

EDUCATION: TEACHER

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Mission

The teacher education unit's mission is to prepare students for lifelong learning, developing future educators' intellect, imagination, self-confidence, and motivation, while preparing them for the teaching profession. Students investigate, reflect, analyze, and judge reality and truth through inquiry and discussion. Committed to educating each student as a total human being, the teacher education unit helps students to receive, respond to, organize, and characterize values. Specifically, students develop values about teaching, society, health behaviors, moral issues, education, and political influences. We ask our students to think boldly about the opportunities and responsibilities presented to us by a rapidly changing world. Students within the department are encouraged to live Carroll College's mission by participating in community service and by interacting with children and adults from diverse cultural, religious, economic, and intellectual backgrounds.

The teacher education unit advances this mission as it works within the conceptual framework of Carroll College's teacher education unit. That framework is built upon a liberal arts education, structured by traditional educational philosophies, and embraced by an atmosphere of dignity, which values justice of all persons. Access the complete Teacher Education Conceptual Framework and the current Title II pass rates from Carroll College's Education Homepage.

Goals and Objectives

The goal of Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence

in the 10 INTASC standards, as well as an additional Montana standard. The following dispositions, skills, and knowledge are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course.

DISPOSITIONS

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.
4. Have appropriate relationships with administrators, teachers, support personnel, parents, and other community members.
5. Be encouraged to participate in community service.
6. Project a positive self-image.
7. Appreciate the whole person by recognizing the uniqueness of each individual student.

SKILLS

1. Classroom management and coping
2. Classroom motivation and interaction
3. Planning and lesson design
4. Teaching strategies
5. Instructional decision making
6. Problem-solving inquiry
7. Student diagnosis
8. Media and technology resource
9. Effective peer group interaction
10. Effective listening, speaking, reading, writing, thinking, and viewing.

KNOWLEDGE

1. Content (subject matter)
2. Law and ethics
 3. Referral systems
4. Instruction of the special child
5. Child development, sociology, learning theory, self-concepts, philosophies of education.
6. Comprehension, analysis, and evaluation of print and non-print information and messages.
7. Standard conventions of writing and speaking
8. Analysis of literature and fine arts.
9. Mathematics
10. Science
11. Social studies
12. Connecting learning with workforce and fulfillment of living

In addition to the above goals and objectives, each licensure area has goals and objectives.

Major in Elementary Education

In order to earn the Bachelor of Arts degree with a major in elementary education and obtain teaching licensure in grades K-8, a student must successfully complete the following:

I. Major and Professional Education Program Requirements

ED 102	Foundations of Education
ED 205	Classroom Management
ED 212	Teaching Mathematics in the Elementary School
ED 228	Children's Literature
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience

ED 312	Elementary Science and Social Studies
ED 320	Art Education in the Elementary School
ED 323	Teaching the Communication Arts I
ED 324	Corrective and Remedial Reading
ED 325	Teaching the Communication Arts II
ED 329	Music Education in the Elementary School
ED 405	Education Seminar
ED 410	Student Teaching
ED 412	Measurement and Assessment in Teaching
HPE 109	Techniques of Basic Skills in Physical Education
HPE 314	Physical Education in the Elementary School
SPED 300	Introduction to Exceptional Children

Note: ED 403-404 is an alternative program to student teaching. It is possible to obtain an elementary education major from Carroll without teacher licensure. Students who choose this option need not complete ED 405 or ED 410.

II. Other Program Requirements

AN/SO 218	Introduction to Native American Studies
CS 103	Instructional Media and Technology
MA 201-202	Mathematics for Elementary Education
HPE 214	The School Health Program
PSY 227	Child Psychology

One semester of earth science (EAS 201 or AS 102). Lab is required.
 One semester of life sciences (BI 101 or BI 102). Lab is required.
 One semester of physical sciences (CH 111 or PHYS 103). Lab is required.
 A United States history course (see index for page number)
 A contemporary world culture course (see index for page number)

Notes:

- All degree students should review requirements for graduation as described in this catalog.
- Highly recommended: CO 208 Creative Communications in Education
- Courses in economics, anthropology, and American national government are highly recommended.

III. Acceptance Into Teacher Education Program

All students in programs that lead to teacher licensure (elementary or secondary education) should review requirements for acceptance into this program. See index for page number.

Secondary Education Requirements

To be licensed to teach in a secondary school in Montana, grades five through 12, a student must complete either a broadfield major or a major and a minor. Students interested in a broadfield major or a major and minor should contact not only individuals within the elected department, but must seek additional counsel from an advisor within the Department of Education: Health, Physical, and Teacher. They must be accepted into the teacher education program. See index for page number of the teacher education program.

I. Secondary Education Teaching Options

Carroll College offers the following secondary teaching options:

A. Broadfield Majors: 40 or more semester credits:

English Literature and Writing
 History and Political Science
 Mathematics
 Social Studies

B. Secondary Education Majors: 30 or more semester credits:

Biology

Chemistry
 Communication Studies*
 English
 History
 Political Science
 Spanish (K-12)
 TESOL (K-12) *

C. Secondary Education Minors: 20 or more semester credits:

Biology
 Chemistry
 Communication Studies*
 Computer Science
 French (K-12)
 History
 Health and Physical Education (K-12)
 Physics
 Psychology*
 Reading (K-12)
 Spanish (K-12)
 Special Education (K-12)

*Students pursuing a psychology or a communication studies endorsement may be required to student teach outside of the Helena area. Students pursuing a TESOL K-12 endorsement will be required to student teach outside of the Helena area.

Note: In addition to the teaching major and minor or broadfield major the student preparing for secondary education must complete professional course work. See the following pages for required courses.

II. Professional Education Requirements For Secondary Education

AN/SO 218	Introduction to Native American Studies
CS 103	Instructional Media and Technology
ED 102	Foundations of Education
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
*ED 309	Teaching in the Secondary School
*ED 327	Content Area Reading/Language Arts
ED 405	Education Seminar
ED 408	Student Teaching in the Minor Area or Student Teaching
ED 410	Student Teaching
ED 412	Measurement and Assessment in Teaching
HPE 214	The School Health Program
PSY 228	Adolescent Psychology
SPED 300	Introduction to Exceptional Children

Appropriate content-area methods course for both major and the minor fields.

United States and contemporary world cultures course(s)-see below.
 * Beginning 2008-2009, students pursuing 5-12 licensure will complete the two-credit course ED 205 Classroom Management. In addition, they will complete a four-credit course that merges the content of ED 309 Teaching in the Secondary School and ED 327 Content Area Reading/Language Arts.

The United States and Contemporary World Cultures Course Options.

Students pursuing teacher education must complete coursework focused on both United States history and contemporary world cultures. Students may fulfill this requirement through completing one of the following four options: 1) one course from category C (see below); 2) one course each from categories A and B; 3) one course each from categories A and C; 4) one course from categories B and C.

A. U.S. History:

HI 221-222 History of the United States
 HI 323 20th Century American History
 HI 421-422 American Diplomatic History
 PO 216 American Political Thought

B. World Cultures:

AN/SO 204 Cultural Anthropology
 AN/SO 317 Ethnic and Racial Relations
 AT 165 Pop, Rock, and All That Jazz
 CO 325 Intercultural Communication
 EC 406 International Economics
 FR/GM/SP A modern foreign language
 GEOG 202 World Regional Geography
 LL 400 Theories and Methods of Learning and Teaching Language

 PHIL 223 Oriental Philosophy
 PHIL 304 Contemporary Philosophy
 PO 206 Modern Political Ideologies
 PO 250 Contemporary Issues in American Politics
 PO 324 Western European Politics
 PO 326 The Communist and Post-Communist World
 PO 328 The Developing World
 PO 342 War and Peace
 PO 344 World Order and Interdependence
 SO/AN 218 Introduction to Native American Studies
 SO/AN 318 American Indians
 TH 206 Comparative Religion
 TH 333 Church and State in Latin America

C. U.S. History and World Cultures:

HI 323 20th Century American History
 HI 352 American/East Asian Relations
 PO 115 International Relations

Major in History and Political Science for Secondary Education

Because this History and Political Science major includes two major areas of study, a minor is not required.

I. Major Program Requirements

Twenty-seven semester credits of history, including:

HI 101 History of Western Civilization
 HI 102 History of Western Civilization
 HI 221 History of United States
 HI 222 History of United States
 HI 231 Montana and the West
 Or HI 424 History of the Trans-Mississippi West

Non-Western History course (e.g. HI 251, 271, 372)

Upper-division History elective (i.e. course numbers between 301-499)

HI 494 Historiography
 HI 495 Research Seminar in History

Twenty-four semester credits of political science courses, including:

PO 104 American National Government
 PO 115 International Relations
 PO 206 Modern Political Ideologies
 PO 216 American Political Thought
 PO 222 United States Foreign Policy
 PO 230 Montana State Politics
 PO 280 Introduction to Comparative Politics
 PO 312 Elections, Political Parties, and Public Opinion

II. Professional Education Requirements for History and Political Science Major

AN/SO 218 Introduction to Native American Studies
 CS 103 Instructional Media and Technology
 ED 102 Foundations of Education
 ED/PSY 229 Educational Psychology
 ED 245 Diversity Field Experience
 ED 309 Teaching in the Secondary School
 ED 327 Content Area Reading/Language Arts
 ED 344 Secondary Social Studies
 ED 405 Education Seminar
 ED 410 Student Teaching
 ED 412 Measurement and Assessment in Teaching
 HPE 214 The School Health Program
 PSY 228 Adolescent Psychology
 SPED 300 Introduction to Exceptional Children

United States and contemporary world culture course(s) - see index for page number.

Notes:

1. All degree students should review requirements for graduation as described in this catalog.

III. Acceptance Into Teacher Education Program

All students in elementary or secondary education should review information on the Teacher Education Program. See index for page number.

Middle School Area of Concentration

Students with secondary or elementary teaching majors desiring to teach at the middle school level (grades five through eight) should add this emphasis to their academic preparation. This emphasis prepares the prospective teacher for the unique nature of the middle school child and program.

In addition to the Professional Education Requirements for elementary or secondary education, the following course work is required of all students:

ED 350 Middle School Teaching
 PSY 227 Child Psychology
 and PSY 228 Adolescent Psychology
 or PSY 105 General Psychology
 and PSY 203 Developmental Psychology

Students must also take appropriate elementary and secondary methods courses for the teaching major/minor (secondary students) or area of academic emphasis (elementary) and complete student teaching at the middle school level.

Elementary teaching majors also must take a minimum of 12 semester hours of course work in addition to their elementary major requirements in an area of academic emphasis. Academic areas of emphasis include mathematics, science, language arts (English), and social science. The area of academic emphasis must be mutually agreed to by the student and the academic advisor from the Department of Education: Health, Physical, and Teacher. Actual course work meeting the 12 semester hour requirement must be approved by the academic advisor from the Department of Education: Health, Physical, and Teacher.

Acceptance Into The Teacher Education Program

Admission to Carroll College does not automatically qualify a student for acceptance into the teacher education program. All individuals pursuing academic programs that lead to teacher licensure must, by the end of their sophomore year (before April 1), submit an admission application to the Department of Education: Health, Physical and Teacher. It is the student's responsibility to seek admission to the program.

Students must meet the following criteria:

1. Pre-Professional Skills Tests (PPST) minimum scores of 170 in

- reading, 170 in writing, and 170 in mathematics;
2. grade of "C" or better in CO 101, and
 3. a minimum of 2.5 cumulative grade point average.

In addition, students will be assessed based on the following:

4. a written essay;
5. faculty recommendations;
6. interview;
7. background check/finger printing;
8. portfolio (See Teacher Development Portfolio: Collect, Select, Reflect), and
9. previous K-12 field experiences.

The candidate's status will be evaluated by the Department's admissions committee based on the above criteria. The student will be accepted into the program, accepted on a provisional basis, or denied acceptance. Those who are not directly accepted into the program will be informed of their deficiency and may be given further opportunity for acceptance following counseling and/or academic assistance. Students who have been accepted into the teacher education program, but have not been enrolled in Carroll

College for one semester or more, must seek readmission into the program. Transfer students at the junior level are accepted to the program conditionally for one semester. One month prior to the close of that semester, junior transfer students must submit an application for acceptance into the teacher education program. Transfer candidates will be reviewed in the same manner as sophomore students.

All candidates will be informed of their status no later than June 30 of the admission year.

Teacher Development Portfolio

All students majoring in Education at Carroll College are required to maintain a Teacher Development Portfolio. The purpose of this requirement is two-fold:

1. The portfolio you present to your instructors at various times in your program provides them with authentic assessment information about how well you are progressing toward specific program goals in your effort to become a teacher.
2. Creating the portfolio offers you a valuable learning experience by providing you with the opportunity to set personal educational goals, to evaluate your efforts toward these goals, and to see how your personal professional goals match the goals of Carroll's Teacher Education Program.

The Teacher Development Portfolio is a collection of materials assembled to demonstrate to others what you have done and/or are able to do. From years of experience and extensive research efforts, the Interstate New Teacher Assessment and Support Consortium (INTASC), the Montana Board of Public Education, the Carroll College Teacher Education Program faculty, and the Education Advisory Board has identified a set of teaching skills and abilities that prospective teachers must possess in order to be successful as beginning teachers. Your portfolio is a collection of documents (statements, letters, pictures, records, etc.) that document your acquisition of these abilities beyond the letter grade you have earned in a specific course. Students are introduced to the Teacher Development Portfolio and the specifics of the portfolio process in ED 102, Foundations of Education. Further details and requirements for the Teacher Development Portfolio are found in the booklet titled *Teacher Development Portfolio: Collect, Select, Reflect*.

Admission To The Student Teaching Program

Acceptance into the teacher education program at the end of the sophomore year does not automatically permit one to pursue student teaching as a senior student. However, students who have not been admitted to the teacher education program by March 15 of their junior year will not be considered for student teaching. All teaching candidates in K-8, K-12, and 5-12 programs must apply for admission to the student teaching program.

Students must meet the following criteria:

1. a minimum 2.5 grade point average and
2. all Professional Education Requirements and Other Program Requirements must be completed, with a grade of "C" or better.

In addition, students will be assessed based on the following:

3. application to student teaching;
4. recommendations;
5. portfolio, and
6. previous K-12 field experience.

Application must be made to the Department of Education: Health, Physical and Education no later than March 15 of the junior year. Failure to do so will cancel the student's opportunity to student teach during the fall and spring semesters of the following school year. It is the student's responsibility to seek admission to the student teaching program.

Student Teaching Placement

Candidates admitted to student teaching cannot be guaranteed a particular school district, building, or master teacher. The decision for placement is the responsibility of the Director of Student Teaching, department faculty, and school district personnel.

All placements will be sought in school districts of the Helena area. Placements in other communities or settings will be made when: (1) Helena area school districts cannot provide an appropriate placement, or (2) a placement in the Helena area will impose extreme hardship and prevent the student from completing the student teaching experience, and (3) the faculty members of the Department of Education judge that there is a very low probability that the student will require intervention of department faculty members during his/her student teaching experience. These students must seek approval from the faculty members within the Department of Education: Health, Physical, and Teacher by submitting a written request and providing appropriate documentation. If the student's request is approved, all costs for supervision that would exceed those incurred during a Helena placement must be borne by the student teaching candidate. This may include the salary of the college supervisor and all expenses associated with travel, lodging and meals.

Content Knowledge Requirement

In order to be recommended for a Montana teaching license, a student seeking a K-8 license must receive a score of at least "8" on the Content Knowledge Worksheet. This worksheet is based on three indicators of knowledge: 1) student's grade point average of 11 specified content area courses, 2) content knowledge as demonstrated during student teaching, and 3) the score obtained on the PRAXIS II Elementary Content Knowledge test.

The Content Knowledge Worksheet may be obtained in 120 O'Connell Hall. Students seeking a 5-12 license or a K-12 license without a K-8 license, may be required to demonstrate content knowledge by receiving a specific score on a PRAXIS II test.

Competency Requirement: All Education Options

In the event that supervisory personnel of the Department of Education: Health, Physical and Teacher decide to withdraw a student from student teaching or the internship program due to lack of growth toward competency in teaching, every effort will be made to provide alternative routes to graduation.

Education Advisory Board

In striving to provide quality education for Carroll College's elementary and secondary preservice and in-service teachers, the Department of Education: Health, Physical, and Teacher solicits input from people involved in the educational community. The Education Advisory Board is a group of recognized educational professionals and students who gather annually to discuss and document ideas. The Board consists of 36 members who represent diverse

geographic areas and interest groups.