximize each student's potential and minimize influences which limit or distort learning potential. Effective teachers exhibit professional dispositions toward all learners, identify learner strengths and weaknesses, and develop instructional and assessment techniques to support learner progress. They are able to use approaches which strengthen student initiative and self-responsibility. In addition, teachers develop techniques which encourage student interaction, success, and self-worth. Finally, they address and capitalize on classroom diversities such as ethnicity, class, exceptionalities, and learning styles.

3. As *Stewards of Learning Environments* teachers have a responsibility to administrators, parents, and the community to provide the best possible conditions for student learning. Effective teachers provide an environment conducive to maximum productivity for both learner and teacher. Teachers must use available elements including space, materials, facilities, time and people to insure specific learning tasks are accomplished. In addition, teachers must create an atmosphere which promotes feelings of safety and encourages productive interaction. This requires teachers to develop and implement structures to provide discipline and promote positive learner behavior. Teachers must also develop and use techniques which focus and hold learner attention and make the most of learner differences. Beyond the classroom, teachers must establish strong bonds within the school and community. Teachers must be equipped to communicate with various audiences, including parents, peers, and other professionals.

4. As *Stewards of Instruction* teachers have a responsibility to the various academic disciplines to teach them with integrity and thoroughness in the most effective ways possible for *all* learners. Planning, managing, and delivering instruction are obvious ways in which stewardship is manifested in the classroom. Teaching requires effective planning that relates content to the specific needs, abilities, and diversity characteristics of the learners. This requires that teachers help learners think critically and see both the nature and application of knowledge. Effective instruction involves efficient management of classroom interactions, learning technologies, and varied assessments of student learning. Through an understanding of research and practice related to instruction, candidates are better able to become effective stewards of instruction.

In addition to assisting candidates in their formation of a worldview we also desire to assist candidates in the development of their own personal philosophy of education as part of their conceptual development. We realize that the global metaphor that we have developed for our program (Teacher as Effective Steward) needs to be intertwined with a personal philosophy of teaching that will be unique to each one of our candidates. This personal philosophy in conjunction with the department's metaphor allows the teacher candidate to have a clear vision of the role and function of schooling in society, the role of the teacher in the schools, and what it means for someone to be an Effective Steward in the environment of the public schools.

II. GOVERNANCE

Academic programs at Huntington University are structured into six divisions for governance. The Education Department is a part of the Division of Education, Physical Education, Exercise Science, and Recreation Management.

Curriculum and Policies: The Education Department is responsible for developing curriculum and policies related to teacher education programs. In addition, the following university policies are upheld:

- **Nondiscrimination Policy:** In compliance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, Huntington University does not discriminate on the basis of race, color, national origin or sex in its policies, practices or procedures. It maintains a policy of non-discrimination on the basis of handicap in its educational programs, admissions procedures and its employment practices in compliance with Section 504 of the Rehabilitation Act of 1973. It is committed to providing the optimum employee safety and health in keeping with sound business practice and the requirements of the 1970 Occupational Safety and Health Act. The candidate's right of privacy in regard to disclosure of personal data is assured in conformity with existing legislative requirements.
- **Accommodation Policy:** In compliance with Section 504 of the Rehabilitation Act, Huntington University will make reasonable accommodations for candidates with disabilities. The Director of the Learning Center is the advocate and coordinator of services for candidates with disabilities at Huntington University. Any candidate who has a psychiatric, learning, orthopedic, or sensory disability that substantially limits one or more major life activities and who would benefit from accommodations to be more successful on campus should call the Learning Center (359-4290) for specific details and to discuss available services.

New Programs: New courses or programs initiated by the Education Department must be approved by the Division, and then the Academic Concerns Committee (ACC). Major changes to policy and curriculum are also subject to approval by the Faculty of the University. The Faculty of the University are supervised by the Senior Vice-President for Academic Affairs, who reports to the President, who reports to the Board of Trustees.

Admission of Candidates: The Education Department recommends candidates to the Teacher Education Committee (TEC), who makes the final decision on candidate admission. The TEC is made up of the faculty of the Education Department, two faculty from other departments, two education students (appointed by the student senate), the Registrar, and the Senior Vice-President for Academic Affairs.

Advisory Council: The Teacher Education Advisory Council (TEPAC) is made up of administrators and teachers from local school corporations with whom we have contracts for student teaching. TEPAC makes recommendations and provides feedback to the Education Department on the preparation of pre-service teachers and graduate education.

Honor Society – Kappa Delta Pi:

Education majors who are at least second semester sophomores and who have demonstrated high academic achievement by attaining a minimum 3.50 GPA are invited for membership in Kappa Delta Pi, International Honor Society in Education.

Membership benefits include opportunities for professional development, access to professional resources, and networking with pre-service teachers and professionals around the world.

III. ADMISSION TO THE PROGRAM

The Education Department recruits candidates who exhibit potential for professional success in teaching. Individuals from diverse economic, racial, and cultural backgrounds are encouraged to apply for admission to teacher education programs.

Applicants to teacher education programs must meet special requirements to be admitted. These requirements provide a sound sequence of courses, a timetable for completion of the licensing requirements, and a realistic sense of a candidate's potential for professional development and teaching.

Candidates who wish to be admitted to the teacher education program are advised to explore education careers early in their university program by enrolling in the Introduction to Education course (ED 212). As a part of that course candidates are informed of the procedures and requirements for admission to the teacher education program. Individualized admissions counseling is available for transfer candidates.

Requirements for Admission:

1. **Minimum GPA:** 2.5 cumulative GPA with at least a 2.5 in the major area as well. The major area includes required courses in the education major, and for secondary education majors, it also includes all required content area courses.
2. **Basic skills:** Candidates must obtain the state-required licensing score on each of the three components of the Core Academic Skills Assessments (CASA). Required scores: Reading, 220; Math, 220; Writing, 220. If a candidate has a documented SAT score of 1100 or higher or an ACT score of 24 or higher, the CASA tests are waived.
3. **Dispositions:** Candidates who wish to be admitted must exhibit qualities of personal character, integrity, high moral conduct, and possess positive personality traits. Evidence of these qualities be demonstrated by candidate responses on the application forms, by responses in the candidate interview with members of the Teacher Education Committee by recommendation from faculty/staff, and by conduct in classes and field experiences.

Procedures and Typical Time-Table for Admission to Teacher Education Programs:

1. During the freshman year the candidate should take the CASA tests unless they already meet state requirements for program admission as stated in #2 above. Passing scores are required for admission to the program.
2. An application for admission to the teacher education program is submitted to the Education Department during the fall semester of the sophomore year. Candidates enrolled in ED212 or ED236 will be given an application packet. If a candidate is not enrolled in ED212 or ED236 during the fall semester of the sophomore year, he or she must pick up an application packet in the education office.
3. Candidates complete the application form and return it and two completed reference forms to the Education office.
4. The education department secretary calculates the candidate's major GPA.
5. Each candidate is interviewed by two members of the Teacher Education Committee.

6. The Teacher Education Committee reviews all documents regarding the candidate and then makes a decision to either accept, reject or defer.
 - (a) Admission is granted when all criteria are adequately met; a majority vote by the Teacher Education Committee is required for acceptance.
 - (b) Admission may be deferred when an area is not adequately met or when deficiencies are identified and the Teacher Education Committee is confident that the applicant will be able to remedy the deficiency in one semester.
 - (c) Admission is denied when deficiencies are great enough that it does not appear that a candidate can reasonably make the necessary improvements within a single semester. In the event that a rejection decision is made, the candidate will receive written notice of the deficiencies and will be offered career counseling to reorient the candidate to a different university program or suggestions of how the deficiencies can be addressed. Candidates who have been denied admittance may re-apply when they have addressed the deficiencies. A candidate may appeal the committee decision by appearing before the entire Teacher Education Committee to provide evidence in support of his/her application. Final appeal may be made to the Academic Concerns Committee.
 - (d) Readmission: Candidates who do not take courses for two or more semesters or who cancel their student teaching will need to reapply to the program with new recommendations and another interview.

Transfer Candidates:

University policies regarding transfer candidates are detailed in the *University Catalog*. Individuals who wish to complete student teaching at Huntington University must meet the following criteria:

1. Candidates must meet criteria for admission to a teacher education program and student teaching.
2. Additionally, elementary education majors must complete at least one semester of the junior block field experience. Secondary candidates must complete at least six hours of education coursework, including ED 410 and ED 395, at Huntington University, prior to placement for student teaching.

A candidate should be admitted to the program at least one year prior to student teaching. A timely student teaching placement cannot be guaranteed for candidates who are admitted late into the program.

Information About the Core Academic Skills Assessment (CASA)

The CASA tests were developed by Pearson Education, Inc. to assess basic proficiencies in communication and computation. The skills tested include the ability to understand, analyze and evaluate written message, solve mathematical problems, and write effectively

Reading: This sub-test measures the ability to understand, analyze, and evaluate written material. It consists of long passages, short passages, and statements to be read, each followed by multiple choice questions about the information presented.

Mathematics: This sub-test measures mathematical competencies, including knowledge broadly acquired in elementary and high school.

Writing: The multiple choice part of this sub-test is intended to measure the ability to use standard written English. Examinees are asked to detect errors or choose the best way to write or phrase sentences. The constructed response part of this sub-test requires each examinee to write something on a given topic. The topic is the same for everyone on a given test date and does not require any specialized knowledge on the topic.

Individuals seeking an Indiana teaching license must take the CASA (or meet state SAT or ACT requirements), Developmental Area Assessments (Pedagogy), and Content Area Assessment(s). Candidates must pass the developmental area assessment that matches the grade level in which they are planning to teach.

Required CASA scaled scores for program admission and Indiana licensing:

Writing – 220 Math – 220 Reading – 220

Candidates who do not achieve an acceptable score on each of the three sub-tests may re-take one or more of the tests at a subsequent test date. Candidates may re-take a sub-test as many times as they choose; however, a test may be taken only once every 30 days. It is wise to begin taking the CASA as early as possible so that in case of failure a candidate will have adequate time for retaking the test(s).

Candidates who have not passed the CASA (or met SAT or ACT waiver requirements) cannot be admitted to the program, enrolled in junior-level methods courses, or placed for student teaching.

Candidates who have scored less than 450 on either the mathematics or verbal sections of the SAT are advised to study for the CASA.

The CASA tests are available as computer-based tests (CBT), which candidates may take at any CBT testing center (including Huntington University).

IV. CONTINUING IN THE PROGRAM

Retention:

Candidates who have been admitted to a teacher licensing program must maintain good standing with Huntington University and with the Education Department. Candidates must maintain an overall GPA of 2.5 and must maintain a 2.5 GPA within their major and professional education courses, and must exhibit professional dispositions in all coursework and field experiences. Candidates must successfully complete the criteria for each checkpoint in the Unit Assessment System (see Program Checkpoints below).

Monitoring Candidate Progress:

Transcripts of all individuals who have been admitted to teacher education programs are obtained from the Registrar's Office each semester. The Education Department secretary checks each candidate's cumulative GPA, computes the major (licensing area) GPA, and checks the grades received in courses that require a C- or above (such as Introduction to Psychology). Any deficiencies are reported to the Director of Teacher Education. In addition to monitoring candidate academic progress the department actively monitors candidate professional development through field experiences and practica. The Director of Clinical Experiences reports any clinical practice deficiencies of admitted candidates to the Director of Teacher Education. Actions that may be taken by the Director of Teacher Education include:

1. Sending a warning letter to the candidate.
2. Recommending that the candidate participate in a remediation service.
3. Bringing documentation of a candidate's lack of progress to the attention of the Teacher Education Committee for consideration of dismissal from the program.

Advising:

All students at Huntington University are assigned a faculty adviser (Faculty Handbook 3.3.3). All elementary education majors are assigned an education department faculty member as an adviser, while secondary majors are advised by faculty in their major area. Supplemental advising for secondary education majors is also provided informally by Education Department faculty.

The Education Department makes available to teacher education candidates publications, such as this Teacher Education Candidate Handbook, that describe available programs, program requirements, and institutional and Education Department policies. In addition, the Education Department periodically provides announcements through email and the daily campus newsletter regarding actions that candidates need to take (such as signing up for the CASA/Indiana CORE Assessments and submitting applications at various stages of the program). Copies of this handbook, application forms, and other program information are available in the Education Department office and on the student Education department page.

Dispositional Hearing:

Each candidate is subject to a dispositional hearing for any class or field placement. The purpose of this hearing is to share concerns that have been raised by feedback from the dispositional survey, university supervisor, cooperating teacher, or university faculty. This hearing will be conducted by the appropriate professional personnel. Specific dispositional concerns will be documented along with a plan to monitor these concerns.

Remediation and Support Services:

The following remediation services are available for those candidates making unsatisfactory progress in their program:

1. Counseling by an education department faculty member.
2. Counseling by the academic support coordinator (in the Learning Center).
3. Tutoring at no cost in any needed subject area at both the Learning Center and Writing Center.
4. Enrollment in an academic support seminar (required for candidates on limited load).
5. Assignment of additional field experiences.
6. Personal counseling with Student Services staff.

Dismissal from the Program:

Candidates who are identified as either not in good standing with the University (see University *Catalog*) or who fail to meet retention requirements in a teacher education program are subject to dismissal from the teacher licensing program. The Academic Dean will notify the Director of Teacher Education about candidates placed on academic or social probation. Candidates who are placed on academic or social probation or who fail to meet the retention policy of the department must be reviewed by the Teacher Education Committee for possible dismissal. A majority vote by the Teacher Education Committee will remove the candidate from a teacher licensing program. The candidate must receive a written rationale for the decision from the Director of Teacher Education. Candidates dismissed from student teaching by their host school for misconduct will be subject to dismissal from the Teacher Education Program.

Appeals Process:

The following procedures are open to candidates who wish to contest dismissal action taken by the Teacher Education Committee relative to the candidate's status in the licensing program:

1. Informal discussion with the Director of Teacher Education. The director may then plead the candidate's case before the Teacher Education Committee.
2. Formal appeal, by letter or in person, before the Teacher Education Committee by the candidate.
3. Formal appeal before the Academic Concerns Committee by the candidate.

Program Checkpoints (Assessment System):

All teacher education programs have been designed to meet Indiana licensing requirements and have been approved by the Indiana Professional Standards Board. Candidates who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the qualifying scores on tests required for licensing will be eligible for Indiana licensing.

Upon completion of the program, candidates will have had many professional experiences tied to specific courses and field experiences. Candidates prepare portfolios demonstrating their accomplishments and competence. By the end of student teaching, a candidate should be able to use the portfolio to show competence in each area of the Teacher as Effective Steward model, each of the ten INTASC Standards, and each state standard pertinent to the candidate's chosen content areas and developmental levels. Additionally, program completers will have designed lesson plans that link directly to the Indiana Department of Education's content area and grade level academic standards, as well as to those included in the Common Core State Standards.

The teacher education program's assessment system has three checkpoints. Each checkpoint adds new criteria and expectations to the previous list.

Checkpoint 1: Admission to the Program. Occurring in the sophomore year, students apply to be admitted into the Teacher Education Program. To apply to the program, students submit an application package that includes: references, autobiography, evidence of experience with children or youth, and a statement of experience with diversity. No later than the fall semester of the sophomore year, students must register to take all sections of the Core Academic Skills Assessment (CASA) as part of the application to the teacher education program. To be accepted into the program, CASA scores of 220 in writing, 220 in mathematics, and 220 in reading must be achieved. Licensing requirements provide the following exceptions to taking the CASA test: If a candidate has a documented ACT score of 24 or higher (including Math, Reading, Grammar & Science Reading) OR an SAT score of 1100 or higher (including Critical Reading and Math), CASA is waived. Admission to the program also requires a cumulative gpa of 2.5 or above for all college level work; a major gpa of 2.5 or above; a successful interview; successful acceptance of application; positive recommendations; and approval of the Teacher Education Committee (TEC). Successful completion of this checkpoint is required prior to enrolling in junior level methods courses.

Checkpoint 2: Application to Student Teaching. Normally occurring during the junior year, but no later than one academic year prior to student teaching, this checkpoint consists of three parts: evidence of successful field placement, good academic standing, and application. The application consists of the actual application to student teach along with a written philosophy of education. Prior to actual placement candidates must have, at minimum, registered for their respective Developmental and Content Area tests as required by the state of Indiana.

Checkpoint 3: Program Completion: Occurring during the final weeks of the semester, Checkpoint 3 includes an exit interview with the teacher work sample and self-reflection portfolio which provides the needed evidence of professional proficiencies and reflections on professional growth. The university supervisor conducts the interview. Satisfactory teacher work sample and portfolio evaluations are required. Additionally, the teacher candidate must obtain an acceptable grade in Topics and Problems (ED 440).

V. CLINICAL EXPERIENCES

Supervision:

All integrated clinical experiences are coordinated by the Director of Clinical Experiences. Faculty are assigned supervision responsibilities for student teaching and practicums by the Director of Teacher Education. Field experience supervision is the responsibility of faculty teaching the various methods courses. Additional field experiences may be planned and implemented by course instructors to meet the needs of a particular course.

To facilitate adequate supervision by faculty members, candidates complete field, practicum and student teaching experiences within a 30 mile radius of Huntington University. Although candidates may request sites for particular clinical experiences, all placements are made by the Director of Clinical Experiences. The primary considerations for making placements will be exposing candidates to a variety of student populations, facilitating the supervision of candidates by university faculty, and placing candidates in exemplary instructional environments, rather than opportunities for networking or the convenience of candidates. Transportation for all field experiences is the responsibility of the candidate.

University supervisors will visit student teachers in their classrooms about six times during the semester. Supervisors will visit student teachers who are experiencing difficulties more frequently. Supervisors observe candidates teaching in the Multicultural Practicum and the Junior Block Practicums at least once for each field experience.

Cooperating teachers of pre-student teaching candidates should be present in the classroom at all times, since the school (not the University) retains responsibility for supervision of its students. Field experience candidates may supervise students outside of the classroom only under the direction of the cooperating teacher. Cooperating teachers for student teachers may leave the classroom for extended periods of time. In the event of the absence of a cooperating teacher from the building, school districts are obligated to provide an appropriate substitute teacher.

(See the Student Teacher Handbook, Junior Block Handbook, and other field experience documentation, available in the Education Department office, for additional details about field experience policies.)

First-year Field Experiences:

First-year candidates who are contemplating a career in education are encouraged to participate in volunteer activities and other experiences that establish contact with children and youth. Opportunities include tutoring for the Learning Center, volunteering through the Friesen Center, Sunday school teaching at local churches, working at Kids Kampus, January-term practicums offered by other departments which involve working with children and/or youth, Spring Break trips to overseas orphanages and schools, volunteer youth work with agencies such as Big Brothers/Big Sisters, and tutoring at the Youth Services Bureau.

Sophomore-level Field Experiences:

Sophomore education majors will participate in a Sophomore Practicum placement with elementary or secondary school populations. Candidates pursuing a special education content area must take SE 233 Foundations of Special Education and participate in this course's field experience with local exceptional child populations. Also, candidates enrolled in ED 242 (Early Childhood Education) are required to participate in a field component associated with the course. Secondary education candidates have a special education field component at the high school level as part of SE 234 Education of the Exceptional Adolescent.

Upper Division Field Experiences and Practicums:

- Junior level elementary majors participate in two **block field experiences** associated with the junior level methods courses. These field experiences last four weeks each semester and involve candidates working in an elementary school setting five mornings a week for four weeks. The first four-week field experience is typically located in local elementary schools while the second is typically located in Fort Wayne at schools with multicultural populations.
- Upper division secondary majors who enroll in ED 410 (**Secondary Curriculum and Methods**) will participate in the field component of that course, which involves 30 hours of observation and teaching activities.
- Upper division elementary and secondary education majors are required to participate in a January-term practicum experience in a **multicultural** setting. For secondary education majors, the January-term practicum must be in a middle school if the candidate is planning to student teach in a high school setting and in a high school if the candidate is planning to student teach in a middle school.
- For specific information regarding the junior block field experiences and January-term practicum, see the respective **handbooks**, available in the Education Department office.

Student Teaching:

During the student teaching semester candidates participate in a 14-week student teaching experience.

For specific policies regarding student teaching, see the Student Teaching Handbook, available in the Education Department office.

Candidate Conduct Expectations during Field Experiences:

Candidates are expected to conduct themselves in a professional manner during field experiences. Dress should be in keeping with the professional expectations of the subject area and developmental level in which the candidate is working. Candidates should refrain from indiscriminate or negative comments about their host school and about other teachers, candidates, their university supervisors, or Huntington University.

Candidates are not permitted to administer corporal punishment to students during any clinical experience, including student teaching, regardless of the policy of the school. Candidates are to utilize the universal precautions kit when bodily fluids are spilled.

Candidates dismissed by their host school for misconduct during a practicum are subject to withdrawal or failure for the semester in that practicum, and their standing in the teacher education program will be reviewed by the Teacher Education Committee.

Candidates dismissed by their host school for misconduct during student teaching are subject to dismissal from the teacher education program.

Additional candidate conduct expectations during field experience are outlined in the various field experience handbooks.

Transportation:

Candidates are required to provide their own transportation to and from field experiences. We encourage students going to the same or adjacent schools to ride-share when possible.

Evaluation and Attendance Verification:

Although cooperating teachers provide university supervisors with written evaluations of the performance of candidates in field experiences and practicums, the impact of these evaluations on candidate grades will be at the discretion of the Director of Teacher Education. Student teaching cooperating teachers and university supervisors submit letter grades as part of their assessment of the performance of student teachers; final grades are submitted by the Director of Teacher Education.

Attendance is monitored and recorded in all field experiences.

VI. STUDENT TEACHING AND LICENSING

Admission to Student Teaching:

Candidates must apply to student teach during the academic year prior to their student teaching placement. Candidates not yet admitted the teacher education program cannot apply to student teach. Candidates must be in good standing with Huntington University, have maintained all teacher education admission standards, have submitted an application form for admission to student teaching, have successfully completed required field experiences, and must be registered to take the Developmental and Content Area Assessment tests required. All applications are reviewed by the Director of Clinical Experiences to verify compliance with admissions criteria relevant to student teaching. The Director of Clinical Experiences will report candidates no longer in good standing to the Director of Teacher Education, and such candidates will not be placed for student teaching. A candidate no longer in good standing will receive written rationale from the Director of Teacher Education.

Exit and Licensing Requirements:

In order to be licensed in Indiana a candidate must possess a bachelor's degree in an approved teacher education major and pass the state licensing examinations. The licensing examinations used in Indiana are the Core Academic Skills Assessments in reading, mathematics, and writing (CASA) and Developmental and Content Area Assessments tests from the Pearson Evaluation Systems series. The Developmental and Content Area tests must be passed before a license is issued. Candidates must pass a Content Area test in each area that will appear on their initial license. CASA as well as Developmental and Content Area test scores must be sent to the Licensing Adviser of Huntington University and to the Indiana Division of Professional Standards.

Recommendation for state licensing is made only when a student has (a) successfully completed all phases of training, (b) received a 2.5 cumulative gpa and 2.5 in the licensing area(s), (c) received a C+ or higher in student teaching, (d) received no grade less than C- in any course required for licensing and (e) passed the exam(s) required for each licensing area.

Applying for Instructional Licenses:

Instructions for applying for your Indiana teaching license are found online at <http://www.huntington.edu/Registrar/Teacher-Licensing/> or <http://www.doe.in.gov/student-services/licensing> The instructions on the Huntington University site include a data sheet for our use as we track your progress toward licensing. Complete the data sheet, **provide supporting materials** (listed on following page) and return it to Sarah Harvey, Huntington University, 2303 College Avenue, Huntington, IN 46750, or email it to sharvey@huntington.edu prior to utilizing LVIS (the Teacher Online Licensing System). If you do not complete the data sheet or contact Sarah Harvey, Huntington University will not be aware that you have applied through the online system and your application may not be processed for many weeks.

Supporting Documents for initial licenses and license renewals:

1. Proof that you have current CPR-Heimlich Maneuver-AED certification through a recognized agency – this must be scanned and uploaded on LVIS
2. Applicants for an initial license after June 30, 2013, must include evidence of completion of training in child suicide prevention and recognition of warning signs that a student may be considering suicide. This is a statutory requirement.

INSTRUCTIONS for completing LVIS (Licensing Verification and Information System): After you have completed the data sheet, you may proceed to LVIS, the Teacher Online Licensing system. All licensing applications are completed online on the Indiana Department of Education website at <http://license.doe.in.gov>. Read the instructions carefully and **register** on the system BEFORE you begin your online application. A major credit card will be needed to apply online.

Your application will appear in the licensing advisor's queue to be processed only AFTER you have paid for the application. When the licensing advisor has recommended you for your initial license, you will receive an email indicating that you can print your license. The state does not mail a license to applicants, but you can print a copy any time you need one from the state website.

Candidates who have not passed all tests required for licensing at the time of program completion must wait until all required tests have been passed before applying for licensing. Applying before passing all tests can cause delays in processing applications even after all testing requirements are satisfied.

Requirements for renewal of licenses are determined by the State of Indiana, not Huntington University, and can change at the discretion of the legislature or the Indiana Department of Education. For updates see the Registrar's office website at <http://www.huntington.edu/Registrar/Teacher-Licensing/> or <http://www.doe.in.gov/student-services/licensing>

Licensing in Other States:

The Registrar's office also has information for licenses in states other than Indiana. Although application procedures and requirements for licensing in other states vary significantly, many states will grant equivalent teaching licenses to holders of valid Indiana licenses (this practice is called reciprocity). It is best to obtain an Indiana license before applying for an out-of-state license, whether or not one plans to teach in Indiana.

Many states that have signed a compact with Indiana agreeing to accept teacher education preparation completed here provided there is a parallel licensing pattern in that state. States that have signed the compact will issue at least a one-year license to applicants who have an Indiana license. During that year, some states will require teachers to make progress toward meeting requirements in that state. Other states will issue a permanent license with no restrictions on the basis of Indiana licensing. Some states have special requirements such as competency tests or background checks that they do not waive for out-of-state applicants.

Canadian citizens who wish to teach in Canada should contact the education ministry in the province(s) in which they wish to teach early in their program for information regarding specific coursework they might need to take.