Preface

This Handbook is supplemental to the college catalog. For further information about college policies, codes and regulations please see the William Jewell College Catalog and the William Jewell College Student Handbook located at: www.Jewell.edu. This Handbook is supplemented by addenda documents that are located on the College’s Intranet. Those addenda include the Jewell Student Teaching Manual and the Jewell Teacher Education Policies and Procedures Manual. Jewell teacher education students are responsible for reading and complying with all teacher education policies and procedures. If the student has questions about any policy he/she should consult his/her education advisor.

The State of Missouri modifies teacher education program requirements in Missouri on a regular basis. To the best of our knowledge, we’ve included the current requirements for both Missouri teacher education programs and Missouri teacher certification in this handbook. However, we cannot guarantee that additional changes will not be made during this academic year. Please consult your education advisor if you have any questions about these policies and requirements, or which policies apply to you. The contents of this handbook are subject to revision IF the state makes changes, making it more important than ever to see your education advisor each semester. Policies and requirements in this handbook (and related policies in the JEWELL Catalog) which are under the sole control of William Jewell College and the Department of Education are effective for 2019-2020.

Faculty and Staff

Dr. Donna Gardner .................. Professor, Academic Advisor, Department Chair, Certification Officer
Dr. Jeanine Haistings .......................................................... Professor and Academic Advisor
Dr. Claudia McVicker .................................................. Associate Professor and Academic Advisor
Dr. Michael Stoll .......................................................... Assistant Professor and Academic Advisor
Michele Peck .................................................................. Adjunct Instructor
Tyler Shannon ................................................................. Adjunct Instructor
Jennifer Wilson .................................................. Assessment Director & Clinical Fieldwork Coordinator
Dana Brock ................................................................. Administrative Coordinator
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Introduction

The Teacher Education Programs at William Jewell College are housed in the Department of Education (DOE). The DOE works with other Arts and Sciences Departments in the College to provide breadth and depth of content and pedagogical knowledge in our teacher education programs. The mission of our teacher education programs is to produce intentional teachers who:

- are able to research, analyze and synthesize new information/points of view;
- practice and acquire new skills;
- are able to use that knowledge and those skills to teach and produce growth and learning in individual K-12 students;
- reflect on and improve their own practice for the benefit of K-12 students.

The DOE faculty has developed and continuously monitors teacher education curricula designed to accomplish our mission. If changes are needed to respond to new research findings in the field or to meet the changing demands of public schooling, education faculty develop those changes thoughtfully in consultation with the JEWELL Teacher Education Committee and other colleagues. Once developed, changes to teacher education curricula are discussed with the Dean of the Faculty/Provost then sent to the faculty curriculum committee and ultimately the full JEWELL faculty for adoption. Once approved by the Jewell faculty, changes to teacher education programs are then submitted to the Missouri Department of Elementary and Secondary Education for teacher education program approval.

William Jewell College has offered teacher education since 1914 and has been approved by the State of Missouri to do so since at least 1954.

“The small class sizes, hands-on activities and connections made with professors at Jewell helped me be ready for the real world, the teaching world. The professors really wanted me to be successful, and they were truly invested in me and my career.”

Sarah Holt Zamora ‘10
Learning Outcomes

Throughout its history of producing high quality teachers, William Jewell College has held rigorous expectations for its graduates and has sought to produce high quality, professional teachers for K-12 classrooms. At present, undergraduate students are expected to achieve the following learning outcomes which the education faculty has identified as fundamental to the preparation of professional teachers:

1. Design coherent, standards-based instruction (lesson plans, unit plans, assessments) using high leverage teaching strategies (as indicated by research) that considers the needs of students and is likely to promote student learning.

2. Implement and deliver clear, effective, coherent, standards-based instruction (lesson plans, unit plans, assessments) using high leverage teaching strategies (as indicated by research) with accurate content that considers the needs of students and is likely to promote student learning.

3. Design and implement effective assessments which produce useful data about their K-12 students’ performance and use that evidence to inform instructional modification and future instructional planning and implementation.

4. Manage the classroom environment to create a respectful productive classroom that promotes effective learning.

5. Become a reflective practitioner by gathering and using information about their own performance from colleagues, and from the literature and professional organizations, and collaborate with other professionals to improve their own practice and the institutions in which they teach.

The education faculty expects graduate students to enter advanced study of the field with the above outcomes mastered at a developmentally appropriate professional level and to advance their knowledge and skills to achieve the following learning outcomes:

1. Design differentiated instruction and adapt resources to address the differences in students’ readiness, needs, and interests within his/her classroom.

2. Use the basic tenets of educational research to study his/her own classroom and use the results to inform his/her instructional practice.

3. Design a data collection plan, including valid and reliable formative and summative assessments, to gather and analyze evidence on student progress towards learning goals and inform instructional practice.
4. Communicate the importance of differentiated instruction and describe the important aspects of growth-centered learning environments to colleagues and other publics.

The conceptual framework, curriculum scope and sequence, and the Teacher Education Assessment Plan can be found on the Jewell intranet and provide additional information about our programs. Curricular guidelines, and educational policies and procedures, have been designed and adopted by the education faculty to promote the achievement of these learning outcomes in our teacher education students. They have also been designed to be in compliance with state of Missouri and federal regulations.
Accreditation, Programs and Institutional Memberships

William Jewell College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The following undergraduate Teacher Education Programs are approved by the Missouri Department of Elementary and Secondary Education (DESE):

<table>
<thead>
<tr>
<th>Elementary (grades 1-6)</th>
<th>Secondary (grades 9-12)</th>
<th>All level (grades K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared to teach all subjects in an elementary classroom</td>
<td>Biology*</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
<td>Chemistry*</td>
<td>Choral (Vocal) Music</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Instrumental Music</td>
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<tr>
<td></td>
<td>Mathematics*</td>
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<td>Physics*</td>
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<td></td>
<td>Social Studies</td>
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<tr>
<td></td>
<td>Speech &amp; Theatre (Communications)</td>
<td></td>
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</tbody>
</table>

*All secondary education majors must meet the content requirements for Missouri teacher certification. In all fields except the sciences, math, and speech/theatre, students must double major and complete specific courses required for certification. In the sciences, math, and speech/theatre, students have the option of either majoring OR minoring in the field PLUS completing specific courses required for teacher certification.

Advising check sheets with specific course requirements for these programs are available in the hall outside the Department of Education office (Marston 110).

The Music Department is a member of National Association of Schools of Music (NASM).

The Education Department is a member of:
- American Association of Colleges for Teacher Education (AACTE)
- Missouri Association of Colleges for Teacher Education (MACTE)
- Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)

In spring 2019 a Master of Arts in Teaching program that will lead to post-baccalaureate teacher certification and a graduate degree was approved by the Jewell faculty. Teacher certification matrices for an expanded list of content programs were approved by the Missouri Department of Elementary and Secondary Education in August 2019. The programs are currently under review by the Higher Learning Commission with approval expected in Spring 2020. Classes in the Master of Arts in Teaching are expected to begin in June 2020.
PLANNING A TEACHER EDUCATION PROGRAM:
Students who pursue teacher certification in one of the fields above at JEWELL must be admitted to and complete a teacher education program. A timetable for completing requirements follows. This information shows that, although the teacher education program can be completed in four years, the sequence is tight. Therefore, it is very important for teacher education students to meet with all advisors every semester and monitor their program to insure teacher education admission on time (January of a student’s second year for traditional undergraduates in order to graduate in four years) and all requirements are met.
Program Timetable

FIRST YEAR:
- Review the Student Handbook for Teacher Education & Certification.
- Students interested in teacher education should declare their major as soon as possible.
- Sign up for important updates from Teacher Education using the Remind App. If you have a smartphone, open your web browser and go to the following link: rmd.at/ccb788b. Follow the instructions to sign up and download the Remind app. If you don’t have a smartphone text the message @ccb788b to the number 81010. If you have trouble with 81010, try texting @ccb788b to (941) 900-3891. If you don’t have a mobile phone go to rmb.at/ccb788b on a desktop computer to sign up for email notifications.
- Complete all CTI level 1 requirements.
- Complete the FBI Fingerprint Background Check prior to the first fieldwork experience (urban).
- Provide verification of liability insurance to the Department of Education’s Clinical Coordinator before beginning fieldwork – this verification must be provided each academic year.
- Complete and sign the Authorization to Release Student Information, FERPA Policy in Fieldwork Settings, and Fieldwork Professional Standards – these forms must be signed and submitted to the Department of Education secretary each academic year.

SOPHOMORE YEAR:
- Meet the Missouri requirement for passing a general knowledge entrance examination for teacher education. There are two options accepted by Missouri – the ACT OR the MoGEA. If you have taken the ACT and achieved a composite score of 21 or better and have completed the Writing portion of the ACT and reported this score to Jewell, you have met this requirement. If you have not met these conditions for the ACT then you will have to take either the ACT or the MoGEA exam (Missouri General Education Assessment) as soon as you feel able to pass it; must be passed by May of sophomore year (must pass within first three attempts).
- Students are admitted to a Jewell teacher education program on completion of the criteria outlined in this Handbook. If students do not obtain admission during their sophomore year, the program will likely take longer than 4 years.

“The Education Department has become a second family to me. They have pushed me past limits I didn’t think I could be pushed in the realm of academics.”
Mackenzie Giegling ’18
• Students must be admitted to teacher education before being allowed to take 300 level education courses.
• Complete the Family Care Safety Registry prior to the second fieldwork experience (suburban).
• Provide verification of liability insurance to the Department of Education’s Clinical Coordinator before beginning fieldwork – this verification must be provided each academic year.
• Complete and sign the Authorization to Release Student Information, FERPA Policy in Fieldwork Settings, and Fieldwork Professional Standards – these forms must be signed and submitted to the Department of Education secretary each academic year.

JUNIOR YEAR:
• Application for Student Teaching Placement by December 15. Students must be accepted into a teacher education program before applying to student teach. Only those students meeting the requirements and accepted for student teaching will be permitted to enroll in the student teaching courses.
• Take the required Missouri Content Assessment(s) prior to the March Reporting Window. One MoCA score MUST be on file prior to fall advising. Failure to pass the MoCA will affect where AND POSSIBLY IF, the student teacher can be placed for student teaching as some districts require passage of MoCA prior to student teaching. If MoCA is not passed prior to fall advising (and hence registration for student teaching), it is UP TO THE teacher education student to TAKE THE RISK of registering for student teaching without having met the teacher certification testing requirements. Consult the Certification Officer or the Fieldwork Coordinator about the correct content test to take.
• Complete and sign the Authorization to Release Student Information, FERPA Policy in Fieldwork Settings, and Fieldwork Professional Standards – these forms must be signed and submitted to the Department of Education secretary each academic year.
• Provide verification of liability insurance to the Department of Education’s Clinical Coordinator before beginning fieldwork – this verification must be provided each academic year.
• FBI Fingerprint Background Check for Student Teaching required for student teaching. Another background check will have to be completed through the Department of Elementary and Secondary Education for teacher certification. Carefully read and follow all instructions regarding background checks that are given to you after you are accepted to student teaching.
• Apply for graduation.
SENIOR YEAR:

- Review the Student Teaching Handbook.
- Provide verification of liability insurance to the Department of Education’s Clinical Coordinator before beginning student teaching placement.
- Complete and sign the Authorization to Release Student Information, FERPA Policy in Fieldwork Settings, and Fieldwork Professional Standards – these forms must be signed and submitted to the Department of Education secretary each academic year.
- Application for Missouri Teaching Certificate – Apply for teacher certification and complete FBI background check through DESE at the end of your final year online at the DESE website. Instructions will be disseminated during the student teaching seminar.
- Students desiring certification in another state should complete all requirements for a Missouri teaching certificate and apply directly to the department of education in the other state after graduation. Similarities in Missouri’s requirements and those of other states usually allow certification to teach in other states with relative ease.
- MoCA – Missouri Content Assessment – The content area assessments must be passed at the standard set by Missouri DESE in order for a teacher candidate (teacher education graduate) to be recommended for teacher certification.
- MEES – Missouri Educator Evaluation System – The Missouri standards for teacher education candidate performances is used to evaluate the student teaching performance. In order for William Jewell College to recommend you for teacher certification you must achieve a grade of “C” or higher on MEES by the Education faculty. See grading rubric in the JEWELL Student Teaching Manual whose policies are an addendum to this handbook.
Program Requirements

The next pages provide an overview of the curricular requirements for and the concepts covered in William Jewell College’s Teacher Education Programs. Jewell’s teacher education conceptual framework, teacher education assessment plan, and scope and sequence can be found on the college’s intranet.

PRE-REQUISITE SKILLS FOR TEACHER EDUCATION STUDENTS

WRITING STANDARD:
All teacher education students must demonstrate written communication competence. In addition to successful completion of CTI 102, Written Communication, the student must continue to exhibit strong written communication skills in education course work. If a student is not demonstrating competence the instructor should require the student to seek services from the Academic Achievement Center and file a Care Team referral. Failure to demonstrate written communication competence prior to applying to student teaching will be cause to deny or defer admission to student teaching.

ORAL COMMUNICATION STANDARD:
All teacher education students must demonstrate oral communication competence. Competence will be evaluated through successful completion of COM 100. If, after completion of this course, a student does not demonstrate oral communication competence an instructor will file a Care Team referral and a plan will be devised for improvement of performance. Failure to demonstrate oral communication competence prior to applying to student teaching will be cause to deny or defer admission to student teaching.

NUMERACY STANDARD:
All teacher education students must demonstrate basic mathematical competence. In addition to successful completion of CTI 105, Math for the Liberal Arts (or equivalent), the student must continue to exhibit knowledge/use of mathematics in education course work. If the student does not demonstrate those skills the instructor will file a Care Team referral and the student will be counseled. Failure to demonstrate numeracy competence prior to applying to student teaching will be cause to deny or defer admission to student teaching.
Elementary Education

OVERVIEW:
The Elementary Teacher Education program at William Jewell College prepares students to teach grades 1-6. It is designed to provide students with learning opportunities, which build their knowledge and understanding of how young children grow, develop and learn, how schools are structured and operate, and effective teaching methods to facilitate growth and learning. Elementary teacher education students apply and expand upon this knowledge by utilizing skills learned in course work in multiple field experiences throughout the program.

Advising: All elementary teacher education majors must be advised by an elementary education advisor once each semester.

Professional Education coursework: In addition to JEWELL CTI Core Curriculum, elementary education students are required to complete one additional course in each of the following content fields for teacher certification: science (ordinarily Science 101, Integrated Science for Elementary Education), GEO 304, Economic Geography, and a course considering diversity in the U.S. (normally met by CTI 150 Identity and Society and the two required Diversity and Inclusion courses; consult your advisor for current courses that meet the latter requirement).

Elementary education courses required for the major which meet Missouri Teacher Certification requirements are:

EDU 204 Teaching Art, Music, PE (1)
EDU 206 Teaching Diverse Learners (4)
EDU 212 Clinical Fieldwork I (1)
EDU 213 Clinical Fieldwork II (1)
EDU 214 Clinical Fieldwork III (1)
EDU 220 High Leverage Teaching Strategies (4)
EDU 250 Integrated Literacy & Assessment I: Emergent (4)
EDU 260 Elementary Math Content & Methods I (4)
EDU 270 Elementary Math Content & Methods II (4)
EDU 275 Instructional Design and Assessment (4)
EDU 299 Integrated Literacy & Assessment II: Intermediate (4)
EDU 305 Writing Instruction for Diverse Learners (4)
EDU 311 Clinical Fieldwork IV (1)
EDU 315 Clinical Fieldwork V (1)
EDU 316 Integrating Science and Social Studies in the Elementary Curriculum (4)
EDU 401 Reflective Student Teaching Seminar (4)
EDU 410 Student Teaching for Elementary School Teachers I (6)
EDU 411 Student Teaching for Elementary School Teachers II (6)
EDU 501 Intro to Differentiated Instruction (4)
Secondary Education

OVERVIEW:
Due to the way that teacher certification rules are structured, teacher education programs leading to teacher certification in grades 9-12 or K-12 are considered to be secondary teacher education programs. William Jewell College secondary teacher education programs prepare students to teach a specific content subject in either grades 9-12 (English, Biology, Chemistry, Math, Social Studies, Speech and Theatre, or Physics) or K-12 (Choral or Instrumental Music or Spanish). K-12 programs cover all grade levels and include field experiences at a minimum of two different grade levels (elementary/middle/secondary).

Secondary teacher education at Jewell build knowledge and understanding of how adolescents grow, develop and learn, how schools are structured and operate, and effective teaching methods to facilitate growth and learning. Secondary teacher education students apply and expand upon this knowledge by utilizing skills learned in course work in multiple field experiences throughout the program.

Advising: Secondary/K-12 Education majors must be double majors and MUST be advised by both content and education advisors each semester.

Professional Education coursework: In addition to Jewell CTI Core Curriculum, secondary education students are required to complete either a major or a minor in their content field including all Missouri teacher certification content course requirements and a course considering diversity in the U.S. (normally met by CTI 150 Identity and Society and the two required Diversity and Inclusion courses; consult your advisor for current courses that meet the latter requirement). Secondary teacher education Courses required for the major which meet Missouri Teacher Certification requirements are:

EDU 206 Teaching Diverse Learners (4)
EDU 212 Clinical Fieldwork I (1)
EDU 213 Clinical Fieldwork II (1)
EDU 214 Clinical Fieldwork III (1)
EDU 220 High Leverage Teaching Strategies (4)
EDU 275 Instructional Design and Assessment (4)
EDU 280 Disciplinary Literacy and Methods of Teaching Content (5)
EDU 311 Clinical Fieldwork IV (1)
EDU 315 Clinical Fieldwork V (1)
EDU 308 Literacy Interventions in Secondary Classrooms (4)
EDU 401 Reflective Student Teaching Seminar (4)
EDU 420 Student Teaching in Secondary School I (6) & EDU 421 Student Teaching in Secondary School II (6) OR
EDU 425 Student Teaching in Grades K-12 I (6) & EDU 426 Student Teaching in Grades K-12 II (6)
EDU 501 Intro to Differentiated Instruction (4)
**Content Knowledge:** Secondary Education majors must double major in education and in the field in which they desire to be certified to teach, except in the case of the sciences, math or speech/theatre in which students can choose to major or minor but all Missouri certification requirements must be met in all cases. The JEWELL advising sheet for the specific program (i.e., English and Secondary Education) includes all degree and certification requirements and secondary education majors should follow the advising sheet from their year of entry into the program. Secondary education majors should also consult with both their education advisor and their content field advisor each semester about their progress toward all requirements in terms of degree and certification completion.

The knowledge, skills and competencies described above are considered foundational to achievement of the Missouri Standards for Professional Educators (MoSPE) established by the State of Missouri (see standards below). Since teacher education students must successfully meet the MoSPE standards to be recommended for teacher certification, failure by any teacher education student to exhibit knowledge or skill competence in any of the areas above will result in a Care Team referral. If the Care Team issues are not resolved, student failure to exhibit the required performances will result in either denial to or release from a teacher education program.
Missouri Standards for Professional Educators

Jewell teacher education programs are aligned with the Missouri Standards for Professional Educators and prepares teacher education students to acquire the knowledge, understanding, and skills described therein.

**Standard 1: Content Knowledge and Perspectives Aligned with Appropriate Instruction.**
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

**Standard 2: Understanding and Encouraging Student Learning, Growth, and Development.**
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

**Standard 3: Implementing the Curriculum.** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

**Standard 4: Teaching for Critical Thinking.** The teacher uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources.

**Standard 5: Creating a Positive Classroom Learning Environment.** The teachers uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

**Standard 6: Utilizing Effective Communication.** The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Use of Student Achievement Data to Analyze and Modify Instruction.** The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

**Standard 8: Professional Practice.** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
Standard 9: Professional Collaboration. The teacher has effective working relationships with students, parents, school colleagues and community members.
Four-Year Plan

As a single major, the elementary education major is eligible for the four-year guarantee as long as the student is advised in the education department every semester and carefully follows the plan laid out by the advisor. If the student changes his/her schedule after advising without Education advisor approval the four-year guarantee is void in this program.

The secondary education major, by virtue of being a double major is not eligible for the four-year guarantee; nevertheless, education advisors endeavor to help the student finish in four years with careful advising. [Note: even though science, math, or speech/theatre students may elect to do a minor instead of a major – plus certification coursework – the extensive nature and complexity of these courses of study prevent a four-year guarantee.]

In either case above, if the student drops courses and/or changes his/her schedule to include courses not required for the degree or teacher certification there is no four-year guarantee and the course of study is likely to be extended beyond four years. Our advisors work hard to insure every student graduates in the shortest time possible but if a student does not follow our advice we cannot guarantee timely graduation.

Course of Study
Sample Four Year Plans can be found for both teacher education programs on the College Intranet.

Act-In Major
All education majors should consider completing the ACT-In major. The education experiences that meet Act-In requirements are as follows:

- Disciplinary Scholarship: EDU 440
- Reflective Citizenship: EDU 470/475
- Active Engagement: EDU 410/420/425 (Student Teaching)

Please consult your advisor if you are interested in this option.
Journey Grant

A Journey Grant encourages learning through exploration, discovery, adventure and change. Students who entered William Jewell College in the fall of 2010 or later may apply for a self-designed grant such as a research project, study-away experience, entrepreneurial opportunity, internship, civic engagement initiative or service. Journey Grants are competitive.

Journey Grants are meaningful because they are customized to complement each student’s passion. Education students might use their grant in the following or other ways:

- British Teacher Education Program
- ASCD (Association for Supervision and Curriculum Development) summer conference - or other education related conferences (i.e., NCSS, NSTA, NCTM, etc.).
- University of Virginia multicultural/differentiated instruction conference
- Teachers College Columbia Readers & Writers Workshop Summer Institute
- Education research
- “The Magic School Bus”: Innovative schools in the U.S.

Contact your education advisor for more information and/or ideas on using your Journey grant.

British Teacher Education Program

The British Teacher Education Program was developed in 1983-84 to provide an opportunity for students seeking teacher certification to participate in a field experience in English schools. The program is offered every third summer, in late May/early June, dependent upon a full cohort. All teacher education students are encouraged to consider this experience.

Jewell students do fieldwork in English schools in which children engage in integrated instruction (project-based learning). Presently these schools are located in Wiltshire and housing is in Chippenham. In addition to the school experience, students participate in seminars conducted by local educators and engage in English history field trips. The format of the program is four days in the schools/seminar/fieldtrip. Participants then have three day weekends to travel on their own, but must return to the program site by Sunday evening. Students earn 6 credit hours for these experiences and related academic work.

Participation in a seminar the J-term prior to the summer program is required. This program meets the Reflective Citizenship (EDU 470/475) requirement for the ACT-In major.
Any teacher education major is eligible to apply to participate in the program. Applications and deposit are due by September 1, prior to the summer of participation. Students should act early as there are a limited number of spots. If approved, the Journey Grant may be used for BTEP but will not cover the full cost of the program.

Conduct during the BTEP Program:
During the British Teacher Education study abroad program students and faculty sponsors traveling and working in England are representatives of William Jewell College and acting as teachers. Therefore, student participants are expected to act professionally, responsibly, and with decorum at all times (as teachers are expected to do throughout the world).

Student participants will be asked to sign and abide by a Behavior Contract in order to participate in this program. The Behavior Contract will be given to students during one of the pre-trip required class seminars. The contract MUST be signed to participate in the program abroad. Anyone who violates any of the contract clauses may be asked to leave the program and return home at any time.

If an infraction occurs, the Faculty Sponsor will decide the consequence for violation of the contract, up to and including requiring the student to return home and notify the Department of Education Chair of his/her decision. The Department Chair will inform the Student’s designated family contact (indicated on the Contract). The Faculty Sponsor’s decision is final as he/she is on the ground and has first-hand knowledge of the situation. **If a student is required to return home after a Behavior Conduct Contract violation, the student is responsible for any additional travel payments that he/she may incur for immediate travel.** The Department Chair, Administrative Assistant and/or the Faculty Sponsor may assist with travel arrangements.

Depending upon when the infraction occurs the student may be required to drop part of the academic credit for this program. The decision about how much credit to award will be made by the Department Chair in consultation with the Faculty Sponsor and will consider how much work was completed to the point that the student was asked to leave the program. IF the
student’s behavior infraction occurred in a school in which the program takes place and is egregious conduct, the student may be required to drop all academic credit for the program.

**Alcohol Policy for the BTEP program:**

The William Jewell College Handbook states:

“When student groups travel and represent William Jewell College at an official college-sponsored activity or athletic event, the use of alcoholic beverages is prohibited regardless of the age of the student(s) involved. Some off-campus sponsored activities may be approved to have alcohol present. Those activities must be pre-approved by the appropriate College Administrative office....”

The Department of Education requested and was granted approval for the following variation on that policy regarding alcohol use during the British Teacher Education program:

The program includes social events and host dinners at which alcohol may be served. Participants who are of legal age to drink in Great Britain may responsibly consume alcohol at these events. When participants are traveling during the three-day weekends that are not part of the official program they must also abide by the laws of Great Britain or any other country they visit.

If any student violates these policies he/she may be asked to terminate study abroad and return home. **There will be no refund of any program or tuition payment if a student is asked to leave the program and return home.**

**Undergraduate Research**

All education majors are encouraged to do undergraduate research during their sophomore and/or junior years. Students can enroll in EDU 440 up to 4 semesters while they learn about education research methods and engage in one or more research projects. Multiple opportunities exist to present the findings of research on campus or at regional/national conferences. If a student satisfactorily completes a research project and presents findings this activity meets the disciplinary scholarship requirement for the ACT-In major.
Advising

The College provides academic advising services to students starting their first day at Jewell. Faculty advise entering first year students and then the student is assigned one or more major advisors who help the student design their four year teacher education program. This entails advising about both degree and teacher certification requirements.

Elementary education professors serve as the primary advisor for all elementary education majors. A student seeking secondary (grades 9-12) or all-level (grades K-12) certification is assigned to both a faculty advisor from the department of his or her content major (primary advisor for registration) and a secondary education advisor (secondary both from the perspective of secondary education preparation and secondary advisor in the college). The content area advisor will meet with the student to plan a program to meet the graduation requirements of the content major. The Education Department advisor will help the student develop a plan to meet teacher certification requirements as well as the degree requirements.

While advisors will assist the student in developing a program of study and in meeting the procedural expectations that will lead to the appropriate degree and teacher certification, it is the student’s responsibility to utilize all of the resources available to see that he or she meets all of the requirements for the degree and certification that he or she seeks.

Post-baccalaureate students are assigned to the teacher certification officer as an advisor who will help them identify the courses required for teacher certification. Post-baccalaureate students will complete all course work required for the appropriate teacher certification but are not awarded a major or a degree unless a second full baccalaureate program is pursued and completed.

TEACHER EDUCATION STUDENTS MUST CONSULT THEIR EDUCATION ADVISOR EACH SEMESTER regardless of whether or not they are approved for registration by their primary advisor. Since students register online through web advisor they are physically able to register once one advisor clears them. However, if a teacher education student enrolls without seeking advice from his/her education advisor he/she may delay graduation and/or teacher certification.

Study abroad during the academic year likely increases the number of semesters required for graduation (excludes the British Teacher Education Summer Program or other summer study). IF YOU PLAN TO STUDY ABROAD PLEASE CONSULT YOUR EDUCATION ADVISOR AS SOON AS POSSIBLE.
Transferring into Teacher Education at Jewell

Teacher education is a professional program governed by Missouri teacher education program approval and teacher certification requirements (in addition to Jewell & Education department policies). Thus there are program requirements beyond what most college majors are required to meet.

The following education courses will transfer to a William Jewell College teacher education program if completed with a grade of “B-” or better*:

- EDU 206 Diverse Learners (transfer course work must include child/adolescent development, educational psychology AND exceptional children)
- EDU 212 & 213 Suburban school fieldwork (40+ contact hours in each field experience)

Other courses might be accepted on a case-by-case basis. Such decisions will be made to uphold the integrity, quality and rigor of a William Jewell College teacher education program.

*Program requirements vary – not all courses will apply to all programs.

TRANSFER students should consult an Education advisor ASAP. Transfer student programs of study are influenced by many factors including prior work completed, Jewell degree requirements and equivalent transfers, course sequencing at Jewell, athletics, scholarship requirements and major requirements. In most cases a transfer student with two years of completed study needs 6 additional semesters to complete teacher education. Completion of one successful semester at Jewell before is required before a student can be admitted to teacher education; 300 level Education courses cannot be taken until a major is admitted. Transfer students follow the same admission requirements as regular undergraduates.

As a Jewell student you cannot pursue teacher certification here in any field or grade level not listed above in the “2019-2020 JEWELL Teacher Education Programs, Accreditation and Institutional Memberships” section.
Undergraduate Teacher Education Admission Procedures

Once a declared education major has reached 45 credits of completed course work consideration for admission to the teacher education program will be triggered. After grades are submitted each semester (fall, spring, summer) the Department of Education faculty will review the admission credentials (GPA’s, test results, fieldwork evaluations, etc.) of all students who have 45 or more credits. The student will then be apprised of his/her eligibility, or lack thereof, for admission. If the student is ineligible for admission he/she will be advised what criteria for admission he/she still needs to meet prior to admission. In order to graduate in 4 years the student needs to be admitted by the end of the sophomore year. If a student does not meet admission criteria by that threshold the teacher education program will almost certainly EXCEED FOUR ACADEMIC YEARS, assuming that the student does meet admission criteria eventually. Enrollment in education courses does not imply admission to a teacher education program.

TRANSFER STUDENTS:
Transfer students must successfully complete at least one semester at William Jewell College and have reached 45 credits of completed course work before they can be considered for admission to teacher education. The transfer student may take 200 level or lower numbered education courses at Jewell during the first semester but must recognize that doing so does not imply admission to teacher education.

APPEAL PROCEDURE:
If a student is not admitted to either a teacher education program or student teaching the student may make a one-time appeal to the Department of Education faculty.

To appeal an admission decision after denial or deferment the student needs to submit a written petition for reconsideration with the following elements:

- name, nature of request (what action would you like the faculty to take?);
- narrative description of substantive reasons that the faculty should reconsider their decision (i.e., what serious factors might the faculty not have known (serious illness, other extreme/extenuating factors)? Is there additional evidence of your effective teacher attributes of which the faculty might not have been aware -- courses completed
repeated, field work evaluations to test scores that the faculty did not have, care team issues that were resolved?).

- provide evidence for any extenuating circumstances cited; and evidence that they meet the Missouri minimum requirements except one. Those requirements are passing the MoGEA exam, an overall GPA of 2.75 or higher, no grade lower than ‘C’ in Education or the content field, and 3.0 GPA’s in completed Education and content coursework.

The Department of Education will consider petitions at their regularly scheduled meetings and notify the student in writing of the faculty’s response to the petition. Students may also use the petition process in advance if she/he recognizes that they do not meet one of the admission standards to request either an exception or a provisional admission.

PROVISIONAL ADMISSION:
Provisional (or conditional) admission is only granted when students only fail to meet one of the admission criteria and there is evidence of expected success (for example, a student is currently enrolled in a required course and early work indicates the student will achieve the required score OR a student has taken the required test via computer and the computer indicated that they passed the test but there is no official verification yet).
Undergraduate and Post-Bac Admission Requirements

UNDERGRADUATE AND TRANSFER STUDENTS:

1. Completion of:
   a. at least one semester at William Jewell College
   b. a minimum of 45 total credit hours

2. An ACT composite of 21 or higher, including the writing score OR a passing score on all MoGEA subtests. Students who have a 21 ACT composite but didn’t take the writing portion of the ACT will have to take and pass the writing portion of the MoGEA.

3a. A minimum 3.0 (B) grade point average (GPA) with no grade lower than “C” (C- is not acceptable) in each of the following areas:
   i. All completed education courses
   ii. Completed content courses (a minimum of 8 credit hours in the secondary content major; elementary content courses 8 credits or more from: GEO 304, SCI 101, EDU 250, EDU 260)

3b. A minimum 2.75 (B-) grade point average (GPA) in each of the following areas with no grade lower than ‘C’:
   i. Overall GPA
   ii. CTI 102, CTI 105 or equivalent, COM 100

4. No unresolved Care Team issues.

5. Majority positive ratings, with no significant concerns, on all early fieldwork evaluations.

POST-BACALAUREATE STUDENTS:

Once a person already possesses a baccalaureate degree he/she does not apply for regular undergraduate teacher education admission but for post-baccalaureate education admission. The applicant must first apply for admission to the College and then (or simultaneously) apply to teacher education.

Post-baccalaureate applicants must meet the following requirements to be accepted into the Teacher Education Program:

1. Submit transcripts from ALL colleges and universities previously attended, including any in which the applicant is currently enrolled.

2. A GPA of 3.0 overall and in the content field with no grade below ‘C’ (meaning C- is not acceptable) and any completed education coursework.

3. A passing score on the Missouri Content Test applicable to the area of teacher certification sought.

No 300 level Education classes may be taken until a student has been admitted to teacher education.
Fieldwork

GOALS:
1. To provide education students a variety of teaching experiences in a variety of classrooms prior to student teaching.
2. To enable students to become keen observers of children, the classroom environment, and the teaching-learning process.
3. To provide opportunities for students to interact with diverse learners as a teacher, and to obtain some actual teaching experiences under the close supervision of the cooperating teacher.
4. To enable students to develop a realistic view of the roles and responsibilities of teachers in an actual classroom setting.
5. To encourage students to identify their strengths as potential teachers as well as those areas needing improvement.
6. To make students more aware of both the challenges and the rewards of teaching.
7. To apply strategies/techniques/practices studied in teacher education course work and reflect on the results of actions as a teacher (on student learning).

In this time of transition from being a student to being a professional teacher, it is important that students begin to see themselves as lifelong learners rather than a student fulfilling a university requirement. Both school-based experiences and university coursework are vital and integral components of professional preparation. The way a student conducts themselves in these settings reflect on them as a professional.

Thus, William Jewell College places an emphasis on continuous, meaningful fieldwork experiences. Every fieldwork has targeted assignments to promote increasingly complex understanding of how the teaching and learning process works as well as to build increasingly complex teaching skill sets. Five fieldwork experiences are required before student teaching. Student teaching comprises a full-year experience during the final year of the program.

PLACEMENTS:
Fieldwork placements are made in the Kansas City area and are initiated by the Clinical, Compliance & Data Coordinator. Generally, placements will be within a 30-mile radius of JEWELL. **No student should ever attempt to make a placement for themselves in any way.**
BACKGROUND CHECKS:
All fieldwork students and student teachers and must meet background check requirements to practice in schools. The level of background check varies by fieldwork level and school district policy. More information on the background check requirements for each fieldwork experience are provided in the Teacher Education Academic Policies and Procedures document which is an addendum to this Handbook and which can be found on the College Intranet.

LIABILITY INSURANCE:
All teacher education students must acquire liability insurance annually while working in school classrooms. Students may choose to become a student member of an educational professional organization that provides insurance or can purchase coverage through a private insurance company. Please consult the Department’s Fieldwork Coordinator for additional information.

TIME COMMITTMENT:
The teacher education student will arrange a weekly time that is mutually convenient with the cooperating teacher during the first visit to the school/classroom and then follow that schedule faithfully throughout the semester. A written copy of the schedule will be left with the cooperating teacher and given to the field placement coordinator for the student file. Students must make initial fieldwork contact within the first 3 weeks of placement or will be asked to drop the course. **Students must complete approximately 40 hours total for each fieldwork experience. Fieldwork must be done for a minimum of 10 weeks during the semester.**

Teacher education students may NOT skip class or other JEWELL required activities for fieldwork; doing so will result in a Care Team or other consequences.

Student teaching is the summative fieldwork but is considered to be a different experience. Student teaching is a year-long and nearly full-time (approximately 900 hours).

GUIDELINES:
Below are some responsibilities that might be assumed by fieldwork students. The items that have an asterisk are highly encouraged and some may even be required by an assignment. It is the teacher education student’s responsibility to discuss JEWELL field-based course requirements and work out a mutually convenient time to conduct those activities in that classroom. Cooperating teachers should not feel pressured to change their class routine to accommodate JEWELL teacher education student assignments. Teacher education students should not have full responsibility for the classroom, nor should they be restricted to the following activities. The goal of pre-student teaching fieldwork is to experience a variety of teacher activities and responsibilities.

- Plan and teach lessons (as dictated by assignments and classroom conditions)*
- Conduct small group learning task*
- Work with individual children*
- Read and tell stories to small or large groups
• Give and explain directions for academic tasks
• Supervise and monitor independent work*
• Prepare teaching materials
• Assist with the preparation, conduct and/or grading of assessments
• Prepare/utilize instructional technology applications
• Monitor individual learning with formative assessment tools (running records, checklist observation, etc.)*
• Help supervise playground, recess, or other activity periods (Teacher Education student should not be alone on playground with children)
• Gather resources
• Record tests and assignments
• Analyze learning and reflect on intersection of teaching implementation and student learning.

“I teach in Albania with a teacher from Kansas City. When I first mentioned I graduated from William Jewell he said, ‘Oh, so you’re an amazing teacher! I don’t know what that school does, but everyone I’ve ever taught with from there is amazing.’ Even in Albania, Jewell has a good reputation!”

Lauren Mather ‘16
Student Teaching

***PLEASE REFER TO THE STUDENT TEACHING MANUAL (AN ADDENDUM TO THIS HANDBOOK) FOR COMPLETE DETAILS & REQUIREMENTS FOR STUDENT TEACHING***

APPLICATION & ADMISSION PROCEDURES:
Students must apply for student teaching one year in advance of desired experience. Students must apply for student teaching by December 15th of the preceding academic year. The following criteria must be met by the application deadline for a student to be considered for admission to student teaching.

I. Submit the following documentation online to the Clinical, Compliance & Data Coordinator (via email or as otherwise directed). All materials must be neat and electronic:
   • Completed Application for Student Teaching form. Available online in Etrieve.
   • One electronic copy of a professional resume and cover letter. The cover letter and resume serve as the student’s introduction to the administrators of the school district and the cooperating teacher. It is important to note all experiences working with children including fieldwork assignments. Any special interests, travel experiences, or other information that indicates useful knowledge and skills would be helpful to those planning to work with a student teacher. Obviously, it is important that this statement be grammatically acceptable and contains no spelling errors. A student teacher will be expected to model acceptable use of written language to students. Districts have serious concerns about the qualifications of potential student teachers that demonstrate difficulty with current standard English – orally or in writing.
   • One copy of your most recent transcript (printed from your web account).

II. This documentation plus the record in your student file must demonstrate that you have:
   1. Been admitted to teacher education.
   2. Maintained an overall grade point average of 2.75 or above and a 3.0 in your content area courses and in Education courses with no grade lower than a “C” in any course in the latter two categories. Note: The Missouri Department of Elementary & Secondary Education (DESE) has adopted an alternate content GPA policy that says teacher education students can have a content GPA somewhat lower (no lower than 2.75) than the state mandated 3.0 IF the person passes the Missouri Content Assessment (MoCA) at 1 SEM (Standard Error of Measurement) above the qualifying score. Since Jewell no longer requires passing the MoCA prior to student teaching (only taking it once), teacher education students may have NO WAY OF KNOWING whether or not they will meet the alternate GPA requirement before student teaching. THEREFORE it is up to the student to take the RISK to student teach if he/she has a content GPA lower than 3.0 prior to beginning student teaching if they are provisionally admitted.
      If the student does NOT have either a 3.0 content GPA OR a 2.75 or above content GPA and a MoCA score 1 SEM above the qualifying score THEN Jewell will be unable to recommend that person for teacher certification.
3. Favorable written evaluations from all fieldwork (in your file).
4. Demonstrated the personal responsibility, health, emotional stability and interpersonal skills needed to direct the learning of students. This will be evidenced by student performance and absence of unresolved Care Team issues. If student performance raises any concerns related to possible success in the classroom, the student may not be allowed to student teach or may be asked to provide evidence that they are capable of teaching.

Once the documentation above has been received, the Education Department faculty will review each student’s credentials and give approval for student teaching placement if the above criteria are met. The student will be notified of the department’s decision by letter.

**Important Certification Testing Reminder:** Once a student has been admitted to Student Teaching, William Jewell College will make a student teaching placement but completing student teaching is NOT sufficient to become certified to teach. Students must also pass the appropriate required Missouri Content Assessment (MoCA). As noted elsewhere in this document, students must take the required Missouri Content Assessment(s) prior to the March Reporting Window in the year they will student teach. One MoCA score MUST be on file prior to Fall semester advising. Failure to pass the MoCA will affect where AND POSSIBLY IF, the student teacher can be placed for student teaching as some districts require passage of MoCA prior to student teaching. If MoCA is not passed prior to fall advising (and hence registration for student teaching), it is UP TO THE teacher education student to TAKE THE RISK of registering for student teaching without having met the teacher certification testing requirements. Consult the Certification Officer or the Fieldwork Coordinator about the correct content test to take.

IF A STUDENT GETS A GRADE LOWER THAN A “C” IN EITHER CONTENT OR EDUCATION COURSE WORK ANY TIME UP TO THE START OF STUDENT TEACHING, THE STUDENT TEACHING PLACEMENT MAY BE RESCINDED AND THE STUDENT MAY HAVE TO WITHDRAW FROM STUDENT TEACHING &/OR THE PROGRAM.
TIMING:
Student teaching is a full-year experience. There will be some flexibility in the student teaching experience for completion of the CTI capstone and other required coursework, for athletics, senior performances and other Jewell related obligations. Students will work out their schedule for student teaching carefully with their advisor in the spring prior to the start of their final, student teaching year.

In this culminating experience, students develop proficiency in organization, planning, classroom management, teaching and assessment. Gradually students assume complete responsibility for the students in the classroom. Student teachers follow the K-12 school’s calendar, not the William Jewell College calendar. Please consult your cooperating teacher at your first meeting (in the spring prior to the start of student teaching) regarding start date, and any breaks during the semester. The end date for student teaching will be set by the William Jewell College Department of Education and announced in a letter to the student along with their student teaching assignment.

Generally, student teaching begins in mid-August and will end on the last day of classes for Jewell’s spring semester. Please make vacation plans accordingly.

PLACEMENTS:
Once a student has been accepted for student teaching, the Clinical, Compliance & Data Coordinator will seek a school placement for the prospective student teacher. Student teaching sites are limited to the following:
   1. Accredited schools.
   2. Within a 30 miles radius of William Jewell College.
   3. Cooperating teachers who are familiar with and willing to support the William Jewell College teacher education model and who meet the MO cooperating teacher guidelines.

Student teachers will not be placed at a school that he/she has attended or in which the student has relatives or close friends attending, teaching or serving as administrators.

As part of the student teaching placement process, students must submit a background check, complete an FBI fingerprint check, and obtain liability insurance. Students will receive more details upon admission to student teaching.

MISSOURI ALTERNATIVE TO STUDENT TEACHING:
As required by Missouri law, Jewell will accept two (2) years’ experience as a teacher assistant in lieu of the conventional student teaching requirement if the following conditions are met:
   1. The preservice student’s experience as a teacher assistant is concurrent with the student’s participation in William Jewell’s professional education program and in the same content area and grade range for which the student is seeking certification (cannot use previous paraprofessional or substitute teaching);
2. The teacher assistant conducted teaching activities comparable to those required for other preservice education students in conventional student teaching placements and demonstrating similar competencies;

3. The teacher with whom the teacher assistant served meets the qualifications for a cooperating teacher, as defined in Missouri regulation;

4. The teacher with whom the teacher assistant served has been provided training for observing and evaluating the assistant’s teaching practice through Jewell or through the school or district’s mentor training program; and

5. The teacher assistant has been working on certification with permission and under the authority of the principal of the school or a designee. (Mo. Code Regs. 5 CSR 20-400.330).

6. Must successfully complete all DESE required assessments for certification.
504/ADA Accommodations for Fieldwork/Student Teaching

William Jewell College pursues a non-discrimination policy with regards to all education programs and employment. William Jewell is committed to the full inclusion of students, faculty, and staff in the life of the Jewell Community in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and the Fair Housing Act. To prevent discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids and services are determined on a case-by-case basis for otherwise qualified individuals who have a demonstrated need for these services and can provide appropriate documentation.

Information concerning eligibility for accommodations, required documentation, and the application process is set forth in William Jewell’s Policies and Guidelines for Individuals with Disabilities and can be found at www.Jewell.edu/disabilityservices. Students are also encouraged to enroll in the iTunes U course, “Disability Services”, for step-by-step instructions on completing the accommodation request process. The code to enroll is CJN-ECR-CRA.

ACCOMMODATIONS DURING FIELDWORK:

Early clinical fieldwork experiences require approximately 40 clock hours each of work over a semester. This fieldwork experience is more flexible than student teaching, and provides students with choices of when and how to meet related coursework and performance requirements. Therefore, it is expected that the need for accommodations for clinical fieldwork will be rare. Nevertheless, should a student who will be or is engaged in clinical fieldwork (EDU 212, 213, 214, 311, 315), believes he/she has a disability that requires an accommodation to successfully complete that fieldwork, he/she should apprise the 504 and Compliance Coordinator of this need for accommodation either at the regularly scheduled semester meeting or as soon as the need is recognized. Accommodation requests are considered on a case-by-case basis by means of an interactive evaluative process. If it is determined by the faculty that the granting of an accommodation will result in the lowering of required standards or changes the essential nature of the applied learning experience, alternative accommodations may be considered or suggested if appropriate. Determinations on requested accommodations will be made by William Jewell College and not by the receiving school district.

In order to protect student confidentiality, accommodation information is not typically shared with the receiving school district. Certain accommodations may require the assistance or cooperation of the receiving school district (such as a special piece of equipment, desk/chair modifications, or if an additional person needs to be present in the classroom, such as an interpreter). In these instances the school district may receive notification of the student’s accommodation.
ACCOMODATIONS DURING STUDENT TEACHING:
Student teaching is a full year clinical experience that occurs in a K-12 public school setting appropriate to the certification grade level and area that each teacher education student pursues. Student teaching is an educational experience, but occurs in a place of work, where the student is still learning but is expected to achieve a professional standard by the conclusion of the educational experience. Student teaching is an applied learning experience that is, in effect, a practice job. However, the student teacher is NOT employed by the cooperating school district.

Student teaching is a performance-based experience and the Missouri Education Evaluation System (MEES) prescribes standards against which student teacher performance is assessed. MEES utilizes 16 indicators when evaluating success in completing student teaching. This instrument will also be used to provide feedback throughout student teaching so that the student has a clear picture of where their performance is in regard to the required standard throughout the experience. MEES standards are professional standards, which must be met and will not be modified or lowered.

Any student teacher who believes he/she has a disability that requires an accommodation to successfully complete the student teaching clinical experience to the MEES standards should apprise the 504 and Compliance Coordinator of this need for accommodation either at the regularly scheduled semester meeting or as soon as the need is recognized. Accommodation requests are considered on a case-by-case basis by means of an interactive evaluative process. Typically, classroom accommodations such as time extensions, note taking, and separate testing space do not apply to the applied learning (practice job) setting (i.e., the student teacher must complete the work expected of a teacher on time – there are no time extensions in the daily work of a teacher so requests for extended time will, generally, not be applicable.) If it is determined by the faculty that the granting of an accommodation will result in the lowering of required standards or changes the essential nature of the applied learning experience, alternative accommodations may be considered or suggested if appropriate. Determinations on requested accommodations will be made by William Jewell College and not the receiving school district.

In order to protect student confidentiality, accommodation information is not typically shared with the receiving school district. Certain accommodations may require the assistance or cooperation of the receiving school district (such as a special piece of equipment, desk/chair modifications, or if an additional person needs to be present in the classroom, such as an interpreter). In these instances the school district may receive notification of the student’s accommodation.

JEWELL Education faculty will provide the same support as we do to all student teachers in addition to providing any accommodations granted under the JEWELL 504/ADA verification process. All student teachers will be evaluated by the same MEES standards regardless of whether a reasonable accommodation has been granted.
Teacher Certification

The teacher preparation programs of William Jewell College are approved by the State of Missouri and therefore lead to Missouri teacher certification. Candidates who complete all teacher education and Jewell degree requirements will be recommended by the Teacher Certification Officer of William Jewell College for a Missouri Initial Professional Certificate. Certification requirements are reflected in this Handbook and its’ related addenda documents and on the departmental advising sheets which list all required courses for specific certification fields and grade levels. Jewell teacher candidates desiring teaching certification or licensure in other states must complete Missouri requirements first and then the Teacher Certification Officer can assist them with the process in other states. For more information on teacher certification please consult the College’s Teacher Certification Officer.
Kappa Delta Pi Education Honor Society

Teaching is a profession that demands commitment plus a specific body of knowledge, skills and dispositions. Teachers prepared at JEWELL are expected to advance equity and social justice through personal action and service. The purpose of this Education honor society is to promote educational research and excellent teaching and to honor outstanding scholastic achievement, leadership, and exemplary teaching dispositions.

Honor society members will provide support to the Department of Education at recruitment and professional events, generate interest in research projects, attend regional conferences/workshops and engage in service activities.

Honor society members are nominated by Education faculty. Members must meet three of the following criteria:

- demonstrated leadership ability
- demonstrated research ability
- composite MoGEA score of 255 or higher
- 3.8 g.p.a. overall
- 3.8 g.p.a. in Education course work
- ongoing and substantive community service

Members are nominated and initiated during the spring semester. Members must pay their own initiation fee.
Additional Policies, Procedures & Information

This Handbook has several related, addendum documents that can be found electronically on the College Intranet webpage including, but not limited to the following:

- Jewell Teacher Education Policies and Procedures Manual
- Curriculum documents: Scope & Sequence, Conceptual Framework
- Teacher Education Assessment Plan
- British Teacher Education Program
- Student Teacher Manual
- Model 4 Year Plans for Elementary and Secondary Education

PETITIONS FOR EXCEPTIONS TO TEACHER EDUCATION POLICIES

If a student desires an exception to any policy in this Handbook or any of the addenda documents OR fails to meet a threshold for advancement in the program, the student may petition the faculty for an exception using the Appeal Procedures described in the Admission to Teacher Education section of this Handbook.