

STUDENT HANDBOOK

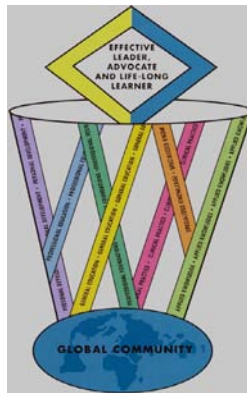
Early Childhood Education

Fall 2008



Bradley University
College of Education and Health Sciences
Department of Teacher Education

COLLEGE OF EDUCATION AND HEALTH SCIENCES
DEPARTMENT OF TEACHER EDUCATION
Fall 2008
PROGRAM MODEL FOR TEACHER-LEADER
EFFECTIVE LEADER, ADVOCATE, LIFE-LONG LEARNER



CORE COMPETENCIES

- I. Personal Development
- II. Basic Knowledge
 - A. Curriculum
 - B. Foundations
 - C. Human Development
 - D. Educational Psychology
- III. Applied Knowledge
 - A. Organizing and Guiding Instruction
 - B. Pedagogy
 - C. Educational Research
- IV. Clinical Experiences

PROGRAM OBJECTIVES

As a result of classroom instruction and field experiences in education, it is intended that students will:

- 1. Acquire knowledge and skills to differentiate instruction for students, to account for individual differences;
- 2. Gain competence in planning and presenting subject matter and evaluating the learning of students;
- 3. Gain competence in structuring learning experiences compatible with developmental levels of students;
- 4. Acquire the understanding and knowledge to analyze learning processes of students;
- 5. Gain competence in the skills of organizing and guiding instruction;
- 6. Develop an understanding of the responsibility as a professional educator; and
- 7. Develop the desire to continue professional growth and study.

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GENERAL REGULATIONS

The purpose of this handbook is to assist students with the completion of their Department of Teacher Education programs of study. It should be referred to often as students monitor their progress with the guidance of academic advisors. Students should utilize the handbook as a supplement to the University Catalog and should acquaint themselves with the requirements and regulations presented in both documents.

Academic Advisors

Academic advisors are assigned, initially, on the basis of student area of emphasis and advisor advisement load. The students have the right to request a change of advisors. These requests are given to the Department Chair for consideration. The requests are considered based on numerous factors, including but not limited to faculty load and student program.

Advisement Process

Students are responsible for completing all requirements for graduation and certification. The University provides an advisement procedure that is intended to facilitate program completion. It is recommended that students attend the large group advising meeting each semester and meet with their assigned advisors prior to registration when it is appropriate. In particular, students **must** schedule a meeting with their advisor during the sophomore year to complete a projection of courses (Student Program Plan) for the remaining time of the program, in order to facilitate the Advancement to Candidacy process. **No matter who the advisor or what the program, students have the ultimate responsibility for knowing and completing their specific graduation requirements.**

Incoming Freshmen

Students who enroll at Bradley as first semester freshmen may choose to declare an intended major in the Department of Teacher Education at the time of their enrollment. However, this initial declaration as a freshman does not constitute official acceptance into a teacher preparation program. At the appropriate time students will apply for Advancement to Candidacy in Teacher Education. Requirements for Advancement to Candidacy are addressed in a separate section of this handbook.

The University guarantees that students may graduate under the guidelines of the Undergraduate Catalog during which initial enrollment in the particular department program takes place. The Department of Teacher Education abides by these regulations. However, it should be noted that students in the department are subject to State of Illinois certification requirements which may change at any time. These changes must be met in order for students to be certified. Students must continue to meet all University and departmental requirements to remain in good standing in the Department. Failure to do so will result in dismissal from the Department. Moreover, if a student changes programs (such as from Early Childhood to Elementary Education), then the student must follow the program in effect at the time of the program change.

Transfer Students

A. From Other Institutions

Any student applying for admission to the program must meet the appropriate requirements within the Department at the beginning of the semester they start the particular Education program at Bradley. The Admissions Office will make all decisions as to what credits will transfer to Bradley and which of these will apply to the General Education requirements. The Department of Teacher Education will decide which of the accepted credits will apply to the requirements of the particular curriculum selected. Students must continue to meet all University and departmental requirements to remain in good standing in the Department. Failure to do so will result in dismissal from the Department.

B. From Other Bradley Curricula

Students declaring an intended major in a Teacher Education program must meet all departmental requirements in effect at the time of application. The program requirements are those in the catalog at the time of the change.

Transfer Credit

Approved transfer credit may be applied to the program. Students shall obtain a *Transfer Work Approval Form* from the College of Education and Health Sciences Records Secretary. This form **must** be completed for **all** transfer courses and must be on file **prior to beginning each course**. Students should pick up the pink copy of the request form from the College Records Secretary after the course has been approved. Transfer of earned credit to Bradley should be accomplished as soon after course completion as possible. It should be noted that 24 of the last 30 hours must be completed at Bradley. Up to 6 hours may be completed and transferred to Bradley within the last 30 hours. No more than 66 hours of community college credit will be accepted for transfer towards a Bradley degree. Of that 66 hours, **no more than 9 semester hours of professional education credit may be transferred**. **No junior-senior credit will be given for work taken at a two-year college**. Students transferring from other four-year institutions must successfully complete a minimum of 30 semester hours in residence at Bradley.

Area of Concentration

Students in the Elementary or Early Childhood programs are required to complete an area of concentration in either Liberal Arts and Sciences, or Communications and Fine Arts. This area of concentration has been constructed specifically for Elementary Education and Early Childhood Education majors only. Students must declare this area of concentration, seek assistance from their advisors, and complete the course of study laid out on the area of concentration form. Moreover, students must maintain a minimum 2.50 GPA in the area of concentration.

Professional Behavior

Eligibility for entrance into any helping discipline is contingent not only upon successful completion of academic requirements, but also upon ability to assume the behaviors associated with successful practitioners in the discipline. Students in the professional schools are expected to adopt and demonstrate appropriate attitudes and behaviors early in their pre-professional experiences. Teachers display such traits as: leadership, ability to communicate clearly in both written and oral forms, punctuality, dedication, courtesy, cooperation, ethical behavior, honesty, caring, responsibility, independence, task completion, ability to accept and act upon constructive criticism, promptness, adequate preparation for class, maturity, dependability in attendance and in compensation for unavoidable absences, positive interpersonal relationships, respect for the dignity of others, and positive attitudes with regard to themselves and those around them.

This program emphasizes the development of dispositions that form the foundation of teaching excellence. As a result of their successful completion of the program in teacher education, learners will demonstrate the following **dispositions**:

- Accountability to learners, parents and the community
- Advocacy for the achievement of all learners
- Appreciation and respect for diversity and equity
- Concern for effective communication with all constituents
- Collaboration with parents, professional and community members
- Commitment to life-long learning
- Empathy with and caring for others
- Leadership in the classroom and in the profession
- Professional and ethical behavior
- Reflective practice
- Valuing scholarship and research about learning and learners

Students enrolled in teacher preparation programs are expected to exhibit these professional behaviors and dispositions. Failure to do so could result in dismissal from the program.

Plagiarism

Plagiarism is submitting someone else's work as your own. It is defined by Bradley University's student handbook as:

"...repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own..."

Simply put, if you didn't write something in your own words, it is plagiarism. If you "borrow" something that someone else has done and submit it as your own work, it is plagiarism. Simply changing a few words in someone else's work does not make the work your own. Taking information or materials designed by a classroom teacher or a peer and using it as your own without proper citation and referencing is plagiarism. Lifting lesson plans, paragraphs, sentences, etc. from online sources or using large chunks of someone else's writing is plagiarism. Turning in assignments for work completed in other classes constitutes cheating and is construed as plagiarism. See the following link for more clear, concise definitions and examples.

<http://www.plagiarism.org/>

As you prepare your assignments for any class in which you are enrolled, always cite your sources using APA style, including ideas you get from other people, teachers, observations, etc. If you don't know how to use APA, ask the instructor before you turn in an assignment.

The penalties for plagiarism outlined in the student handbook begin with receiving a score of zero for the assignment, and may extend to failing the course. In extreme cases, it can lead to expulsion from the University. Please see the most recent edition of the Bradley University Student Handbook under "Standards of Conduct" for disciplinary sanctions, or consult the on-line student handbook at: <http://www.bradley.edu/ccd/stuhndbk99.pdf> and the section entitled "Cheating and Plagiarism".

No credit will be given for any assignment in which any portion of it meets the definition of plagiarism. Repeated occurrences will incur additional penalties. In compliance with university policy, all occurrences of plagiarism will be written up as a violation of the department's professional disposition policy and submitted for administrative review, including being sent to the Director of Student Affairs.

ADVANCEMENT TO DEGREE CANDIDACY

Students are considered to be in the Teacher Education Program after a favorable vote by the faculty on their application for Advancement to Degree Candidacy. Students may take introductory Education courses prior to Advancement to Degree Candidacy. For undergraduate students, admission to most 300, and all 400, or 500 level courses requires department Advancement to Degree Candidacy status or special permission of the Department Chair.

Throughout the freshman and sophomore years, students may remain in Teacher Education courses if their overall grade point average is not below a 2.0 or "C." However, to be Advanced to Degree Candidacy the grade point averages required are a 2.50 overall, a 2.50 in the area of concentration, and a 2.50 in the Education major. Furthermore, every course in Education labeled "ETE" must have a minimum grade of "C". Additional requirements for Advancement to Candidacy beyond these minimum grade point averages are noted elsewhere in this document.

Ordinarily, students make application to candidacy in their sophomore year. At the end of the semester, department faculty evaluates students on their academic achievements and professional growth. Students may be: advanced to candidacy, or denied advancement. Students denied advancement may petition the department if there are special circumstances that the student thinks should be considered.

If at any time a student's grade point average overall, in the area of concentration, or in the Education courses falls below 2.50, **OR** the student fails to demonstrate appropriate pre-professional dispositions or behaviors, **OR** other circumstances occur which would make a teacher candidate uncertifiable, Advancement to Candidacy is rescinded.

Students with questions about Advancement to Degree Candidacy and maintenance of candidacy status should see their advisors in the Teacher Education Department or the Chair of the Department of Teacher Education.

Procedure for Advancement to Degree Candidacy

1. The prescribed application is to be submitted to the Office of Teacher Education within the first eight weeks of the semester after which a minimum of 40 semester hours of grades has been posted on the student's transcript (typically during the second semester of the sophomore year).
2. Students must complete the following courses or their equivalents must have been completed either prior to application or be enrolled in during the semester of application:
 - ETE 107, 115, 205, 225, each with "C" or better
 - ENG 101; COM 103; General Education Math, each with "C" or better
3. The following grade point average requirements must be met at the time of application:
 - Overall GPA - 2.5 minimum
 - Education GPA - 2.5 minimum
 - Area of concentration GPA – 2.5 minimum
 - A grade of C or better in ENG 101 or equivalent, and COM 103 or equivalent;
 - A grade of C or better in a General Education Math course.
 - A grade of C or better in each ETE course.
4. The Basic Skills examination assesses competencies in reading, mathematics, writing, and grammar. A minimum composite score of 240 is required. Failure to pass one area requires that all four be retaken.
5. Completion of State of Illinois criminal background check. Application and appropriate fee must be submitted to Department secretary prior to Advancement to Degree Candidacy. Bradley Campus Police will administer fingerprinting and issue criminal background report.
6. Submission of Portfolio (see pages 47-48)
7. The application is to be submitted, along with a personal reflection on "The Effects Of Dispositions On My Teaching" and the tentative sequence of course work (Student Program Plan) starting with semester of application and for each subsequent semester leading to the Bachelor's Degree.

- a. This plan is to be developed by the student with the approval of the student's academic advisor prior to registration for the junior year. Transfer students should complete this plan at first advisement appointment.
 - b. The Student Program Plan will contain a minimum of four semesters of planned course sequence for a typically matriculating student. All summer school or interim work is to be included in the plan.
 - c. The Student Program Plan must be signed and dated by the student and the student's academic advisor.
 - d. The student is responsible for understanding program refinements and any changes made to the plan. The student may check with the advisor regarding changes, but ultimately the consequences of any and all changes are the student's.
8. The student and the student's academic advisor will be advised of the action taken on the application immediately following the completion of the semester in which the application was submitted. Students not Advanced to Candidacy will be required to immediately withdraw from all Education courses whose prerequisites include Advancement to Candidacy.
 9. Students are not allowed to enroll in most 300 level and above courses and field experiences in the Department of Teacher Education until Advancement to Candidacy is granted.
 10. Students denied Advancement to Candidacy upon original application because of failure to meet criteria shall meet with their advisors to determine remediation as indicated:
 - a. In the case of grades lower than C in Education courses, students may repeat the course(s) and may seek tutorial help in order to obtain at least the minimum required grade of C.
 - b. Students may retake courses in Education, the area of concentration, or in general studies in an attempt to raise their various GPAs.
 - c. To raise the overall GPA, students may also take additional courses at Bradley University.
 - d. Students who have not demonstrated appropriate pre-professional behavior or appropriate professional dispositions must meet with his/her advisor and devise a plan to remedy the situation.
 - e. Should an unsatisfactory evaluation and/or grade in a field experience be the problem, students may repeat the field experience only after consultation with the Coordinator of Clinical Field Experiences and permission of the Chairperson of the Department of Teacher Education.
 11. All exceptions must be recommended by the advisor and approved by the Department Academic Review Committee or the Department Chair. Requests for exceptions to these policies must be made in writing to the Department Chairperson.
 12. A student who is not advanced may petition the department to take one advanced Education course. The student's petition will be acted upon by an Academic Review Committee appointed by the Chairperson and consisting of at least one faculty member in each program area (e.g., Early Childhood Education, Elementary Education, Secondary Education, and Special Education). The faculty in the Department of Teacher Education must approve decisions on petitions.

RETENTION - DISMISSAL

Should any of a student's overall GPA: Education GPA, or GPA in the area of concentration fall below a 2.5 after Advancement to Candidacy, the student will be placed on Departmental Probation as soon as the problem is discovered. During that semester, the student:

1. May **not** enroll in any course or field experience for which Advancement to Candidacy is required.
2. Must drop any 300 level or above Education course for which Advancement to Candidacy is required and meet with his/her advisor to determine alternative courses.

Should the student's overall GPA, Education GPA, or GPA in the area of concentration remain below 2.5

by the next semester, the student will be dismissed from the Department of Teacher Education and will not be allowed to take any Education courses that require Advancement to Candidacy.

It is the responsibility of the student to reapply for admission to the Department of Teacher Education as soon as he/she earns the appropriate 2.5 GPA(s) as documented on his/her audits and/or transcript. Permission for enrollment in 300 level and above Education courses will be considered for the semester following the correction of problem GPAs if the student reapplies.

The department secretary under the direction of the Department Chairperson shall monitor the transcripts of students on Departmental Probation at the end of each semester as soon as grades are posted. The Department Chairperson will inform the student of the faculty's decision and inform the student of his/ her status and options.

CLINICAL FIELD EXPERIENCE PLACEMENTS

All junior level (ETE 304) and all senior level (ETE 497) field experiences must be completed in an approved school in the Peoria area, OR in an international placement only if meeting all criteria. Only in an extreme situation might a written request for variance of this policy be granted by the waiver committee and a vote of the faculty in Teacher Education.

Be sure to record your placements on the Clinical Experiences Record chart that can be found in the appendix. Students must have an infant and toddler experience, a regular preprimary experience, an Early Childhood special education experience, a primary experience, and a multi-culturally diverse placement (in novice or student teaching) before graduating. Some placements may fulfill more than one of these categories of placements.

CRITERIA FOR STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION (ETE 497)

- Advancement to Degree Candidacy in the Department
- ETE 234, 300, 304, 342, 343, and 443
- Grade point average of 2.50 overall, 2.50 in all Education courses, with each course grade being "C" or better, and 2.50 in the area of concentration (2.50 for all)
- Current certification of freedom from TB
- Approval of Department Chair
- Successful completion of Early Childhood Novice Teaching (ETE 304), as indicated by a grade of P and the cooperating teacher's recommendation to proceed to the Early Childhood Internship (ETE 497)
- A clear report on a criminal background check
- Passage of the State subject matter test
- Completion of ETE 467 (Taken with ETE 498)
- Recommendation of Department Clinical Committee*

* Those students who have demonstrated a need for additional guidance will collaborate with their academic advisors to create a professional development plan which addresses the recommendations emanating from their Early Childhood Novice Teaching experience and from the Department Clinical Committee.

CERTIFICATION

A student who successfully completes one of the programs in the Department of Teacher Education is eligible for certification in the State of Illinois. This process is delineated in the Student Teaching Handbook and by the College's Certification Officer in a seminar during the student teaching semester.

Certification Tests

The State of Illinois requires, in addition to this, that the student pass Illinois Certification Examinations. The registration materials and study guides are available online at www.icts.nesinc.com. Three tests are required.

The first, the Basic Skills examination, must be passed as part of **Advancement to Candidacy**. It assesses competencies in reading, mathematics, writing, and grammar. A minimum composite score of 240 is required to pass the test. Failure to pass one area requires that all four be retaken.

The second, the Early Childhood Education subject matter test, accesses the student's professional preparation in five areas: language arts; mathematics and science; social studies; health, physical education, and fine arts; and professional knowledge. The test must be taken and passed prior to student teaching. It is recommended that this test be **taken after the professional semester**.

The third test is Assessment of Professional Teaching (APT). This assesses knowledge and performance on the Illinois Professional Teacher standards. It must be passed before certification can be granted.

These tests are given six times a year by the State Teacher Certification Board. The current dates are listed at www.icts.nesinc.com. The regular registration deadlines occur about six weeks before the test. A fee is charged, and they may be taken at several different sites around the State.

Teacher certification in Illinois is open only to U.S. citizens or persons who are legally present and eligible for employment and who forward Form 73-91, "Notice of Intent to Become a U.S. Citizen" to the Illinois State Board of Education.

EARLY CHILDHOOD SPECIAL EDUCATION APPROVAL

The Early Childhood Special Education endorsement entitles one to teach Early Childhood special education between the ages of birth to 5 years. The following courses are built into the Early Childhood program, thus making all majors eligible for that endorsement.

- ETE 233 Early Intervention
- ETE 234 Language Development
- ETE 280 Exploring Diversity
- ETE 443 Early Childhood Assessment

OUT OF STATE CERTIFICATION

Those persons who wish to be certified in another state need to request information on becoming certified from the state they wish to be certified, and then make an appointment to meet with the Certification Officer at Bradley University to discuss how to best meet any additional requirements that the state may have. This should be done as early in one's educational program as possible. The later one waits to determine what, if any, additional coursework or tests are required, the harder it will be to complete those requirements before graduation.

GLOBAL SCHOLAR PROGRAM

Professionals in the fields of Education and Health Sciences are challenged with a complex global reality. Awareness of global developments and cross-cultural competencies are crucial in dealing with differences and learning from people of other cultures.

Our Global Scholars Program is designed to prepare professionals for this international state of affairs. The Global Scholars Program (GSP) can be earned in your program in the College of Education and Health Sciences regardless of your major. Your designation as a Global Scholar will assist you in job searches in your profession. For more information, see the appendix.

GRIEVANCE

A student academic grievance is appropriate in cases in which the student claims unfair, prejudicial or capricious evaluation or treatment of an academic nature. In such cases the university student grievance procedures should be followed.

However, only in matters regarding admission, retention and recommendation for certification in professional Education programs, students have the right to be represented by legal counsel and counsel may speak on behalf of the student. If a student wishes to be accompanied by counsel at a grievance hearing regarding any of these specific matters, written notification must be received by the Dean of the College of Education and Health Sciences at least one week before the scheduled meeting.

DOCUMENTS AND FORMS

- p. 10.....Student Responsibility Guide - A Checklist
- p. 11.....Notice of Change of Major or Minor
- p. 12.....Transfer Work Approval Form
- p. 13.....Global Scholars Program
- p. 14.....Mission and Vision of the Teacher Education Program
- p.15-17.....Professional Dispositions Conference Form
- p. 18.....Sample Program of Study
- p. 19.....Student Program Plan
- p. 20.....Criminal History Information Form
- p. 21.....Philosophy of Education Assignment
- p. 22.....Dispositions Form for ETE 115 – Initial Philosophy Paper
- p. 23.....Dispositions Form for Advancement to Degree Candidacy
- p. 24.....Dispositions Rubric for Advancement to Degree Candidacy
- p. 25.....Dispositions Form for Novice Teaching
- p. 26.....Dispositions Rubric for Novice Teaching
- p. 27.....Dispositions Form for Student Teaching
- p. 28.....Dispositions Rubric for Student Teaching
- p. 29-31.....Clinical Experience Expectations and Clinical Experience Record
- p. 32.....Application for Advancement to Degree Candidacy
- p. 33.....Application for Novice Teaching
- p. 34.....Application for Student Teaching
- p. 35.....Student Teacher Placement Guidelines
- p. 36.....Directions for Preparing Personal Profile
- p. 37-38.....Clearance Sheet
- p. 39-44.....Area of Concentration Clearance Sheets
- p. 45-48.....Professional Teaching Portfolio Requirements

Early Childhood Education Student Responsibility Guide--A Checklist

Refer to this list as you progress through the program and check off the steps as you complete them.

Freshmen and Transfer Students

- 1. Read this handbook from cover to cover!
- 2. Read the Field Experience Handbook from cover to cover. (Available in the Bookstore.)
- 3. Submit written documentation of negative results of a TB test given within the last 12 months to the Records Secretary in Westlake 212.
- 4. Attend group advising meeting and know certification requirements each semester.
- 5. Record each course as it is completed on the clearance sheet in this booklet. Record your clinical placements on the Clinical Experience Sheet. Note any deficiencies that you may have.
- 6. Begin your Professional Portfolio.
- 7. Complete criminal background check.

Sophomores and Transfer Students

- 8. Decide and declare area of concentration; file form with College Records Secretary.
- 9. Attend group advising meeting and know certification requirements each semester
- 10. Pass the State Certification Test for Basic Skills. (Registration and study guide at www.icts.nesinc.com.)
- 11. Plan your Program of Study with your education advisor.
- 12. Submit the completed Application for Advancement to Degree Candidacy, Effects of Dispositions paper, and Program of Study to Westlake 203. (Due **November 15** or **April 15**.) (Must be advanced before you can take most 300 level education course work.)
- 13. Record each course as it is completed on the clearance sheet in this booklet. Record your clinical placements on the Clinical Experience Record. Note any deficiencies that you may have.
- 14. Continue working on your Professional Portfolio.

Juniors and Transfer Students

- 15. Submit the completed application for Novice Teaching to Westlake 212. Applications in Westlake 212 and on Blackboard. (Due **April 15** for fall placement or **November 15** for spring placement.)
- 16. Submit the completed application for Novice Teaching to Westlake 212. (Due **April 15** for fall placement or **November 15** for spring placement.)
- 17. Submit the completed application for Early Childhood Internship and the required number of copies of the Personal Profile to Westlake 212. (Applications and directions for Personal Profile available in Westlake 212 and on Blackboard.) (Due **December 1 of Junior year** for placement in the following academic year. For example, Dec. 2009 for student teaching in the fall of 2010 or spring of 2011.)
- 18. Begin Credential File in Smith Career Center.
- 19. Pass State Certification Test for Early Childhood Education (Recommend this be completed after you have finished most junior-level education course work and ETE 304.)
- 20. Record each course as it is completed on the clearance sheet in this booklet. Record your clinical placements on the Clinical Experience Record. Note any deficiencies that you may have.
- 21. Complete criminal background check during the semester just prior to student teaching.
- 22. Continue working on your Professional Portfolio.

Seniors and Transfer Students

- 23. Attend group advising meeting and know certification requirements each semester.
- 24. Complete program. Make sure all transfer work has been transferred and incompletes removed.
- 25. Pass the Assessment of Professional Teaching Test for the State of Illinois. (Registration and study guide at www.icts.nesinc.com.)
- 26. Read Student Teaching Handbook from cover to cover. (Get current edition in Bookstore.)
- 27. Submit Application for Graduation to Registrar's Office during first month of last semester.
- 28. Complete Certification Application, Program Verification Form, and Endorsement sheet during student teaching large group Seminar.
- 29. Pay fee and sign release forms for transcript and evaluations in Westlake 212.
- 30. Complete Credential File with Smith Career Center.
- 31. Finish your Professional Portfolio and present it as a condition of program completion.
- 32. **Congratulations! You have graduated!**
- 33. After you have been cleared by Bradley University, go to www.isbe.net, click on OTIS to complete your application for your certificate.
- 34. After receiving your teaching certificate from the State of Illinois, register it with an Illinois Regional Superintendent of Schools.

SAMPLE OF THE BRADLEY UNIVERSITY NOTICE OF CHANGE OF MAJOR OR MINOR FORM

Forms can be picked up in the Registrar's office at 11 Swords Hall

(This is only a sample: original forms come with three carbonless copies attached for routing)

BRADLEY
UNIVERSITY

CHANGE OF MAJOR OR MINOR

Office of the Registrar

Today's Date _____

Effective Date _____

LAST	FIRST	M.I.	I.D. NO.	TOT. SEM. HRS. EARNED	CUM. G.P.A.
DELETE THIS MAJOR _____ COLLEGE CURRICULUM			ADD THIS MAJOR _____ COLLEGE CURRICULUM <input type="checkbox"/> 2 nd major <input type="checkbox"/> 3 rd major		
Signatures 1 _____ Current Academic Advisor 2 _____ Current Dean*			3 _____ New Academic Advisor 4 _____ New Dean		
DELETE THIS MINOR _____ COLLEGE CURRICULUM			ADD THIS MINOR _____ COLLEGE CURRICULUM <input type="checkbox"/> 2 nd minor <input type="checkbox"/> 3 rd minor		
Signatures 1 _____ Current Minor Advisor 2 _____ Current Dean*			Signatures 1 _____ Current Major Advisor* 3 _____ New Minor Advisor* 4 _____ New Dean		
*Counseling materials should be sent to the new Dean immediately.					
(1) Current Academic Advisor (2) Current Dean (3) New Academic Advisor (4) New Dean					
White Copy – Registrar Canary Copy – New Dean Pink Copy – New Advisor Goldenrod – Present Dean 4/04					

STUDENT'S NAME _____ I.D. NUMBER _____

MAJOR(S) _____ LAST _____ FIRST _____ M.I. _____ MINOR(S) _____

Regular continuing Bradley students who wish to take work at another collegiate institution MUST obtain written approval from the Dean of the College of the student's major BEFORE registering at the other institution. Unless such written approval is given, there is no guarantee that the work will be accepted at Bradley. The Dean of the College in which the student is majoring determines the applicability of transfer credit to degree requirements at Bradley. AEP STUDENTS: If this course(s) is to be used toward a major, approval of that Department's Chairperson is required.

Regular continuing Bradley students who wish to take work at another institution to satisfy Bradley's General Education requirements should obtain written approval from the Associate Dean of the College of Liberal Arts and Sciences before registering at the other institution. Unless such written approval is given, there is no guarantee that the work will be accepted at Bradley. Courses not listed as a General Education requirement will require a copy of the course description to be attached with approval form.

Approved credits from other collegiate institutions will be transferred to Bradley University once the student requests the other institution send an official transcript of the completed credit directly to: Registrar, Bradley University, 11 Swords Hall, Peoria, IL 61625.

Grades of "D" from an institution will be considered transferable only if the student's cumulative grade point average at that institution is at least a 2.0 out of 4.0 at the time the work is transferred. A maximum of 66 semester hours of credit will be accepted from 2-year colleges. The College of Business and the College of Communications and Fine Arts will only accept transfer courses in which a grade of C or better was earned. No Junior-Senior credit will be given for work at a 2-year college. Transfer credits are considered for acceptance if the originating Institution is regionally accredited.

COURSE TO BE TRANSFERRED: _____ Date Work Will Be Completed _____
From _____ Two-year institution _____ Four-year institution _____
Sem. Hrs. _____ Quarter Hrs. _____
Location _____ of Credit _____ OR of Credit _____
Dept. and Course No. _____ Course Title _____
Date _____ Student's Signature _____

NOTE: If course fulfills both Major and General Education requirements, complete 1 AND 2

ROUTING INSTRUCTIONS: 1 – Dept. Chair 2-College Dean

FOR COURSE WORK FULFILLING MAJOR REQUIREMENT OR ELECTIVE CREDIT

1. TO BE COMPLETED IN THE COLLEGE OF STUDENT'S MAJOR

Is above institution accredited: Yes ___ No ___ Will credits be accepted for Jr./Sr. hours? ___ Yes ___ No ___
This course will be accepted as transfer credit in the _____ curriculum if the above conditions are met.
This course will be accepted in lieu of _____ at Bradley OR ___ This course will be accepted as a free elective.
Date _____ Approval By Dept. Chair of Student's Major _____ L.A.S. Associate Dean Approval _____

ROUTING INSTRUCTIONS: 1 – Dept. Chair 2-LAS Assoc. Dean, BR 226

FOR COURSE WORK FULFILLING A GENERAL EDUCATION REQUIREMENT

2. TO BE COMPLETED BY THE ASSOCIATE DEAN OF THE COLLEGE OF LIBERAL ARTS AND SCIENCES, BRADLEY HALL 226

Is above institution accredited: ___ Yes ___ No ___ Will credits be accepted for Jr./Sr. hours? ___ Yes ___ No ___
This course will be accepted to meet the following General Education requirement:
___ 1. ENGLISH COMPOSITION ___ 4. WESTERN CIVILIZATION ___ 9. HUMAN VALUES
___ a. C1 ___ 5. NON-WESTERN CIVILIZATION ___ a. HL
___ b. C2 ___ 6. FINE ARTS ___ b. HP
___ 2. SPEECH ___ 7. CULTURAL DIVERSITY & SOCIAL FORCES ___ 10. SCIENCE & TECHNOLOGY IN THE
___ 3. MATHEMATICS ___ 8. FUNDAMENTAL CONCEPTS IN SCIENCE CONTEMPORARY WORLD (TS)
This course will be accepted in lieu of _____ at Bradley University.
Date _____ Approval By Dept. Chair of Student's Major _____ L.A.S. Associate Dean Approval _____

Global Scholars

Professionals in the fields of Education and Health Sciences are challenged with a complex global reality. Awareness of global developments and cross-cultural competencies are crucial in dealing with differences and learning from people of other cultures.

Our Global Scholars Program is designed to prepare professionals for this international state of affairs. The Global Scholars Program (GSP) can be earned in your program in the College of Education and Health Sciences regardless of your major. Your designation as a Global Scholar will assist you in job searches in your profession.

Students majoring in Education, Health Sciences, Nursing, or Family and Consumer Sciences have the unique opportunity to earn the Global Scholar Recognition of Achievement in Global Studies. The Global Scholar may be earned with any degree and major offered within the College of Education and Health Sciences; completion entails neither additional expense nor additional time to graduate if planned early in your program at Bradley.

As a Global Scholar you will...

- demonstrate increased awareness and appreciation of cultural, ethnic, and disciplinary backgrounds.
- identify and analyze crucial factors in developing global and cross-cultural communication and attending to issues of diversity in your profession.
- demonstrate greater awareness for global perspectives in communication, collaboration, diversity, and professional networking.
- collaborate and communicate effectively with colleagues and other professionals within one's own and other cultures.
- demonstrate aspects of international culture and human behavior.

The Global Scholars Program Requirements:

17 to 20 semester hours at Bradley University plus international/global campus activities, service activities, and participation in internationally focused seminars.

Foreign Language: 1 to 3 hours to be approved by departmental Global Scholar Advisor, e.g., one semester in foreign language, proficiency equivalency, immersion course when studying abroad.

General Education: 9 hours of general education courses focused on international, human values orientation to be approved by the departmental Global Scholar Advisor from approved department list.

Departmental International/Multicultural Course: One 3-hour course from the student's major.

ETE 280, ETE 553

FCS 338, FCS 433, FCS 438, FCS 406

For HS: ELH 370 & 375 (concurrently)

ELH 586

NUR 333, NUR 533

Study Abroad: Minimum of 4 semester hours earned from study abroad.

EHS 300 Professionalism Across Cultures: Required 1-3 hour course taught by an interdisciplinary team.

International/Global Focused Campus Activities: 20 hours of activity approved by departmental Global Scholar Advisor. Five of these hours are service related.

Focused Seminars: Participation in two or more internationally focused seminars sponsored by departments or college faculty.

Contact:

Dr. Heljä Antola Crowe

(309) 677-2521

helja@bradley.edu

Mission

The mission of Teacher Education at Bradley University is to prepare teachers who will be effective leaders, advocates, and life-long learners. We believe that teaching and learning are dynamic, interactive, life-long processes based on empowering interactions between learners.

Vision

Our undergraduate and graduate programs will enroll students possessing the intellectual curiosity to acquire knowledge, skills and dispositions that form the foundation of teaching excellence. Each student will actively engage in study, research, and professional development in collaboration with faculty and educational practitioners in clinical settings.

Together, the faculty will become excellent teachers, principled professionals, empathetic and well prepared advisors, outstanding scholars, and actively engaged in professional service. In support of the mission, faculty responsibilities represent appropriate balance of teaching, research and service with time for reflection, collaboration and reflection in a global community emphasizing diversity.

With support of appropriate and effective technology, curriculum materials, effective partnerships with P-12 schools, excellent teaching, and the intellectual and artistic life of the University, students will participate in an exciting and dynamic learning environment.

This program emphasizes the development of dispositions that form the foundation of teaching excellence. The faculty believes that excellent teachers value teaching, research and service which is characterized by:

- accountability to learners, parents and the community
- advocacy for the achievement of all learners
- appreciation and respect for diversity and equity
- collaboration with parents, professional and community members
- commitment to life-long learning
- concern for effective communication with all constituents
- empathy with and caring for others.
- leadership in the classroom and in the profession
- professional and ethical behavior
- reflective practice
- valuing scholarship and research about learning and learners

This program is designed to develop knowledge, skills and dispositions for leadership as a professional educator.

Professional Dispositions Conference

Name: _____ ID# _____

Faculty: _____ Date: _____ (of referral)

Deficiency (Check those that apply.)

- _____ Accountability to learners, parents and the community
- _____ Advocacy for the achievement of all learners
- _____ Appreciation and respect for diversity and equity
- _____ Collaboration with parents, professional and community members
- _____ Commitment to life-long learning
- _____ Concern for effective communication with all constituents
- _____ Empathy with and caring for others
- _____ Leadership in the classroom and in the profession
- _____ Professional and ethical behavior
- _____ Reflective practice
- _____ Valuing scholarship and research about learning and learners

Reason(s) for referral:

Action plan and time table:

Target (the short and long term goals):

After the conference:

Student's signature: _____ Date _____

Faculty signature: _____ Date _____

Academic Review Committee Representative signature: _____ Date _____

The signatures indicate that you have read this report. Students may attach a written response to this document.
_____ This has been shared with the student, who declines to sign the form.

(over)

Outcomes:

Resolution & Decision of the Faculty: (Students may appeal the decision using the established University grievance procedures.)

Recommendations:

Student's signature: _____ Date _____

Faculty signature: _____ Date _____

Academic Review Committee Representative signature: _____ Date _____

The signatures indicate that you have read this report.

Professional Dispositions

1. The faculty will include the professional dispositions of the department in the course syllabi, other departmental publications.
2. Attention will be given to encouraging students to demonstrate these dispositions in their classes and clinical experiences.
3. Students who continue to demonstrate the need for improvement in dispositions will be asked to meet for a conference with the faculty member who has identified the weakness.
4. A conference slip should be completed at the conference indicating the area of the deficiency, the reason for the referral, an action plan and time table for remediation of the weakness and the target behavior that is the goal.
5. Signatures of the student, the faculty member, and the academic review committee representative should verify that the conference took place, that the issues were clear and well understood and that both agreed to the time table and desired target behavior.
6. The student, faculty member and the chair should be given a copy of the conference referral and one should be placed in the student's academic folder.
7. Follow up will occur and a record of the outcome, resolution and recommendations should be entered on the back of the referral with appropriate signatures and distributed to the appropriate parties.
8. Failure to remediate weaknesses may result in a recommendation not to advance the student to degree candidacy. If however, the student has already been advanced, the decision can be made to deny approval for novice teaching, student teaching or certification.
9. A student may appeal any of these decisions using the established university grievance procedures.

**SAMPLE PROGRAM OF STUDY
EARLY CHILDHOOD EDUCATION**

FRESHMAN YEAR

Fall	
COM 103	3
ETE 115	3
ETE 100	1
MTH 101 OR 111	3
PSY 104	3
ENG 101	<u>3</u>
	16

Spring	
CIV 100	3
** ETE 201	4
ETE 107	3
PLS 105	3
Concentration	<u>3</u>
	16

Summer/Interim	
HL/HP Humanities Elective	3
Science	4
Concentration	<u>3</u>
	10

SOPHOMORE YEAR

Fall	
ETE 205	3
ETE 225	4
FCS 203	3
**ETE 233	3
Concentration	<u>3</u>
	16

Spring	
Science	4
ETE 234	3
ETE 197	1
ETE 198	1
ETE 199	1
ETE 260	3
Concentration	<u>3</u>
	16

JUNIOR YEAR

Fall	
ETE 280	3
Fine Arts Elective	3
Non Western Civ.	3
Concentration	3
Concentration	<u>3</u>
	15

Spring	
**ETE 300	3
ETE 304	4
ETE 342	3
**ETE 343	<u>6</u>
	16

SENIOR YEAR

Fall	
**ETE 443	3
*Composition	3
*Science 300	3
*Concentration	3
*Concentration	<u>3</u>
	15

Spring	
**ETE 467	3
ETE 497	<u>13</u>
	16

* Must be taken at the Junior/Senior level.

** Only taught once a year.

**Department of Teacher Education
Student Program Plan – Submit in Triplicate**

Name _____ ID# _____ Date Submitted _____

Local Address _____ Local Phone _____

Sem Hrs Completed _____ Expected Date of Graduation _____

Date Approved _____

In consultation with your advisor, complete the program plan to include all coursework yet to be completed for graduation. Include any anticipated summer and/or transfer work. Use course prefix and number only.

Semester _____ Yr _____	Semester _____ Yr _____	Semester _____ Yr _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Semester _____ Yr _____	Semester _____ Yr _____	Semester _____ Yr _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All changes must be dated and initialed by the Advisor. The student is responsible for understanding and completing program requirements.

Student

Education Advisor

Criminal History Informational Form

State of Illinois Conviction Information Request

The following information is needed to complete a criminal history request through the State of Illinois. Each applicant is required to complete the information below, pay the \$25 processing fee to Bradley University (turn in to Westlake Hall, Room 209), and also provide verification of identity at the time of the fingerprinting process.

All information will be neatly printed or typed.

1) Last Name _____ First Name _____ Middle Name (Complete) _____ Maiden Name (if applicable) _____

2) Date of Birth _____ 3) Sex: M F _____ 4) Race _____

5) Social Security # _____ 6) Bradley ID # _____

7) Drivers License Number: _____ 8) State of License: _____

9) Phone Number, Bradley: _____ 10) Phone Number (permanent): _____

11) Aliases (If Any): _____ 12) Are you a Teacher Education Student? _____

13) Your **permanent** residence: _____ Include Zip Code (**for sending you your copy of the report**) _____

Release statement: *I release Bradley University and their agents from all liability or claims of any kind that I may have arising from my criminal history report, or the information it contains. I further release all persons or entities from liability or claims that I may have arising from the furnishing of any information contained in the Illinois UCIA background check.*

Signature

Date

NOTE: If you're not sure when fingerprinting will be done, contact Campus Police on ext. 2000, or call the Department of Teacher Education on ext. 2519.

For Office Use Only

Date application received _____ Finger Printing Date _____

Received by _____

Fee received: (\$) (check#) _____

DOCUMENT CONTROL NUMBER: _____

Philosophy of Education Assignment A Description of Your Beliefs and Values

You have had an opportunity to learn about a variety of historical and contemporary views related to the purposes of education and of schools. Whether or not you are preparing to be a teacher, it is important that you make explicit to yourself your philosophy of education. Your beliefs will impact the decisions you make professionally and/or as a citizen.

Your assignment is to write a concise, yet comprehensive, statement that coherently describes your philosophy of education [maximum length is 2 double-space pages]. This paper is a personal accounting of your beliefs about education. While it may, and most likely will, draw from philosophies of education introduced in your coursework, the document does not need to include references. The task is to capture what you feel education and schooling should be about. In addition to considering philosophies and theories, the teacher dispositions should also guide areas considered as you describe what you value in as conveyed in your philosophy of education.

Initial Philosophy Paper Dispositions Inclusion Checklist

The mission of Teacher Education at Bradley University is to prepare teachers who will be effective leaders, advocates, and life-long learners. We believe that teaching and learning are dynamic, interactive, life-long processes based on empowering interactions between learners. One facet of this is that all programs preparing teachers for initial certification emphasize the development of dispositions that form the foundation of teaching excellence. Your philosophy of teaching paper written either in ETE 115 or submitted when you entered the program as a transfer student has been reviewed to determine which of these dispositions were included.

The faculty believes that excellent teachers value teaching, research and service which is characterized by positive dispositions related to the areas listed below. Those noted in you paper are checked.

Dispositions of a Professional Educator

- _____ accountability to learners, parents and the community
- _____ advocacy for the achievement of all learners
- _____ appreciation and respect for diversity and equity
- _____ collaboration with parents, professional and community members
- _____ commitment to life-long learning
- _____ concern for effective communication with all constituents
- _____ empathy with and caring for others.
- _____ leadership in the classroom and in the profession
- _____ professional and ethical behavior
- _____ reflective practice
- _____ valuing scholarship and research about learning and learners

Name _____

Reviewed by _____

This list is intended to guide your development as you reflect upon your understanding of the importance of each disposition to being a professional educator. While your understanding of each disposition should grow as you move through your educational program, you should give some extra attention to enhancing your conceptualization of those areas that you did not include in your philosophy of teaching paper.

**** KEEP THIS DOCUMENT ***
YOU WILL NEED IT WHEN YOU APPLY FOR ADVANCEMENT TO CANDIDACY**

Effect of Dispositions (Attitudes) on My Teaching Personal Reflections at Advancement to Candidacy

This assignment is a part of the Department of Teacher Education's continuing effort to guide your consideration of the part dispositions play in teaching and to assess the effectiveness of our programs in helping you do so.

Either when you took an introductory course to develop your knowledge of the foundations of education (ETE 115 at Bradley University) or when you transferred here, you wrote a paper that captured your philosophy of education at that time. This personal statement was reviewed to see which of the eleven dispositions (listed below) you had included in your narrative.

- ∞ accountability to learners, parents and the community
- ∞ advocacy for the achievement of all learners
- ∞ appreciation and respect for diversity and equity
- ∞ collaboration with parents, professional and community members
- ∞ commitment to life-long learning
- ∞ concern for effective communication with all constituents
- ∞ empathy with and caring for others.
- ∞ leadership in the classroom and in the profession
- ∞ professional and ethical behavior
- ∞ reflective practice
- ∞ valuing scholarship and research about learning and learners

In Preparation

Taking into consideration both what you wrote in your educational philosophy and which dispositions were not noted by the reviewer, choose three dispositions (and mark them off above). Your choices are in response to the following question:

Since writing my philosophy paper, my knowledge and understanding of these dispositions has evolved. Which three have developed and/or have been modified the most?

(Note: Dispositions that were not in your philosophy paper should be given high priority when making your choices.)

The Assignment

For each disposition you choose, you are to reflect upon these questions:

- ✍ How has my understanding of this disposition changed since I wrote my philosophy of education paper?
- ✍ What influenced this change?
- ✍ How might the change(s) influence my decisions/actions as a teacher in the future?

Each of the three reflections must be limited to no more than one double-spaced page each. You are writing three separate one-page papers.

Name _____ ID# _____ Date _____

Attach this sheet to your responses.

**Dispositions Rubric
Advancement to Candidacy**

	ACCEPTABLE	NOT ACCEPTABLE
UNDERSTANDING OF THE DISPOSITION	The candidate demonstrates a comprehensive understanding of two or more dispositions.	The candidate demonstrates very limited or no comprehension of two or more of the dispositions chosen. (Identify the unacceptable dispositions below): 1. _____ 2. _____ 3. _____
RELATING DISPOSITION TO TEACHING	The candidate made clear connections between two or more dispositions and the actions a teacher might take.	The candidate failed to make a clear connection between two or more dispositions and the actions a teacher might take. (Identify the unacceptable dispositions below): 1. _____ 2. _____ 3. _____

Student Name _____

ID# _____

Rater _____

Date _____

A Developing Understanding of Dispositions (Attitudes) Personal Reflections on Novice Teaching

This assignment is one component of the Department of Teacher Education's continuing effort to guide your consideration of the part dispositions play in teaching. Your responses also help the faculty assess the effectiveness of the opportunities to learn designed for you in our programs.

The Dispositions

This program emphasizes the development of dispositions that form the foundation of teaching excellence. The faculty believes that excellent teachers value teaching, research and service which is characterized by:

- ∞ accountability to learners, parents and the community
- ∞ advocacy for the achievement of all learners
- ∞ appreciation and respect for diversity and equity
- ∞ collaboration with parents, professional and community members
- ∞ commitment to life-long learning
- ∞ concern for effective communication with all constituents
- ∞ empathy with and caring for others.
- ∞ leadership in the classroom and in the profession
- ∞ professional and ethical behavior
- ∞ reflective practice
- ∞ valuing scholarship and research about learning and learners

The Assignment

During your novice teaching, you have integrated the content knowledge, pedagogical knowledge, and teaching skills that you have been constructing these past years. All of what you have been doing in the classroom has been influenced by your professional dispositions.

Choose three dispositions (and mark them off above). For each disposition:

- a. reflect upon how that disposition has influenced your decisions and actions during your novice teaching experience; and
- b. discuss how these decisions and actions influenced by that disposition affected your students' learning.

Please limit each of your three reflections to a maximum of one double-spaced page per disposition chosen. You are writing three separate papers.

Name _____

ID# _____

Date _____

Course # _____

Attach this sheet to your responses.

**Dispositions Rubric
Novice Teaching**

	ACCEPTABLE	UNACCEPTABLE
<p>UNDERSTANDING OF THE DISPOSITION</p>	<p>The candidate demonstrates a comprehensive understanding of all three dispositions.</p> <p>Comprehensive understanding includes a clearly communicated, broad-based awareness of the multiple facets that are a part of each disposition.</p>	<p>The candidate demonstrates very limited or no comprehension of the multiple facets that are a part of the disposition(s). (Identify the unacceptable disposition below):</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>CONNECTIONS TO INSTRUCTIONAL PRACTICE</p>	<p>The candidate made clear connections between all three dispositions and the decisions made and/or actions taken to instructional practice.</p>	<p>The candidate failed to make a clear connection between a disposition(s) and the decisions made and/or actions taken to instructional practice. (Identify the unacceptable disposition below):</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>CONNECTIONS TO STUDENT LEARNING</p>	<p>The candidate made clear connections between all three dispositions and the decisions/actions made to student learning.</p>	<p>The candidate failed to make a clear connection between a disposition(s) and the decisions/actions made to student learning. Identify the unacceptable disposition below):</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Student Name _____

ID# _____

Rater _____

Date _____

Effect of Dispositions (Attitudes) on My Teaching Personal Reflections on Student Teaching

This assignment is one component of the Department of Teacher Education's continuing effort to guide your consideration of the part dispositions play in teaching. Your responses also help the faculty assess the effectiveness of the opportunities to learn designed for you in our programs.

The Dispositions

This program emphasizes the development of dispositions that form the foundation of teaching excellence. The faculty believes that excellent teachers value teaching, research and service which is characterized by:

- ∞ accountability to learners, parents and the community
- ∞ advocacy for the achievement of all learners
- ∞ appreciation and respect for diversity and equity
- ∞ collaboration with parents, professional and community members
- ∞ commitment to life-long learning
- ∞ concern for effective communication with all constituents
- ∞ empathy with and caring for others.
- ∞ leadership in the classroom and in the profession
- ∞ professional and ethical behavior
- ∞ reflective practice
- ∞ valuing scholarship and research about learning and learners

The Assignment

During your student teaching, you have integrated the content knowledge, pedagogical knowledge, and teaching skills that you have been constructing these past years. All of what you have been doing in the classroom has been influenced by your professional dispositions.

Choose three dispositions (and mark them off above). Choose dispositions that are different from those you selected when you completed this reflective activity at the end of your student teaching experience.

For each disposition:

- a. reflect upon how that disposition has influenced your decisions and actions during your novice teaching experience; and
- b. discuss how these decisions and actions influenced by that disposition affected your students' learning

Please limit each of your three reflections to a maximum of one double-spaced page per disposition chosen. You are writing three separate papers.

Name _____

ID# _____

Date _____

Course # _____

Attach this sheet to your responses.

Dispositions Rubric Student Teaching

	ACCEPTABLE	UNACCEPTABLE
<p>UNDERSTANDING OF THE DISPOSITION</p>	<p>The candidate demonstrates a comprehensive understanding of all three dispositions.</p> <p>Comprehensive understanding includes a clearly communicated, broad-based awareness of the multiple facets that are a part of each disposition.</p>	<p>The candidate demonstrates very limited or no comprehension of the multiple facets that are a part of the disposition(s). (Identify the unacceptable disposition below):</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>CONNECTIONS TO INSTRUCTIONAL PRACTICE</p>	<p>The candidate made clear connections between all three dispositions and the decisions made and/or actions taken to instructional practice.</p>	<p>The candidate failed to make a clear connection between a disposition(s) and the decisions made and/or actions taken to instructional practice. (Identify the unacceptable disposition below):</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>CONNECTIONS TO STUDENT LEARNING</p>	<p>The candidate made clear connections between all three dispositions and the decisions/actions made to student learning.</p>	<p>The candidate failed to make a clear connection between a disposition(s) and the decisions/actions made to student learning. (Identify the unacceptable disposition below):</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Student Name _____

ID# _____

Rater _____

Date _____

Early Childhood Education Program
Clinical Experiences Expectations

Bradley University
College of Education and Health Sciences
Department of Teacher Education

The following minimum requirements must be met by the time students graduate from the **Early Childhood Education Program**:

- a minimum of **25** clock hours in an infant/toddler program (birth through 35 months)
- a minimum of **25** clock hours in an early intervention, early childhood special education, or primary special education setting (birth through 96 months)
- a minimum of **65** clock hours in a preprimary program (36 to 60 months)
- a minimum of **65** clock hours in a primary program (60 to 96 months)
- a minimum of **300** clock hours in a student teaching setting
- at least one clinical experience must take place in a multi-culturally diverse setting (25% or more of the students in the school qualify as minority or low-income students)

It is the students' responsibility to keep a record of their clinical experiences throughout the program on the record sheet provided. Signed time logs must be attached for each clinical experience.

**Clinical Experience Record
Early Childhood Education Program**

Student Name _____ Advisor _____

ID Number _____ Date entered program _____

COURSE:	SITE:	UNIVERSITY SUPERVISOR:
---------	-------	------------------------

ETE 201 (4 credit hours)

The Early Childhood Profession: Roles,
Responsibilities, and Experiences _____

Number of Clock Hours Logged _____

Cooperating Teacher _____

Description of the Clinical Experience (age/grade, etc.):

COURSE:	SITE:	UNIVERSITY SUPERVISOR:
---------	-------	------------------------

ETE 225 (4 credit hours)

Human Development _____

Number of Clock Hours Logged _____

Cooperating Teacher _____

Description of the Clinical Experience (age/grade, etc.):

Was an in-depth case study completed? Yes _____ No _____

COURSE:	SITE:	UNIVERSITY SUPERVISOR:
---------	-------	------------------------

ETE 304 (4 credit hours) – SITE ONE

Early Childhood Novice Teaching _____

Number of Clock Hours Logged _____

Cooperating Teacher _____

Description of the Clinical Experience (age/grade, etc.):

COURSE:	SITE:	UNIVERSITY SUPERVISOR:
---------	-------	------------------------

ETE 497 (13 credit hours)

Early Childhood Internship _____

Number of Clock Hours Logged _____

Cooperating Teacher _____

Description of the Clinical Experience (age/grade, etc.):

Fall Spring 20 _____ Date: _____
 Advanced _____ Male
 Date: _____ TB Test: _____ Ethnicity: _____ Gender: Female
 Yes
 I have a car: No I can give a ride to (list specific names): _____

Please complete this form with your advisor one semester prior to the semester of enrollment and take it to Westlake Hall Room 212 during the pre-registration period to confirm your reserve card (due April 15 or November 15). **Attach a copy of your class schedule printed from Webster.**

NAME: _____ E-MAIL: _____ ID# _____
 LOCAL ADDRESS: _____ CITY, STATE, ZIP: _____ PHONE: _____
 HOME ADDRESS: _____ CITY, STATE, ZIP: _____ PHONE: _____
 SS#: _____ CONCENTRATION: _____ ADVISOR: _____

PREVIOUS FIELD EXPERIENCES

Please check the appropriate box if this was a multiculturally diverse placement or a placement with students with exceptionalities.

	School (P-12)	City/State	Teacher	Grade/Subject	MD	E
ETE 201	_____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
ETE 225	_____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Other	_____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Field experiences completed through transfer work or granted via waiver should be listed beside the equivalent course. Do not write "waiver." Complete the name of the K-12 school, etc. Also list city and state for field experiences done outside the Peoria area.

SITE PREFERENCES

Remember: Everyone must have a multiculturally diverse placement (in novice or student teaching), an infants and toddlers placement, a K-3 placement, a Pre-K Special Ed. placement and a placement with students with exceptionalities. Indicate your preference based on your previous placements and future requests. Prioritize your preferences within each category.

Local Pre-K – 3rd grade schools where I attended, my children attend or friends work: _____

Pre-K Special Ed Site
 Preferences: 1st: _____ 2nd: _____ 3rd: _____
 Primary Grade Level Site
 Preferences: 1st: _____ 2nd: _____ 3rd: _____

Novice teaching is for 2 hours every morning. Be sure to allow at least 30 to 45 minutes bus/driving time before and after your experience.

Student: _____ Date _____ Signature _____
 Advisor: _____ Date _____ Signature _____

COMMENTS (Please indicate here at what level and in what school you want to student teach so this can be avoided, if possible, for Novice Teaching. Comment on other side considerations, too):

EARLY CHILDHOOD STUDENT TEACHING APPLICATION

(Due December 1 for the next academic year)

ETE 497 REQUEST TO STUDENT TEACH IN (Semester) _____ of (Year) _____

Directions: On Blackboard>My Courses>Teacher Ed.-(Your Major)>Information>Clinical & Field Experiences

(Note: This form will not be accepted unless it is complete and has four copies of a grammatically correct personal profile attached. Any false information will result in the denial of student teaching for the semester requested. A decision to drop student teaching must be communicated to the clinical coordinator in writing. DO NOT DROP BY PHONE.) **A student teaching placement will be cancelled for any student who has not met ALL of the requirements to student teach by April 1 for a fall placement and December 1 for a spring placement.**

NAME: _____ E-MAIL: _____ ID# _____

LOCAL ADDRESS: _____ CITY, STATE, ZIP: _____ PHONE: _____

PERMANENT ADDRESS: _____ CITY, STATE, ZIP: _____ PHONE: _____

ETHNICITY: _____ GENDER: _____ U.S. CITIZEN: _____

*I have a car: Yes _____ No _____ I can take # _____ riders.

*Local K-12 schools where I attended, my children attend, or friends work: _____

*School/Teachers Preferred: _____

I have been accepted for an International or Distance student teaching placement: (circle) Yes No

Attach letter documenting acceptance and a list of schools with all contact information.

Rank order placement preferences below.

**Time, school, grade, and transportation requests will be honored, if possible.*

Pre-K _____ Pre-K Special Ed. _____ Kindergarten _____ First _____ Second _____ Third _____

Prepracticum Placements: *or equivalent experiences (Pre-K-12 schools used for waivers or credit from other colleges must be identified)*

	Pre-K-12 School	City/State	Teacher	Grade/Subject
ETE 201	_____	_____	_____	_____
ETE 225	_____	_____	_____	_____
ETE 304	_____	_____	_____	_____

Current Academic Goal:

Expected graduation date: _____ Degree: _____

OR _____ State Certificate only: I already have a BA/BS in _____

obtained from _____ (Institution) _____ (Year)

Overall G.P.A. _____ G.P.A. in Education Courses _____

Area of Concentration _____ G.P.A. in Concentration _____

Comments: *(Use additional space on back, if needed)*

I agree to keep this information current in Westlake 212.

Student's Signature/Date

Advisor's Signature/Date

STUDENT TEACHER PLACEMENT GUIDELINES

****MANDATORY REQUIREMENTS that must be completed by either April 30 or December 1 of the semester prior to student teaching:**

- 1. Passage of Basic Skills test and applicable Content Area State Certification Tests.**
- 2. Current TB results on file in Westlake 212.**
- 3. Fingerprint Criminal Background check completed during the semester prior to student teaching that shows a record clear of felonies.**
- 4. Minimum of 2.5 GPA overall, in education, and in one's major or concentration.**

Placements for student teaching are made in the Peoria area with a qualified teacher and in a classroom appropriate for the student's area of certification. The coordinator of Clinical and Field Experiences will normally make every effort to obtain your request(s) for placement in the school(s) with the cooperating teacher(s) of your choice. A placement must have the approval of the school district, principal, cooperating teacher, and the Coordinator of Clinical and Field Experiences. However, there are certain restrictions, which may prevent your requests from being implemented:

1. At times student teaching placements may need to be changed from the initial placement. This happens only rarely and is justified only when circumstances deemed appropriate by the Clinical Coordinator exist. **However, student opinions about the desirability of a placement are never sufficient alone to justify changing a placement.**
2. The university does not guarantee transportation to the place of assignment. When possible, the University will attempt to pair students with others who are willing to provide rides to the assignment locale. Ultimately, however, **it is the responsibility of each student teacher to arrange for his/her own transportation.**
3. For those requesting placement during only one specific part of the semester, the placement may be switched to another part of the semester if it is necessary to balance supervisory loads of university personnel or for other circumstances.
4. Any specific need such as for athletic or forensic activities, or medical conditions such as pregnancy or a handicapping condition which will affect the placement should be indicated in the comments section.
5. Unforeseen circumstances may cause changes in placements. For this reason, **information about placements will not be given out in advance of the date that written notification of the placement is sent to students at their local addresses.** Fall placements are sent out around April 15, and spring placements are sent out around November 15.
6. Be sure to **notify the Clinical Coordinator on a 3 X 5 index card of your current local address by midterm during the semester just prior to the semester in which you will be doing student teaching** (by October 15 or March 15, as the case may be) so you may receive notification of your student teaching assignment. Cards are available outside Westlake 212 for this purpose.

Effective August 15, 2005

DIRECTIONS FOR PREPARING THE PERSONAL PROFILE

(to be turned in with Student Teaching Application)

1. The personal profile must be typed or completed on a computer and not be more than 3 one-sided pages.
2. Attach 4, clean, clear copies to your student teaching application. Make sure it is grammatically correct.
3. Type PERSONAL PROFILE in the center at the top of the page. Center your name 2 lines below that and the current date 2 lines below your name. Make sure your name appears on each sheet of your personal profile.
4. Type your local address, phone number and e-mail address on the left side and your permanent address and phone number on the right. Be sure to label them as such.
5. List the education course titles and their course numbers that you have taken or will be taking before graduation, the grade you received, when you took or plan to take each course, and the name of the university where each was taken. Label this section *Education Courses*.

Example:

Course #	Course Title	Grade	Taken	University
ETE 100	Technology Applications	A	Spr 02	Bradley U.

6. Follow the directions for your major
 - a. **Special Education Majors** skip this section.
 - b. For **Secondary Education, Art, Foreign Language and Music majors**, list the course titles and their course numbers in your major that you have taken or will be taking before graduation, the grade you received, when you took or plan to take each course, and the name of the university where each was taken in a table. Label this section *Courses In My Major*.
 - c. For **Elementary Education and Early Childhood Education majors**, list the courses in your area of concentration that you have taken or will be taking before graduation, the grade you received, when you took or when plan to take each course, and the name of the university where each was completed in a table." Label this section *Courses In My Concentration*.

Example:

Course #	Course Title	Grade	Taken	University
Art 101	Drawing I	A	SP 02	Bradley U.

7. For each field experience list the school, the grade and/or subject observed, when you took each course and the city and state where each was completed it in a table. Label this section "Field Experiences."

Example:

School	Grade/Subject	When	City/State
Whittier Primary	K-4 Art	FA 04	Peoria, IL

8. In autobiographical format tell about yourself: your family (optional), your interests; experiences working with children or youth, i.e., camp, church, baby-sitting, or other volunteer work; work experiences; travel experiences; extra curricular activities and anything else you care to share. Label this section *Autobiographical Sketch*.
9. Write a paragraph telling why you are pursuing a career in the teaching field. Label this section *Why I Am Pursuing A Career In Teaching*.
10. Write a paragraph explaining several goals you have for yourself as a teacher. Label this section *Goals*.

EARLY CHILDHOOD EDUCATION

Clearance Sheet

Bradley University - College of Education & Health Sciences

Name _____ ID# _____

Address _____ City, State, Zip: _____

Telephone _____ Email Address _____ Background Check Date _____

Basic Skills Certification Exam: Reading _____ Writing _____ Math _____ Grammar _____ Date _____

GENERAL EDUCATION REQUIREMENTS

Communication Skills (9 s.h.)	S.H.	Date Completed
*SP COM 103 The Oral Communication Process	3	
*C1 ENG 101 Freshman Composition	3	
C2 ENG 300-306 Junior Composition	3	

* REQUIRED FOR ADVANCEMENT TO CANDIDACY - Must have a "C" or better in order to advance.

Choose Either BS or BA

BS Requirements: 15 hours math and science COMBINED

BA Requirements: Foreign Language study through 202 level or 6 hours advanced course work if placed above 202 level by FL department. *List courses and completion dates:* _____

Mathematics (3 s.h.)	S.H.	Date Completed
*MA General Education Mathematics	3-4	

* REQUIRED FOR ADVANCEMENT TO CANDIDACY - Must have a "C" or better in order to advance.

Science (11 s.h., no CIS courses allowed. Must have at least 1 lab course) 6 s.h. Science below 300 level meets general education requirements.	S.H.	Date Completed
SCI 101 <i>includes a lab</i> (may be taken twice) required beginning Fall 2008	4-8	
Science Elective (must be at junior/senior level, does not include CIS 300)	3-4	
Additional Electives as <i>needed</i> . BIO 280 may be taken ONE time only		
List course with minimum of one hour of lab (SCI 101)		

Check for completion of study in at least 3 areas: Biology _____ Chemistry _____ Earth Science _____ Physics _____

TOTAL SCIENCE HOURS _____ (MINIMUM 11 HRS)

MEET BS OR BA REQUIREMENTS (15 hours Math & Science or College level Language Required)

Humanities (9 s.h. – history, language, literature, religion, and fine arts.)	S.H.	Date Completed
HL/HP Literature (ENG course) or Humanities Group Elective	3	
FA Fine Arts (ART, MUS, or THE)	3	
NW Nonwestern Civilization	3	

Social Science (9 s.h. – economics, international studies, political science, psychology, sociology.)	S.H.	Date Completed
SF PLS 105 Introduction to American Government	3	
SF (SOC 100, PSY 104, ECO 100, IS100, PLS 205)	3	
WC Western Civilization	3	

Other (3 s.h.)	S.H.	Date Completed
Health/Physical Development (FCS 203, NUR 163, 220, 221, 263, 376)	3	

TOTAL HOURS _____ (MINIMUM 44 HRS)

PROFESSIONAL EDUCATION (All Education courses will count toward your education GPA)

COURSES THAT MUST BE TAKEN BEFORE ADVANCEMENT	S.H.	Date Completed
ETE 107 Conceptualizing Math for Teachers I	3	
ETE 115 Schools and Schooling in American Society	3	
ETE 205 Effective Teaching Strategies	3	
ETE 225 Human Development	4	

COURSES TAKEN AT ANY TIME BEFORE STUDENT TEACHING	S.H.	Date Completed
ETE 100 Technology Applications	1	
ETE 108 Conceptualizing Math for Teachers II (Optional)	3	
ETE 197 Music in the K-8 Schools	1	
ETE 198 Movement in the K-8 Schools	1	
ETE 199 Art in the K-8 Schools	1	
ETE 201 The Early Childhood Profession - Spring Only	4	
ETE 222 Gifted Education in American Schools: Foundations (optional) – May Only	3	
ETE 223 Gifted Education in American Schools: Practicum (optional) – Summer Only	3	
ETE 233 Early Intervention - Fall Only	3	
ETE 234 Language Development	3	
ETE 235 English Language Learners (Optional) – Spring Only	3	
ETE 245 American Sign Language I (Optional) - Fall, Summer Only	3	
ETE 246 American Sign Language II (Optional) - Spring Only	3	
ETE 260 Children's Literature	3	
ETE 280 Exploring Diversity: Learners, Families, and Communities	3	

COURSES THAT REQUIRE ADVANCEMENT TO DEGREE CANDIDACY	S.H.	Date Completed
ETE 300 Emergent Literacy: Reading and Writing Across the Curriculum - Spring Only	3	
ETE 304 Early Childhood Novice Teaching	4	
ETE 342 Guiding Learners & Developing Classroom Communities	3	
ETE 343 Early Childhood Methods - Spring Only	6	
ETE 443 Early Childhood Assessment - Fall Only	3	
ETE 467 History and Philosophy of Early Childhood Education (Taken with ETE 497 which is taken concurrently) - Spring Only	3	
ETE 497 Early Childhood Student Teaching (After all ETE courses taken except ETE 467 which is taken concurrently)	13	

TOTAL HOURS _____ (MINIMUM 68 HRS)

Teacher Education Advisor: _____

I understand that I am responsible for the information in the EC Education Student Handbook that I can obtain from Blackboard (website <http://blackboard.bradley.edu>): _____ Date _____

General Education hours (44 minimum) Junior/Senior hours (40 minimum) Concentration hours (21 minimum)
 Total hours for graduation (133 minimum) **No ETE Course Grade less than "C"**

GENERAL SOCIAL STUDIES

Area	Course	s.h.	Semester completed
Political Science	PLS 202, 205 or 208	3	
History (US)	HIS 203, 204 or 300 level	3	
History (World)	HIS103 TO 107 or HIS314 TO 382 or IS100 or IS 103 TO 306 or IS 318 TO 490	3	
Economics	ECO 100 or 313	3	
Sociology	SOC 300, 311, 312, 314, or 315	3	
Two courses in one of the four disciplines: political science, history, sociology or economics	List Courses 1.	3	
	2.	3	

The 21 hours required for this concentration are in addition to General Education Program Requirements.

Requirements of PLS 105 and Nonwestern Studies: HIS 336 or 337 to meet General Education Requirements.

Nine hours of this course of study must be upper division hours in addition to any 300 level courses taken to meet the General Education Requirements.

GENERAL SCIENCE

Area	Course	Check If Lab (at least 3)	s.h.	Semester completed
I. Courses completed to meet program requirements excluding 300-level course (8 hrs minimum)				
II. Biology 300 level				
Chemistry 300 level				
Earth Science 300 level				
Physics 300 level				
III. Three additional courses in one of the four disciplines: biology, chemistry, earth science or physics	List Courses 1. 2. 3.			
IV. Additional courses to reach 32 hour minimum (if needed)				
Total hours: minimum 32				

One 300 level course in each of biology, physics, chemistry and earth science. One of these four courses accounts for the program requirement of a 300 level course in science.

(Section I. and one course from Section II. equal a minimum of 11 hours).

The concentration must include the equivalent of at least 3 hours of labs. This includes courses taken for general education requirements.

A minimum of 9 hours of the hours taken in the Concentration, beyond the General Education Program Requirements, will be from one of the four areas: biology, physics, chemistry or earth science.

Multiple sections of Science 101 may be used as long as each section is focused on a different theme/topic.

The area of concentration in general science must include a minimum of 21 hours of science study beyond the science requirement in general education. Therefore, the minimum requirement in science for this concentration is 32 hours (11 general education plus 21 concentration). Note that the 21 hours included for the general science concentration cannot serve to fulfill the general education requirement or visa versa. All concentrations have the same 21-hour requirement.

Name _____ ID # _____

MATHEMATICS

Area	Course	s.h.	Semester completed
Statistics	MTH 111 (should be used for general education requirement)	3	
	MTH 190	3	
Topics Courses (all three required)	Geometry	3	
MTH 300	History of Mathematics	3	
	Number Theory	3	
Elective Courses three from:	List Courses	3	
MTH 105 (or 207), MTH 118	1.	3	
MTH 115, 119 (or 121),	2.	3	
MTH 116 (or 122), MTH 190* MTH 120	3.	3	

The 21 hours required for this concentration are in addition to the General Education Program Requirements.

A minimum of 9 hours of the 21 total hours in the Math Concentration must be at the 300 level or above.

Credit for an equivalent or more advanced course may be substituted with approval of advisors

*May be taken more than once with different topics.

FOREIGN LANGUAGE FRENCH, GERMAN OR SPANISH

Area	Course	s.h.	Semester completed
Intermediate (two courses)	FL(F,G,S) 201	3	
	FL(F,G,S) 202	3	
Composition	FL(F,G,S) 303	3	
Conversation	FL(F,G,S) 304	3	
Elective Courses Nine hours - may include FL(F,G,S)102	List Courses		
	1.	3	
	2.	3	
	3.	3	

The 21 hours required for this concentration are in addition to the General Education Program Requirements.

A minimum of 9 hours of the 21 total hours in the Foreign Language Concentration must be at the 300 level or above.

ENGLISH

Area	Course	s.h.	Semester completed
Foundational English 12 hours selected from these options: Creative Writing (ENG 207) Surveys of American/ British Literature (ENG 233, 235, 237, 239) Introduction to Literary Studies (ENG 270)	List Courses		
	1.	3	
	2.	3	
	3.	3	
	4.	3	
Language Study (3 hours)	Introduction to Language (ENG 311) or Grammar (ENG 312)	3	
Adolescent Literature	Young Adult Literature (ENG 320)	3	
Elective	One additional course beyond General Education Requirements from the following list: Writing: ENG 300; 301; 303-307 OR Literature: 329-332; 334; 336; 341; 344; 347; 358; 361; 363; 364; 368; 372-374; 378	3	

The 21 hours required for this concentration are in addition to the General Education Program Requirements.

Nine hours of this course of study must be upper division hours in addition to any 300 level courses taken to meet the General Education Program Requirements.

FINE ARTS

Area	Course	s.h.	Semester completed
Appreciation two from list beyond Fine Arts general education requirement ART 131, MUS109, THE 121, THE 131	List Courses		
	1.	3	
	2.	3	
History – two from the following list - the two choices coming from different areas ART 140, 142, 243, 245, 250, 260, 270, 350, 360, 280, 290, 470 MUS 203, 235, 236, 335, 336 THE 336, 337, 338	List Courses		
	1.	3	
	2.	3	
Practice 6 hours of performance or production courses from studio arts, music performance and theater performance and production including, THE 115, 125 MUS 141, 142, 143, 144, 145, 341, 342, 344, 345, 346 ART 101, 102, 105, 106, 107, 230	List Courses		
	1.	3	
	2.	3	
Creativity	CFA 421 Art and the Creative Imagination	3	

The 21 hours required for this concentration are in addition to the General Education Program Requirements. Nine hours of this course of study must be upper division hours in addition to any 300 level courses taken to meet the General Education Program Requirements.

Professional Teaching Portfolio Requirements

Bradley University

Early Childhood Education Majors

Purchase a 3 inch, 3-ring, high quality, presentation binder.

Select a dark-colored binder (avoid bright neon, reds, plaid, etc.).

Organize contents into sections with tabbed dividers to easily locate materials (see list of requirements attached).

Select a binder that you can hold comfortably for display purposes during an interview.

The appearance of your portfolio should be *impeccable*, since it is a tangible representation of your personal standards of excellence. Use:

- A laser printer
- Quality bond paper, and
- Plastic page covers.

Review the submission timeline attached.

Beginning spring semester of 1998, all early childhood education majors are required to submit a Professional Teaching Portfolio to their advisor for review by May 1st or December 1st of each spring or fall semester.

DESIGNING A PROFESSIONAL TEACHING PORTFOLIO

Bradley University
College of Education and Health Sciences
Department of Teacher Education

A PROFESSIONAL TEACHING PORTFOLIO IS A COLLECTION OF YOUR HIGHEST QUALITY WORK THAT DEMONSTRATES YOUR PROFESSIONAL GROWTH AND INTEREST IN ONGOING DEVELOPMENT.

REQUIREMENTS FOR INCLUSION IN YOUR PORTFOLIO:

Cover Page: Include your name, the date, and the title: Professional Teaching Portfolio.

Table of Contents: Index all the items you have chosen to include in your portfolio and sequence those items in a logical order. Your portfolio should be user friendly, as well as attractive.

Résumé: Make certain your résumé is current and reflects co-curricular and extra-curricular activities, along with pertinent academic and work experiences.

State Certification Document: If you are applying for teaching positions prior to receiving your teaching license or certificate, include a notation which clearly explains when you will be receiving your license or certificate and exactly what that document will allow you to teach.

Philosophy Statement: Clearly articulate your beliefs about the teaching/learning process, as well as about the purposes of education and the missions of schools. If you wrote a philosophy statement early in your preservice program, you may want to include that in your portfolio, along with the updated version and a reflection statement which focuses on the differences between the two versions of your teaching philosophy and the growth which those differences document.

Letters of Recommendation: Include letters from individuals who can speak to your qualifications and experiences with children (e.g., cooperating teachers, university supervisors, professors, directors of child care programs or camps where you have worked).

Official Transcripts: Keep your transcripts updated. Once you have completed your degree, be sure to include a copy of the transcript that indicates that you have met all requirements for the degree you were seeking.

Practica Evaluations: Include evaluations relating to significant field experiences (e.g., novice teaching, student teaching).

Instructional Plans: Carefully select examples of your best achievements in the areas of integrated units and daily lesson plans. Include lessons you have taught, along with photographs and your assessment regarding the effectiveness of those lessons and what you might do differently next time. Lesson plans should look professional (e.g., typed, standard usage and spelling, neat, well organized).

Assessment: Provide examples of a variety of assessment strategies which you have used successfully, both informal and formal.

Visual Display of Your Strengths: Add photographs of learning activities you have implemented (e.g., bulletin boards, puppet shows, learning centers, parent night, small group work).

Videotape: You may choose to include a videotape of one of your best lessons that displays your natural teaching style, or you may decide to include a series of teaching segments which demonstrates your growth and features a variety of settings and instructional purposes. In either case, also include your reflections and assessments of the instructional scenarios.

Instructional Materials: Showcase materials you have created, accompanied by descriptions of how you used them and/or would use them.

Case Study: Demonstrate your ability to profile the strengths and needs of a child through the use of multiple data sources, which include informal and authentic assessment strategies.

Technology: Demonstrate and describe your competency in utilizing technology to facilitate and support instruction (e.g., software evaluation, computer assisted instruction, computer managed instruction, telecomputing, development of

instructional materials).

SUGGESTIONS FOR ADDITIONAL MATERIALS:

- Consider using a CD-ROM format to showcase your teaching knowledge and expertise. Technology enables you to scan photographs and input video, as well as sound. Certainly this is one way to convince potential employers of your computer literacy.
- A research paper could document your written communication skills, as well as demonstrate your interest in, and appreciation of, the important link between theory and practice.
- Selected journal entries could provide evidence of your ability to engage in reflection as a tool for assessing and improving your own teaching performance.
- PDPs and portfolios you completed as a preservice teacher could attest to your experiences with those processes and could document your professional growth over time.
- Include other relevant materials you have created throughout the course of your preservice program that identify our unique talents, strengths, and ideas (e.g., multimedia presentations, instructional computer programs, a children's book).

QUESTIONS TO GUIDE YOUR SELECTION OF ITEMS TO INCLUDE:

- What do you want prospective employers to notice immediately about you?
- What are your strengths, and how can you best showcase them?
- What differentiates you and your qualifications from the other 100 applicants and their qualifications?
- How can you demonstrate that you function well with parents, colleagues, and administrators, as well as with children and adolescents?
- How can you demonstrate your understanding of children, their needs, and developmentally appropriate practice?
- How can you demonstrate that you are a reflective practitioner, educational leader, and informed decision-maker who successfully and willingly engages in self-evaluation?
- How can you demonstrate that you are a team player who can collaborate successfully with others?
- If you include a particular item in your portfolio, what value or information will it add to your collection?

**SUBMISSION TIMELINE FOR THE EARLY CHILDHOOD
PROFESSIONAL TEACHING PORTFOLIO
BRADLEY UNIVERSITY**

**STEP ONE: Applying for Advancement to Candidacy in the
Early Childhood Professional Preparation Program**

COMPONENTS REQUIRED

- Cover Page
- Table of Contents
- Philosophy Statement
- Cooperating Teacher Evaluations – ETE 201/ETE 225
- Work Samples/Projects from the following courses (or their equivalents)

ETE 100 – Technology Application – 3 hours ETE 107 – Mathematics for Teachers – 3 hours ETE 115 – Schools and Schooling in American Society – 3 hours ETE 201 – The Early Childhood Profession: Roles, Responsibilities, and Experiences (field experience included) – 4 hours ETE 205 – Effective Teaching Strategies – 3 hours ETE 225 – Human Development (field experience included) – 4 hours
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**STEP TWO: Applying for Graduation in the Early Childhood
Professional Preparation Program**

COMPONENTS REQUIRED

- Résumé (prepared using Résumé Expert)
- Letters of Recommendation (at least two)
- Evaluations of Significant Field Experiences
- Instructional Plans (lesson plans, units, projects)
- Assessment Strategies
- Visual Display of Strengths
- Videotape
- Instructional Materials
- Case Study
- Technology Applications
- Work Samples/Projects from all other education courses (or their equivalents)