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# Teacher Preparation Program Program Guide

2021-2022\*



*\* Please note, this guide applies to Candidates who take EDU 2010 during the 2020-21 academic year. Stopping out or a program change will result in following an updated program guide.  
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## ***INTRODUCTION***

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This *Baker College Teacher Preparation Program Guide* contains the official policies and procedures that will govern Candidates' actions as they work toward teacher certification. These policies and procedures are based upon Baker College institutional policies and Michigan Department of Education (MDE) Teacher Certification Code requirements. Candidates should read this *Program Guide* and keep it with their school records for easy reference. This *Program Guide* is revised annually; Candidates should request an updated copy from their campus Teacher Preparation Program Office each fall.

Candidates are required to consult with their advisors on a regular basis and to be aware of the academic policies and requirements contained in this *Program Guide* and the *Baker College Catalog*.

Teacher Preparation Program acceptance does not guarantee retention in the program or eventual recommendation for teacher certification. Candidates must maintain satisfactory standards in order to be retained in the program and recommended for certification.

## ***BAKER COLLEGE MISSION AND PURPOSES***

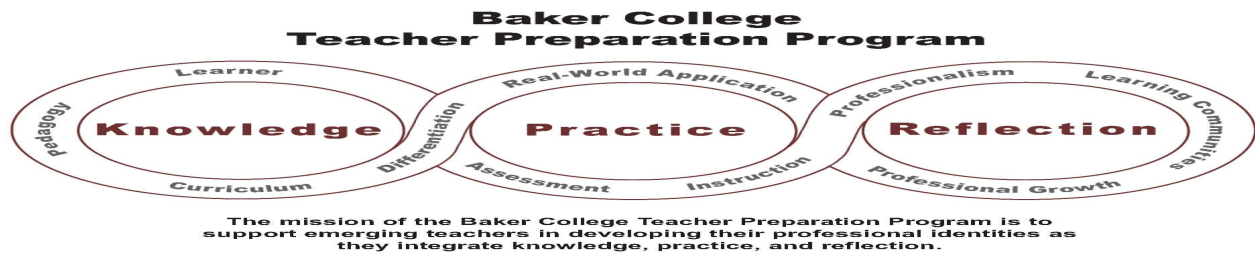
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The mission of the Baker College system is to provide quality higher education and training, which enable graduates to be successful throughout challenging and rewarding careers. To this end, the following purposes have been established:

- To prepare students for competency in business, health, human service, and technical careers in today's global economy.
- To provide general education, which expands students' horizons, develops strong communication skills, and encourages critical thinking.
- To provide students with practical experience and training in a chosen field of study.
- To encourage social and classroom-related activities which promote both personal and professional growth.
- To enhance students' success through continuous assessment and improvement of teaching, learning, and institutional effectiveness.
- To assist graduates throughout their careers in securing employment and improving career opportunities.
- To encourage graduates to continue their education and to lead effectively through service in a world without boundaries.
- To offer graduate programs, which provide students with advanced study, research, scholarly activity, and the opportunity for professional development.

# TEACHER PREPARATION PROGRAM CONCEPTUAL FRAMEWORK

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*The mission of the Baker College Teacher Preparation Program is to support emerging teachers in developing their professional identities as they integrate knowledge, practice, and reflection.*

Baker College's conceptual framework is based on the emerging teacher developing in three inter-related dimensions: knowledge, practice and reflection. As our graphic illustrates, we believe these are part of a continuum, and there is flow between and among the dimensions. As Candidates develop their professional identities through the coursework and field experiences, the integrated nature of the three dimensions becomes clear. Candidates develop knowledge, which they apply in a variety of settings, then reflect on the experience, generating additional questions and issues to be explored for continued knowledge. Key elements, framed by our beliefs, are integrated across the dimensions: learner, pedagogy, curriculum, differentiation, real-world application, instruction, assessment, professionalism, learning communities, and professional growth. By continually emphasizing this integration of knowledge, practice and reflection, Candidates will grow to understand that these are not separable. We emphasize that growth in each dimension is important to the overall development of each Candidate's professional identity.

Our conceptual framework paints a coherent picture of who we are as an institution, how our teacher preparation program fits with our institutional mission, and what we expect from our Candidates in terms of knowledge, skills and dispositions (Zeichner & Conklin, 2005). Vygotsky (1978) emphasized that learning is highly social and mediated by one's culture. At Baker College, our mission focuses on the real world, and the preparation of graduates for rewarding and meaningful careers. The higher education and training we provide through the emphasis on the three dimensions help our Candidates grow in their career readiness. We understand our Candidates and model for them in the same way we expect that they will understand and model for their P-12 students. This means that faculty and program staffs also integrate knowledge, practice, and reflection in all aspects of their interactions with Candidates.

The development of the conceptual framework came from multiple discussions about what we value and how it fits with our college's mission and purposes. Faculty, Site Coordinators, College Supervisors, certification personnel and deans participated in the process that evolved over a number of months. Beginning with a broad cross-section of program staff from all campuses, we brainstormed beliefs, values, and constructs that are the underpinnings of our professional practice. The process not only included group discussion, but also reviewing research and current practices in teacher education. As consensus built around central ideas, drafts were sent to all education personnel on all campuses for review and comment. Subgroups reconvened to refine and clarify dimensions and elements, generating an initial list of program outcomes. Reflection on draft program outcomes further informed our discussion of our mission capturing the dimensions and elements within the graphic. As our mission and conceptual framework solidified, we then mapped the program outcomes to the current course

student learning outcomes. Courses were then revised to match the framework as needed. Program assessments were also revised to match to the program outcomes and conceptual framework.

Through this process, it became clear that just as reflection was an important tool for our work in developing our conceptual framework; it is also integral to the overall development of the Candidates' professional identities. We do expect that each of our Candidates will have his or her own unique professional identity, which, in turn, enables them to support the individual learning styles and needs of the P-12 students with whom they work. While the Candidates' individual professional identities are unique, they are united by the conceptual framework and program outcomes. The student teaching experience is the culmination of the application of the conceptual framework, and Candidates are expected to demonstrate each of the program outcomes during that experience. As the program outcomes are broad statements, allowing for a range of interpretations, we created discussion pieces that capture the parameters of each, which provide consistency across the campuses and field sites. These are included in the Student Teaching Guide, and are used in clarifying the evaluation of Candidates as they complete the program.

We acknowledge the conceptual framework is an evolving document, and will continue to evaluate effectiveness in preparing teachers who can make a difference in the lives of children.

### **Baker College's Beliefs about Knowledge**

Faculty and Candidates at Baker College believe that knowledge is one key factor in order to be a successful educator. Knowledge of the learner, knowledge of pedagogy and knowledge of curriculum are of particular importance, and we have based our program on these areas. On many levels, it is difficult to distinguish among these dimensions—they also overlap and continuously interact with one other, as our graphic illustrates.

#### ***Learner***

Knowledge of the learner includes both individual students, as well as the community. Teachers are practitioners in the real world, and the community in which they work mediates how they will work. Community relationships whether between educators and parents, or educators and the community as a whole, are important to our program. The more teachers can work with others to build upon the goodwill and intellectual resources of the community, the more successful they can be (Bransford, Derry, Berliner, Hammerness, & Beckett, 2005). Our Candidates use their knowledge of community in developing instruction and their skills as a teacher. For example, we require Candidates in the reading in the content area course to study the demographics and describe the community in which they are participating as part of their final paper. They must link this description to how they present the lesson(s) and their choice of teaching strategies. Candidates are also asked to bring in community resources during student teaching, further emphasizing the importance of community in education.

We expect our Candidates to use developmentally appropriate practices, and to differentiate instruction according to student needs. Candidates learn about various learning and development theorists including Piaget, Erickson, Bronfenbrenner, and others. They then focus on the theories and research, which suit their own styles and, more importantly, the needs of their students.

#### ***Pedagogy***

Knowledge of the learner and knowledge of pedagogy are virtually inseparable; knowing about the learner drives appropriate pedagogical choices. As Candidates start to examine pedagogy, they continually keep the community context in mind. Understanding the different developmental pathways of the learner (cognitive, social, language, psychological, emotional) has implications for instruction (Horowitz, Darling-Hammond,

Bransford, Comer, Rosebrock, Austin, & Rust, 2005). Candidates must not only learn the theory and strategies, but how to implement them in the context of the situation. We believe in differentiated instruction and in teaching all students. In order to reach all students, one must understand all students, not just the theory of how children develop and learn, but the context in which the growth and learning occur, and how the school is part of the larger community. We teach Candidates about the range of differences which occur across classrooms, and within each particular child.

Bransford, Darling-Hammond and LePage (2005) created a framework of How People Learn, and extended it to how teachers learn and develop. In order to develop competence in an area of inquiry that allows them to enact what they know, teachers must have a deep foundation of factual and theoretical knowledge, understand facts and ideas in the context of a conceptual framework, and organize knowledge in ways that facilitate retrieval and action. Gardner (2006) claims students often are governed by rules and facts but cannot apply what they have learned in schools to new situations. This shows lack of understanding. At Baker College, we expect our Candidates to practice what they have learned in school settings, and by modeling real-world applications, we expect this practice to translate into how they teach their own students. Our Candidates should expect their students to be able to apply knowledge both in and outside the classroom.

Recent research on technology integration into education programs notes that little is known about what works and why (Cohen, Schmidt, Pelligrino, & Schultz, 2007). However, as the body of research continues to expand, we work closely with our Candidates in developing their skills and understanding of appropriate uses of technology as a pedagogical tool. The integration of technology into our program begins with our faculty, as they examine their own use of technology when teaching. We re-examine all of our education courses on a regular basis and refine the technology components of each as appropriate. We have one course devoted to technology but it is not a stand-alone class. Candidates work through outcome, lesson and unit planning while applying their knowledge of technology.

### ***Curriculum***

As Gardner (2006) discusses, knowledge in education can be separated into knowledge of what to teach and knowledge of how to teach. We believe that the third knowledge component in our framework, curriculum, is closely linked with pedagogy. Similar ideals can be found in Jensen's (2000) work on brain-based learning. He suggests that schools integrate curriculum, incorporate real problems, teach using simulations, and seek student cooperation by earning their interest and respect. As an institution, Baker College emphasizes real-world learning. Our program reflects this, and we expect our Candidates to incorporate it into their teaching as well. Students (both P-12 and college-age) must be interested, engaged in subject matter, and understand how it applies to their lives for learning to be meaningful.

At Baker College, we expect our Candidates to build their foundation of factual and theoretical knowledge by becoming subject matter experts. Courses in their major and minor areas emphasize critical thinking and practical knowledge. State standards, benchmarks and content level expectations are thoroughly discussed across our education courses, and serve as a piece of the framework for planning. Each subject area has its own ideals, and all culminate with a senior seminar designed to have the Candidate organize, summarize and reflect on the knowledge gained. Joining professional organizations and gaining knowledge through participation in conferences are emphasized in both education coursework and in the senior seminars in each content area.

Methods courses, which focus on facilitation of content knowledge, examine ways of encouraging and developing student knowledge. We believe that during our student teaching experience, Candidates are teaching, not just practicing, and must demonstrate the subject matter expertise expected prior to entering the student teaching experience. However, passing a test is not sufficient to demonstrate subject matter knowledge. Candidates must also know how to teach in the discipline and how to appropriately evaluate and assess students.

Knowledge of subject matter must be integrated with knowledge of instructional strategies (Grossman, Schoenfeld, & Lee, 2005).

As we describe what we expect our Candidates to know and be able to do, we have difficulty separating knowledge of the learner, the community and subject matter. Each area complements the others. While improvement in any one area may allow for higher student achievement, improvement in all areas maximizes teaching and learning. Using appropriate research and resources is a key component of what we do. We also expect Candidates to know and understand their legal and ethical responsibilities as a teacher. We expect them to behave ethically and professionally, and we work with them on modeling and developing those behaviors.

The beliefs stated here have evolved into our expectations for our Candidates. In the area of knowledge, we have the following goals for our Baker College Teacher Preparation graduates:

1. Develop an understanding of the community through interaction with community members and organizations.
2. Demonstrate knowledge of subject-area content appropriate to his/her intended state certification.
3. Articulate knowledge of human growth, development, and learning theory as it applies to the needs of diverse learners.
4. Discuss an educator's legal and ethical responsibilities at the school, district, state, and national levels.
5. Identify research-based strategies and technologies for P–12 lesson planning, implementation, and assessment.
6. Differentiate between assessment and evaluation procedures.

## **Baker College's Beliefs about Practice**

Knowledge alone is not sufficient for emerging teachers. They must take knowledge and put it into practice. Once prospective teachers begin to practice on their own, they must then continuously look to improve their teaching. The integration of knowledge with practice and reflection emphasizes the links between and among these dimensions.

### ***Real-World Application***

Faculty and Candidates believe that applying knowledge of the learner, of pedagogy, and of curriculum to the real world of public school classrooms is an essential element of developing best practices in differentiation, instruction, and assessment. Our sequence of coursework and field placements allows Candidates to show growth in all three areas. Field experience is integrated into the program, from the first course and culminates with student teaching. The value of developing knowledge and skills through real-world situations has been well documented (Dworkin, 1959; Russell, 1998; Smith, 2002; Pryor and Kuhn, 2004; Schon, 1983; Darling-Hammond, 2006; Posner, 2005; Cochran-Smith & Zeichner, 2005; Smith, 2002). Field placements in elementary and secondary schools provide Candidates with an understanding of learners' needs, curricular and policy constraints, and current best practice. A record of field experience placements is maintained in order to assure Candidates' exposure to diverse school cultures and a broad range of student levels and backgrounds.

Beyond recreating what is standard practice in schools, Candidates are challenged to build on their experiences and blend innovative instructional strategies and technologies as they develop their own personal teaching philosophies and styles. As discussed by Darling-Hammond (2006), it is essential that teachers consider themselves as continuing to develop, that they are not finished at the time they receive their certification. This



concept links with our program mission statement, as it informs the emerging nature of our Candidates' professional identities (Zeichner & Conklin, 2005). It is through the opportunities to see and try new practices in their field experiences that Candidates reflect on and reconsider their beliefs. The sequential structure of the field experiences through the coursework, leading to the full immersion in student teaching, is key in supporting this spiral process of their professional development (Kolb, 1984; Schon, 1987; Posner, 2005; Miller, Kovacs, Wright, Corcoran, & Rosenblum, 2005). In addition, our approach to student teaching supervision, based on the clinical supervision model, further supports the development of our Candidates' professional identities (Acheson & Gall, 2002; Glickman, Gordon, & Ross-Gordon, 2004).

### ***Differentiation***

We believe that our Candidates must value the diversity of the students in their classrooms, including aspects such as race, ethnicity, gender, sexual orientation, learning abilities, intelligences, and developmental levels (Banks, Cookson, Gay, Hawley, Irvine, Neito, Schofield, & Stephan, 2001; Payne, 2003; Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage, Darling-Hammond, Duffy, & McDonald, 2005; Gardner, 2006). Valuing the broadest range of aspects of diversity means that Candidates must be able to differentiate instruction in their practice in the classroom. Evidence of the effectiveness of and strategies for differentiation continues to be documented in the literature (Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, Conover, & Reynolds, 2003).

Using knowledge of students' diversity to inform decision-making about differentiating instruction is a critical step. Incorporating consideration of how students learn and what teaching strategies are effective results in culturally relevant classrooms (Banks, et al, 2001; Banks et al, 2005). The clinical supervision model further promotes culturally relevant teaching as it supports our Candidates in examining their own biases and assumptions about the interactions in the classroom (Jacobs, 2006). This focus on culturally relevant teaching, combined with an ethic of caring and a belief that all children can learn, are key to establishing and maintaining an inclusive environment and caring community within the classroom.

### ***Instruction***

We believe that our Candidates must develop and be able to use a variety of research-based instructional strategies, in order to make the grounded decisions related to the differentiation to match the diverse learners' needs and the content to be learned (Marzano, 2007; Oakes & Lipton, 2006; Horowitz, et al, 2005; Danielson, 1996). Candidates must be able to align curriculum with state and local standards, and to discuss why they are doing what they are doing. Beginning with the end in mind is the framework that supports this, and backward design is a key design approach throughout the program (Wiggins & McTighe, 2005).

Organization and planning skills are essential to a teacher's effectiveness in designing instruction that supports an inclusive learning environment in the classroom. Danielson's (1996) teaching framework details the role of planning and preparation in building on an individual's content knowledge and ability to identify appropriate standards to designing authentic assessments, which in turn inform the instructional strategies to be used. As we work with our Candidates in developing their planning skills, we also support their exploration and application of technology that can be used, in turn, by their students in constructing their own knowledge and meaning. In this effort, we focus on technology both as a tool related to the teacher's role in differentiating instruction and in information management to address the needs of each student (Darling-Hammond, Banks, Zumwalt, Gomez, Sherin, Griesdorn, & Finn, 2005; Tiene & Ingram, 2001).

## *Assessment*

We believe that assessment is a critical component of effective instruction, as it provides the data and insights necessary for determining the content and the processes for what happens in the classroom. In keeping with the focus on beginning with the end in mind, Candidates must be able to identify not only what will be assessed, but also what assessment tools would be most appropriate to use at various points in the learning process. A variety of assessment strategies further the goals of differentiation as they allow Candidates to demonstrate their learning in individual ways. (Marzano, 2007; Shepard, Hammerness, Darling-Hammond, Rust, Snowden, Gordon, Gutierrez, & Pacheco, 2005; Wiggins & McTighe, 2005)

As our program has evolved, we have used both formative and summative assessment processes to track the progress of our program and our Candidates. This has included an evaluation of where and what we teach our Candidates about assessment, and clarification of how we expect them in turn to use assessment tools with their students. As we have worked to improve this component of the program, we have also increased our emphasis on using the resulting data to improve practice at all levels of the program.

The common thread throughout our focus on practice is the real-world opportunities to explore each of the components of differentiation, instruction and assessment. In addition to the integration of Candidates' knowledge into their practice, we also expect Candidates to integrate these three components. In the area of practice, we have the following goals for our Baker College Teacher Preparation graduates:

1. Demonstrate organizational skills in planning and in managing time and resources to maximize instructional time.
2. Exhibit an ethic of caring for and commitment to children and their learning.
3. Participate in learning communities where he/she will demonstrate professionalism, critical thinking, reflection, enthusiasm, and respect for diversity.
4. Effectively use a range of research-based strategies and technologies in planning, implementation, and assessment.

## **Baker College's Beliefs about Reflection**

The faculty and Candidates at Baker College believe that reflection is the process that keeps the integration of knowledge and practice flowing to produce the quality teachers that P-12 students deserve. The ability to reflect on one's own performance and the ability to work within a learning community are tools that assure continued professional growth and development. Reflection supports Candidates in developing their confidence in their professional practice and in their own decision-making about all aspects of the teaching endeavor (Loughran, 1997).

## *Professionalism*

Professional dispositions are essential to the development of exceptional educators. These include very basic characteristics such as promptness, appropriate professional attire, and integrity, as well as those focused on the children with whom the teacher students will work (Posner, 2005; Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, & Zeichner, 2005; Howard, 2007). The faculty and teacher Candidates at Baker College believe that all children can learn and that Candidates must model a love of learning and a passion for professional growth and development. Meadows (2006) draws on Dewey's work in exploring this aspect of dispositions, which includes an openness to continuing to expand one's teaching repertoire to better meet the needs of the learners in the classroom. The disposition to reflect on and question one's own performance contributes to being effective in learning communities and in continued professional growth. In

addition, Goodlad (1990) discusses the need to reflect on the dilemmas presented by the conflicting goals of those involved in the educational process. He includes this as a key disposition required by teachers who will be effective in promoting learning for all students.

### ***Learning Communities***

The faculty and Candidates at Baker College believe that effective teachers must be able to establish, maintain and participate in learning communities at a variety of levels, including a specific classroom, grade-level or content teams, school-wide faculty committees, and state and national professional organizations. At the classroom level, a commitment to building community means that the teacher establishes expectations and norms of interaction that reflect shared values developed by the students and the teacher, and that the teacher poses questions that provoke student thinking (Goodlad, 1990; Oakes & Lipton, 2006; Kohn, 2006).

Individuals within learning communities must accept responsibility for reflecting on their own actions and learning. This vision builds on Dewey's (1939) work that set the goal of schooling to be preparing students to perform effectively as members of a democratic society. Clinical supervision, which we use during the student teaching experience, further supports this focus on democratic classrooms and culturally relevant teaching (Jacobs, 2006). Our Candidates must be able to communicate effectively with Cooperating Teachers, fellow Candidates and college faculty, as well as to look critically at their own performance (Kolb, 1984; Schon, 1987; Posner, 2005). This requires that our faculty also engage in reflection and community building in all aspects of the program (Acheson & Gall, 2002; Rodgers, 2006; Glickman, Gordon, & Ross-Gordon, 2004).

### ***Professional Growth***

The faculty and teacher Candidates of Baker College believe that each person is responsible for his or her learning and professional development which results from the demonstration of professional dispositions and involvement in learning communities. Darling-Hammond (2006) captures the idea that one learns from teaching, as well as learning for teaching. The role of reflection in the learning process is emphasized in our program from the first field experiences in the introductory course, and continues to build through to the student teaching experience. We ground our approach to student teaching supervision in the developmental-reflective model of clinical supervision in which College Supervisors' work with student teachers to promote reflection and professional growth through examining their practice and the impact which it has on their students (Henderson, 2001; Pajak, 2007; Mahlios, Engstrom, Soroka, & Shaw, 2008).

Candidates display their reflection and professional growth in their reflective portfolios, which they develop throughout their program. These reflective portfolios are presented first as part of the application for student teaching and then as part of the culminating foundations class at the completion of student teaching. The uses and benefits of teacher portfolios continue to be explored in the literature (Hammerness & Darling-Hammond, 2005; Darling-Hammond, 2006). We draw on the purpose of capturing reflection and professional growth in framing our portfolio process. Candidates document their demonstration of the program outcomes and the Michigan standards for teachers through their portfolios. They also assemble interview portfolios to be used in their job searches.

The threads of our reflection component (professionalism, learning communities and professional growth) are integrated and lead back to the continued expansion of Candidates' knowledge and practice. In the area of reflection, we have the following goals for our Baker College Teacher Preparation graduates:

1. Reflect on his/her own teacher identity and articulate a plan for continued professional growth and lifelong learning.
2. Assess his/her role and effectiveness in collaboration.

3. Engage in meaningful self-evaluation and reflection with colleagues on his/her professional practice.
4. Analyze data from a variety of appropriate assessments and evaluations to inform curriculum, instruction, and school improvement.
5. Reflect on the effectiveness of his/her organizational skills in planning and in managing time and resources in order to maximize instructional time.
6. Display professional dispositions appropriate for effective teaching.

## **How Candidates Experience the Conceptual Framework**

One of the guiding principles of Baker College is customer service which includes a “students first” philosophy. This means that when we design programs, develop curriculum, and deliver instruction we begin with the student in mind. Therefore, it is essential to consider the implications of the conceptual framework from the Candidate perspective.

Candidates begin with EDU2010, Introduction to Professional Education Experiences. This survey course introduces Candidates to the knowledge and research base in education. Candidates’ first fieldwork experience in this course allows them to explore what it means to be a teacher. Candidates reflect on their learning in their journals, and through developing a beginning personal philosophy of education. Candidates are also given our dispositions assessment for the first time in EDU2010. The instructor and the Candidate complete this assessment, and results are compared and discussed.

Candidates then start to explore instruction through EDU3120, Educational Psychology. In this course, they learn about learning, and have a more focused field experience which concentrates on teaching and learning processes. A third field experience occurs in EDU3310, The Exceptional Learner. At the end of this course, Candidates write a research paper, and write a reflection piece in which they relate their fieldwork to research and reflect on how this will impact their teaching. At this point, the Candidates again complete the dispositions assessment and self-evaluates their choice to be a teacher.

Candidates also take courses in educational technology (EDU3460) and reading (EDU3210) which do not have fieldwork components. These courses reinforce and enhance knowledge and instructional practices. The next fieldwork for teacher Candidates occurs in either EDU 4210 (elementary) or EDU 4250 (secondary) which are the literacy in the content area courses. Candidates design and present content area mini-lessons, and then write a reflection paper in which they reflect on themselves as teachers. This assignment and corresponding assessment reinforces the integration of knowledge (of subject and of research), practice (instructional strategies), and reflection.

The last courses prior to student teaching are EDU4410, Classroom Development and EDU4510, Theory and Techniques of Instruction. EDU4410 gives the Candidate practical knowledge on how to manage a classroom. Candidates put that knowledge into practice in the Theory and Techniques courses where they design a unit plan, and present lessons from it in a P-12 classroom. Both the knowledge (the unit plan) and the instruction (the presentation) are assessed. Again, Candidates also reflect on their experiences as they prepare to student teach. The dispositions assessment is also used in this course, as a final check before student teaching.

The culminating experience is student teaching. Our student teaching experience takes one semester and generally is about 17 weeks. This lengthier experience gives Candidates many opportunities to integrate our three key components. The program outcomes also serve as the student teaching outcomes. We expect Candidates to show appropriate progress in all three areas prior to graduation. We incorporate a clinical

supervision model, designed to encourage reflection and improved practice. Our College Supervisors check-in weekly (in person, or via phone or email) with the Cooperating Teachers to assess any problems. They conduct formal observations of our student teachers approximately eight times through the experience. Each formal observation has a focus, agreed to ahead of time by all involved parties. Candidates learn to focus on one aspect of their teaching at a time, and the College Supervisors serve as data collectors to give Candidates information on the focus question. Student teachers then learn to use the data to change their practice as appropriate. They also write reflections on the changes they have made. This model is grounded in research (Acheson & Gall, 2002; Jacobs, 2006).

As they complete student teaching, Candidates take EDU4450, Educational Foundations. Having this high-level philosophy class after student teaching allows Candidates to have one final chance to reflect on themselves as teachers and to integrate what they have learned into the bigger picture of education. We believe the philosophical foundations have more meaning after the Candidates have been in the classroom and can relate their own experiences to the work of others.

Baker College faculty have spent significant time in P-12 education. They understand the day-to-day workings of schools. Many have been administrators as well as teachers. We expect our faculty to model pedagogical practices that they expect their Candidates to learn. We use a learner-centered approach and facilitate Candidate growth through a variety of assignments and activities. We expect our instructors to practice reflection and meta-cognition, and demonstrate those for the Candidate.

In summary, the components of knowledge, practice and reflection are emphasized and applied throughout the program. As Candidates move through coursework and field experiences, they integrate these components to create their professional identities as emerging teachers.

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## ***PROGRAM OUTCOMES***

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The program outcomes below are based on the program's conceptual framework and the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards.

The Candidate will:

1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Knowledge)
2. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Practice)
3. work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Practice)
4. understand the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (Knowledge)
5. understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Knowledge)
6. understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making. (Knowledge, Practice)
7. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Practice)
8. understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (Knowledge, Practice)
9. engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner. (Reflection)
10. seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Reflection)
11. model and apply technology standards to design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. (Practice)

## ***ADMINISTRATIVE STRUCTURE***

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The complete Baker College Teacher Preparation Program exists at three Centers of Excellence: Clinton Township, Muskegon and Owosso. However, Candidates may begin the teacher preparation program at any Baker College campus. The program is structured to encourage input from interested persons at multiple levels.

### **School of Education Teacher Preparation Committee**

The School of Education Teacher Preparation Committee meets yearly to set the policies and procedures for the program. This committee includes the following members:

- Dean of the School of Education
- School of Education Certification Officer/Department Chair
- Campus Program Director of Teacher Preparation
- Campus Site Coordinators
- College Supervisors of Student Teachers
- Campus Teacher Preparation Faculty

### **Teacher Preparation Advisory Boards**

Each of the three Centers of Excellence offering the Teacher Preparation Program has an advisory board, which gives input and advice regarding the program. Each advisory board is composed of members of the P–12 communities surrounding the campus, including local and intermediate school district teachers and administrators.

Advisory boards provide an excellent source of feedback on how the program is doing and where it should be going. Each board typically meets once or twice per academic year to update the College about the community's current needs and job market, and to provide advice on program offerings, policies and procedures, curriculum, and desirable teacher dispositions.

## ***PROGRAM APPROVAL***

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Baker College achieved full approval from the State of Michigan to offer the Teacher Preparation Program in February 2016. Baker College received national accreditation through Teacher Education Accreditation Council (TEAC), which will be up for renewal in fall 2020. In February 2020 Baker College hosted a site accreditation visit with the Council for the Accreditation of Educator Preparation (CAEP) the new national accrediting body. An accreditation determination will be announced in fall 2020.

## ***PROGRAM OVERVIEW***

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The Teacher Preparation Program is offered in its entirety on the three Centers of Excellence campuses: Clinton Township, Muskegon, and Owosso. Any student may begin the teacher preparation program on any Baker College campus and complete a minimum of two years' worth of study before moving to a Center of Excellence. Many program courses are also offered online.

Candidates can choose from bachelor's degree programs. Travel to another Baker College campus may be required. Course lists and descriptions are available in the *Baker College Catalog*.

Baker College will meet or exceed the requirements for teacher preparation as noted in state law and in State Board of Education policy.

***\*\*\*NOTE: In fall 2021 Baker College will be beginning our new teacher preparation program which aligns with the Michigan Department of Education's new certification structure. A new program guide will be released outlining the new program information prior to fall 2021. \*\*\****

### **Bachelor of Science in Education Programs**

#### ***Elementary Teacher Preparation***

This program provides Candidates with the knowledge and skills necessary to receive a Michigan Standard Elementary Teaching Certificate, which allows the holder to teach all subjects in kindergarten through grade five, in kindergarten through grade eight self-contained classrooms, and his/her major and minor subjects in grades six through eight.

Candidates must choose from the following majors: language arts, mathematics, and social studies. All must complete the elementary studies minor.

#### ***Elementary Teacher Preparation Early Childhood Education and Special Education***

This program provides Candidates with the knowledge and skills necessary to receive a Michigan Standard Elementary Teaching Certificate, which allows the holder to teach early childhood Pre K-kindergarten (general and special education), all subjects in kindergarten through grade five, and in kindergarten through grade eight in self-contained classrooms.

The early childhood ("ZS") endorsement provides additional coursework and fieldwork that focuses on the preschool years including special education, helping prepare prospective teachers to meet the needs of young children. Candidates who plan to teach in kindergarten through grade three should consider this program, which will make them more marketable.

Candidates must complete both the early childhood and comprehensive majors. The comprehensive major includes elementary studies coursework.

#### ***Secondary Teacher Preparation***

This program provides Candidates with the knowledge and skills necessary to receive a Michigan Standard Secondary Teaching Certificate, which allows the holder to teach his/her major subjects in grades six through twelve in Michigan.

Candidates must choose from the following majors: English, mathematics, and social studies. Candidates may also choose a double major.



## **BACKGROUND CHECKS**

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Candidates entering any education program that requires external field experience must undergo a background check. This includes bachelor's degree programs leading to certification, level change programs and the early childhood education additional endorsement program. This background check is comprised of a computerized background screening. For Candidates taking one or more early childhood education (ECE) courses, a Michigan Department of Human Services Central Registry Clearance is required. Additional and/or repeat checks may be required.

Candidates are responsible for the cost of their background checks. Candidates must ensure their background check results and an official Michigan Department of Human Services Clearance Report (if required) has been received by the campus Program Director prior their first EDU/ECE course. Those who fail to do so will be denied entry into any courses in the program that require a background check.

Candidates whose background check reveals any conviction or recorded event of any nature will be denied entry into or removed from the program. The campus Program Director will notify the Candidate of this decision in the form of a denial letter.

Candidates who have been convicted of a felony, or who have convictions or recorded events that preclude certification, licensure, or employment in the field cannot appeal this denial, and will be immediately placed in a non-degree program until they select a new program.

Candidates who have convictions that require denial from the program, but do NOT preclude certification, licensure, or employment in the field, may have the right to appeal the denial. Those who wish to pursue an appeal must meet with the director within 30 days of the date on the denial letter to initiate the process. Such Candidates will be allowed to continue in the program while the appeal is under review, but will be denied entry into any courses in the program that require a background check. Candidates who do not wish to appeal must select a new program; those who do not do so within 30 days of the date on the denial letter will be placed in a non-degree program. Candidates who appeal unsuccessfully will also be placed in a non-degree program until they select a new program.

Candidates who have pending charges will be denied entry into any courses in the program that require a background check until their charges are resolved. Candidates whose charges result in convictions will be denied the right to continue in the program. This denial may or may not be appealable, depending on the conviction.

Baker College reserves the right to deny entry into or remove from a program any Candidate whose background check reveals any conviction or recorded event of any nature.

Candidates must immediately report to the Program Director, in writing, information concerning any conviction (this includes misdemeanors), pending court action, or event that has occurred or subsequently occurs. Failing to self-disclose any of the above may result in immediate removal from the program.

Candidates who have been (or are subsequently) convicted for the possession or sale of illegal drugs for an offense that occurred while receiving federal student aid (such as grants, loans, or work-study) may temporarily or permanently be denied financial aid funding. Information regarding drug convictions will be shared with the Financial Aid department.

## **PROGRAM ACCEPTANCE**

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Candidates may not enroll in 4000-level professional education (EDU) courses until they have been fully accepted into the Teacher Preparation Program.

### **Application**

Candidates should apply to the program as soon as possible after completing all requirements. Contact the campus Program Director for the most current application and requirements. Applications must be reviewed and approved by both the Program Director and the System Teacher Certification Officer. Documents that must be submitted to the director at the time of program application include, but are not limited to

- *Application:* The Candidate must submit a completed program application.
- *Statement of Educational Philosophy:* The Candidate must submit an acceptable, well-written essay approximately one page in length in which he/she discusses his/her educational philosophy and motivation for becoming a teacher. The Candidate may want to consider his/her beliefs and practices concerning the role of the teacher, the nature of the learner, the nature of the curriculum, and how people learn best. This statement must contain satisfactory content (clearly developed, with an introduction, body, and conclusion; at least three aspects of the writer's personal philosophy of education; specific examples or applications for each aspect) and mechanics (ideas are clearly expressed; good transitional devices; good sentence skills; few minor errors in spelling and punctuation).

Additional requirements that must be verified by the director and certification officer include, but are not limited to

- *Transcripts:* Baker College must have on file official transcripts from each institution at which any course or degree used to meet the requirements for the program was completed.
- *Transfer Credits:* All of the Candidate's transfer credits must be well-documented and appropriate.
- *Cumulative GPA:* The Candidate's cumulative grade point average must be 3.0 or higher.
- *Major(s)/Minor GPA:* The Candidate's grade point average in his/her major(s)/minor must be 3.0 or higher, including transfer credits.
- *Course Grades:* The Candidate must have a C or better in EDU 2010 Introduction to Professional Education Experiences, EDU 3120 Educational Psychology and MTH 2710 Probability and Statistics for Educators, and a B or better in ENG1020 Composition II or COM 1020 Composition and Critical Thinking II, and MTH 1120 College Algebra II. If a B or better isn't earned in ENG 1020/COM 1020 and/or MTH 1120 or MTH 1310 (for math majors) achieving a passing score on ACT/SAT may be used. (*Note:* Candidates must earn a C or better in every course used toward certification, with the possible exception of general education courses.)
- *Background Check:* The Program Director must confirm that the Candidate's background revealed no convictions or recorded events, OR that the Candidate successfully appealed to remain in the program.
- *SAT/ACT:* This only needs to be taken if the Candidate does not earn a B or better in ENG 1020/COMM 1020 and/or MTH 1120 or MTH 1310 (for math majors). Please note, Candidates can use a combination of tests to achieve the passing cut scores. See page 26 for additional details and talk with the campus Program Director should further information be needed. In addition, if the Candidate took and passed the Professional Readiness Exam (PRE) or Basic Skills at any time in the past, it will also meet the testing/grade requirement for ENG 1020/COM 1020 and/or MTH 1120 or MTH 1310 (for math majors). The PRE/Basic Skills is no longer available and therefore, is not an option for students who have not already taken and passed the test(s).

## **Effective Date of Program Requirements**

Candidates will be responsible for meeting all Baker College and Teacher Preparation Program requirements in effect at the time of admission to the College. Candidates who reenroll at Baker College after a break of one semester or longer (excluding summer semester) may be required to complete the program requirements in effect at the time of reenrollment.

Candidates who have not completed all certification requirements within five years of beginning EDU 2010 Introduction to Professional Education Experiences will be subject to a review to verify that all completed courses meet current requirements. EDU courses more than five years old are not accepted and must be retaken for credit.

The State of Michigan periodically revises its teacher certification rules. Prospective teachers must meet all requirements in effect at the time of certification. Additional coursework may be required.

## **Retention in the Program**

Program acceptance does not guarantee retention in the program or eventual recommendation for teacher certification. Candidates must maintain satisfactory standards in order to be retained in the program and recommended for certification. To remain in the program, Candidates must

- Maintain a cumulative grade point average (GPA) of 3.0 or higher.
- Maintain a grade point average (GPA) of 3.0 or higher in their major(s)/minor, including transfer credits.

Baker College reserves the right to require, at any time, the dismissal of a Candidate whose health, conduct, or level of achievement makes it seem inadvisable for the Candidate to remain in the program.

## **PROFESSIONAL EDUCATION COURSEWORK**

### **Professional Education Sequence**

The professional education sequence exemplifies the Baker College and Teacher Preparation Program missions. Professional education course outcomes are based on the Professional Standards for Michigan Teachers (see page 24). The following professional education courses are required for the bachelor's degree.

<b>REQUIRED PROFESSIONAL EDUCATION COURSES</b>		<i>X = Course is required for program</i>			
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Hours</b>	<b>Elementary</b>	<b>Elementary w/ ZS</b>	<b>Secondary</b>
EDU2010	Introduction To Professional Education Experiences	3	X	X	X
EDU3120	Educational Psychology	3	X	X	X
EDU3210	Theory and Principles of Reading Instruction	3	X	X	
EDU3310	The Exceptional Learner	3	X	X	X
EDU3460	Integrating Technology into 21 <sup>st</sup> Century Learning	3	X	X	X
EDU3710	Early Childhood Education ZS Practicum	3		X	
EDU4210	Reading in the Content Areas	3	X	X	
EDU4250	Literacy Education in the Secondary School	3			X
EDU4310	Instructional Design and Assessment	3	X	X	X
EDU4410	Classroom Development	3	X	X	X
EDU4450	Educational Foundations	2	X	X	X
EDU4510	Theory and Techniques of Instruction	6	X	X	X
EDU4810	Directed Teaching	10	X	X	X
<b>Total Semester Hours</b>			<b>42</b>	<b>45</b>	<b>39</b>

*Experiential credit is not accepted for any EDU course.*



## Fieldwork

Fieldwork is an integral part of the Teacher Preparation Program. Prospective teachers must complete field experiences in diverse settings assigned by the campus Site Coordinator. The following courses containing fieldwork are required for bachelor's degree programs. See the *Field Experience Guide* for more information.

<b>COURSES REQUIRING FIELDWORK</b> X = <i>Course is required for program</i>					
<b>Course Number</b>	<b>Course Name</b>	<b>Fieldwork Time</b>	<b>Elementary</b>	<b>Elementary w/ ZS</b>	<b>Secondary</b>
EDU2010	Introduction To Professional Education Experiences	20 hours	X	X	X
EDU3120	Educational Psychology	20 hours	X	X	X
EDU3310	The Exceptional Learner	20 hours	X	X	X
EDU3710	Early Childhood Education ZS Practicum	120 hours		X	
EDU4210	Reading in the Content Areas	20 hours	X	X	
EDU4250	Literacy Education in the Secondary School	20 hours			X
EDU 4410	Classroom Management	30 hours	X	X	X
EDU4510	Theory and Techniques of Instruction	60 hours	X	X	X
EDU4810	Directed Teaching I	17 weeks*	X	X	X

\* See page 29 for additional details about the student teaching schedule.

Candidates must be available to participate in fieldwork during normal P–12 school hours. Substantial travel may be required to complete required fieldwork. Candidates must successfully complete the fieldwork component of a course in order to pass the course. If the Dean approves and the Site Coordinator arranges for a Candidate to do a fieldwork placement in his/her place of employment, the fieldwork must be completed outside the Candidate's normal work hours and must be unpaid.

## Standard Grading Scale

The following grading scale is required for all education and human service program courses:

<b>A</b>	93	–	100%	<b>C</b>	73	–	76%
<b>A–</b>	90	–	92%	<b>C–</b>	70	–	72%
<b>B+</b>	87	–	89%	<b>D+</b>	67	–	69%
<b>B</b>	83	–	86%	<b>D</b>	63	–	66%
<b>B–</b>	80	–	82%	<b>D–</b>	60	–	62%
<b>C+</b>	77	–	79%	<b>F</b>	0	–	59%

## Professional Standards for Michigan Teachers

*The Michigan State Board of Education adopted the InTASC Model Core Teaching Standards as the Professional Standards for Michigan Teachers on April 9, 2013. These standards serve as the basis for course outcomes in the professional education sequence.*

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of model core teaching standards that outline what teachers should know and be able to do to ensure every P-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

The information above was drawn from the InTASC standards, which can be found at [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

The standards are:

### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **ASSESSMENT OF CANDIDATE**

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Candidate progress is measured at different stages of the program using multiple methods, including formal and informal observations, evaluations, and testing. Assessment of Candidates includes, but is not limited to, the following:

- **Program and Candidate Teaching Approval Process:** The campus Program Director and the System Teacher Certification Officer will verify that each Candidate who applies for program acceptance or student teaching has completed all requirements.
- **SAT/ACT/(if required):** SAT Evidence-Based Reading/Writing and mathematics are assessed through Scholastic Aptitude Test. Candidates must achieve a 540 on Evidence-Based Reading and Writing and a 530 on mathematics to be fully accepted into the Teacher Preparation Program. If ACT is taken Candidates must achieve a score of 22 on both reading/writing and mathematics.
- **Subject-Area Tests:** Evaluation of content knowledge will be assessed through the MTTC subject-area tests. Candidates must pass applicable subject-area tests (level and major) before they can be certified.
- **Course Content Examinations:** Candidates will be assessed through content examinations in each course in the Teacher Preparation Program.
- **Fieldwork Evaluations:** The Cooperating Teacher and Baker College Site Coordinator will evaluate Candidates' successful completion of each field placement. Candidates must pass the fieldwork component of a course in order to pass the course.
- **EDU3310: Standardized Research Paper:** In EDU3310 The Exceptional Learner, each Candidate must write a research paper on a disability that he/she will see in his or her required field experience for the course. Each Candidate will do a five-minute oral presentation (executive summary) of his/her paper, which will be assessed on the Candidate's ability to synthesize and communicate.
- **EDU 3460: Digital Portfolio:** Candidates create a website with required components. The site should be maintained throughout the remainder of the Candidate's coursework.
- **EDU 4410: Classroom Development Plan:** Candidate's create and critically think about how they will develop and manage their classrooms.
- **ENG/MTH/HIS/ECE 4910: Critical Thinking Assessment:** Candidates demonstrate critical thinking skills within the context of the major field of study.
- **Portfolio:** Candidates begin their portfolio in EDU 2010, and create portfolio exhibits throughout the program. Final portfolios are assessed in EDU 4450 Educational Foundations. See the *Portfolio Guide* for detailed information.
- **Student Teaching Evaluation:** Cooperating Teachers and College Supervisors throughout the student teaching experience will regularly evaluate Candidates. See the *Student Teaching Guide* for detailed information.

## Testing

The following table lists testing options. You can choose among the options, meaning you can take a math test from one publisher and a reading test from another. Be advised you only need to test if your ENG 1020/COM 1020 and/or MTH 1120 or MTH 1310 (if math major) grade is not a B or higher.

Test Name	Content Area	Minimum Score	Cost	Website	School Code
ACT	Reading/Writing	22	\$46	<a href="http://www.act.org">www.act.org</a>	5010
ACT	Mathematics	22	\$46	<a href="http://www.act.org">www.act.org</a>	Baker College Online
SAT	Reading/Writing	540	\$47.50	<a href="http://www.collegeboard.org">www.collegeboard.org</a>	4193
SAT	Mathematics	530	\$47.50	<a href="http://www.collegboard.org">www.collegboard.org</a>	Baker College Online

### *Michigan Test for Teacher Certification (MTTC)-Subject-Area Tests*

Prospective teachers must have sufficient content knowledge to be successful in student teaching and later in their own classrooms. Candidates must pass all Michigan Test for Teacher Certification (MTTC) subject-area tests relevant to their program and potential certification (level, major/minor) before they can be recommended for certification. This includes

- Secondary education Candidates must pass their program relevant major test(s). Candidates can be certified in one major only.
- Elementary education Candidates must pass the elementary education test plus their program relevant major test for both to be recorded on the teaching certificate. Candidates can be certified in elementary only.
- Elementary early childhood education (elementary with ZS) Candidates must pass the early childhood general and special education test and the elementary education test for both to be recorded on their certificate. Candidates can be certified in elementary only.

It is expected that Candidates take these tests after completing 90% of the corresponding coursework. Ideally, this will occur immediately following the senior seminar in the subject area (if available).

Detailed information about these tests (registration, dates, locations, fees, objectives, sample questions, etc.) is available from each campus Program Director.

*Test Fees:* Current Test fees include, but are not limited to, the following

*MTTC-* Subject-Area Tests

Computer-based= \$130

Add'l Score Report = \$15 per test date

Study Guides= Free on-line

Additional fees apply for late or emergency registration, or for changes made after the registration deadline. All fees are subject to change.

Online information can be found at [www.mttc.nesinc.com](http://www.mttc.nesinc.com).

*Test Scores:* Baker College must receive official test results directly from the testing company. Candidate copies will not be accepted. Candidates must designate **Baker College (41)** as a score recipient at the time they register for the test. The testing company will charge an additional fee to have an additional score report mailed to Baker College after that time.

Passing scores for each test are as follows:

MTTC (subject-area = 220)

MTTC subject-area test scores only remain valid for a period of five years. MTTC Professional Readiness Exam (PRE)/Basic Skills scores remain valid indefinitely.

*Test Preparation:* MTTC study guides are available at [www.mttc.nesinc.com](http://www.mttc.nesinc.com). Campus Academic Resource Centers have resources to help Candidates prepare for these tests, and Campus Librarians can help Candidates locate other commercially produced test preparation resources.

*Retesting:* There is no limit to the number of times Candidates may retake an MTTC test, however there is a 30 day wait period between retaking tests.

## **STUDENT TEACHING**

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Student teaching is the culmination of the coursework leading toward teacher certification, and is one of the most significant aspects of the Baker College Teacher Preparation Program. Placements are designed to give Candidates real-world exposure to the rigors of teaching, and to provide an opportunity for Candidates to apply and further develop their skills. The experience not only impacts the personal and professional lives of the student teachers, but also the program itself and the staff, students, and families with whom the student teachers interact.

### **Application**

Contact the campus Program Director for the most current application, deadlines, and requirements. Applications must be reviewed and approved by both the campus Program Director and the System Teacher Certification Officer. Documents that must be submitted to the Program Director at the time of student teaching application include, but are not limited to:

- **Application:** The Candidate must submit a completed student teaching application.
- **Portfolio:** The Candidate must submit an acceptable portfolio with the student teaching application. The portfolio must include an up-to-date resume, statement of educational philosophy (*see page 19*), two letters of recommendation (*see page 29*) and artifacts as outlined in the Portfolio Guide.

Additional requirements that must be verified by the Director and Certification Officer include, but are not limited to

- **Program Completion Plan:** The Candidate and Program Director will mutually agree upon a schedule for remaining coursework and program completion. Deviations from that schedule may delay the Candidate's placement for student teaching, graduation, and certification.

The Candidate must successfully complete EDU2010, EDU3120, EDU3210 (if applicable), EDU3310, EDU3460, EDU4210/4250, EDU4310, EDU4410, and EDU4510 prior to student teaching. The Candidate should have no more than 12 credits remaining in the program at the time he/she begins student teaching, excluding student teaching credits.

The Candidate must earn a C or better in the Theory and Techniques of Education course (EDU4510) within the two years prior to beginning student teaching. All Candidates should plan to take this course immediately prior to student teaching. A Candidate who completed the courses more than one year before student teaching may be required to repeat all or part of the course or complete additional preparation, at the discretion of the Program Director. A Candidate who completed the courses more than two years before student teaching must repeat the course.

- **Transfer Credits:** The Candidate's transfer credits must be well documented and appropriate.
- **Cumulative GPA:** The Candidate's cumulative grade point average must be 3.0 or higher.
- **Major(s)/Minor GPA:** The Candidate's grade point average in his/her major(s)/minor must be 3.0 or higher, including transfer credits.
- **Background Check:** The Program Director must confirm that the Candidate's background check revealed no convictions or recorded events, OR that the Candidate successfully appealed to remain in the program.

## ***Letters of Recommendation***

The Candidate must provide two letters of recommendation that support the Candidate's ability to meet the program outcomes. One should be from any college faculty member, and the other from a Cooperating Teacher or other education professional who is knowledgeable about the applicant's work with P-12 students. Letters should be printed on official letterhead, and must include the name of the applicant; the date; and the name, title, organization, address, and signature of the letter writer. The following are suggestions of topics that may be included in letters of recommendation:

- The nature and length of the relationship with the applicant. Baker College instructors should include the number and name of any courses he/she taught the Candidate.
- A description of the Candidate's responsibilities and performance in the setting in which the writer and Candidate have interacted.
- Observations regarding the Candidate's personal qualities (integrity, emotional stability, maturity, sense of responsibility, self-discipline, poise, self-motivation, dependability, judgment, health, general appearance, etc.).
- Comments regarding the Candidate's intellectual/academic qualities (overall intelligence, ability to acquire and retain knowledge, communication skills, creativity, organizational skills, analytical abilities, resourcefulness, sense of logic, common sense, insight, etc.).
- Remarks regarding the Candidate's social qualities (interpersonal skills, respectfulness, leadership qualities, tact, ability to cooperate with others, willingness to accept direction, ability to work successfully in a multicultural setting, etc.).
- An explanation of any special circumstances involving the Candidate that the review committee should be aware.
- Observations regarding the Candidate's commitment to the Teacher Preparation Program and the profession of teaching.
- A projection of the Candidate's probability of success in the student teaching placement and in the profession of teaching.

## **Student Teaching Schedule**

The student teaching experience begins fall semester when the P-12 teachers report to work. During the fall of the student teaching year, Candidates will be enrolled in EDU4410 Classroom Development and their required Theory and Techniques course. Fieldwork for EDU4410 will start in August or early September in the classroom where the Candidate will do their student teaching. Starting at the beginning to the P-12 school year will allow the Candidate to observe how the Cooperating Teacher implements the classroom management plan for the upcoming school year. Fieldwork from the Theory and Techniques course will also occur in this classroom. If the Candidate is successful in this placement, the fall experience will turn into the student teaching experience for spring.

The student teaching experience will officially begin in December and run through the first week in May. Candidates will enroll in EDU4810 (10 credits) in the spring. Candidates who need multiple placements will complete their first placement and move on to their second placement by the first week of March. The student teaching experience is carried out in P-12 school buildings during regular school hours, following the school district calendar, and the supervising teacher's contractual agreement. The official student teaching experience lasts approximately 17 weeks.



Student teaching requires extensive planning and preparation time, as well as daily work within the classroom. Consequently, student teachers are discouraged from holding jobs and participating in college extra-curricular activities while student teaching. Experience has shown that student teachers with jobs or outside activities have difficulty fulfilling all commitments, and do not do as well in student teaching experience. Any Candidate who feels that he/she must hold a job while student teaching should discuss this matter with the Program Director and his/her College Supervisor.

## **GRADUATION**

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The following graduation requirements apply, in addition to all requirements stated in the *Baker College Catalog*. In order to graduate, Teacher Preparation Program Candidates must have a

- C or better in every course used toward certification, with the possible exception of general education courses.
- Cumulative grade point average (GPA) of 3.0 or higher.
- Grade point average (GPA) of 3.0 or higher in their major(s)/ minor, including transfer credits.

Candidates must submit a graduation packet to initiate the graduation process. Visit [baker.edu/graduation](http://baker.edu/graduation)

# **CERTIFICATION**

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## **Standard Teaching Certificate**

Candidates completing a bachelor's degree program will be recommended to the Michigan Department of Education (MDE) for a standard teaching certificate upon meeting all requirements. The Standard Teaching Certificate is Michigan's initial teaching license.

### ***Application***

The Baker College School of Education Teacher Certification Officer processes teaching certificate recommendations for Candidates on all campuses. The Certification Officer will distribute a customized certification packet to each Candidate during EDU4450.

The packet will include a cover letter, an application for certification, informational documents, and a customized checklist of required documents. Documents that must be submitted to the System Teacher Certification Officer include, but are not limited to:

1. *Application:* The Candidate must complete and return the application included in the packet.
2. *CPR/First Aid:* The Candidate must submit proof of current certification in first aid, adult cardiopulmonary resuscitation (CPR), and child CPR. This training must be from the American Red Cross, American Heart Association, or a comparable organization or institution that has been approved by the Michigan Department of Education (see link below for approved training). This proof must be in the form of photocopies of CPR/first aid certification cards (not originals), which must be valid at the time the Candidate is recommended for the teaching certificate.

[http://www.michigan.gov/documents/mde/Approved\\_First\\_Aid\\_and\\_CPR\\_Providers\\_397544\\_7.pdf](http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf)

3. *Student Teacher Exit Survey Confirmation:* The Candidate must submit proof of having completed the MDE Student Teacher Exit Survey. Specific instructions are provided in an e-mail from Michigan Department of Education.
4. *Teaching Certificates:* The Candidate must submit copies of any teaching certificates already held. (Substitute teaching permits need not be submitted.)
5. *Baker College Transcript:* The Candidate's official Baker College transcript will automatically be provided to the Teacher Certification Officer by the System Registrar's Office as soon as the Candidate is cleared for graduation from the program; has paid all Baker College account balances; and has completed a financial aid exit interview (if applicable). It is the Candidate's responsibility to submit a graduation packet to initiate this process. Visit: [https://my.baker.edu/ICS/My\\_Services/Graduation/Ceremony\\_Information.jnz](https://my.baker.edu/ICS/My_Services/Graduation/Ceremony_Information.jnz)

Additional requirements that must be verified by the System Teacher Certification Officer include, but are not limited to the following:

1. *Transfer Credits:* All transfer credits must be well documented and appropriate.
2. *Cumulative GPA:* The Candidate's cumulative grade point average must be 3.0 or above.
3. *Major(s)/Minor GPA:* The Candidate's major(s)/minor(s) grade point average must be 3.0 or above, including transfer credits.
4. *Course Grades:* The Candidate must have a C or better in every course used toward certification, with the possible exception of general education courses.
5. *Test Scores:* The Candidate must have passed the evidence-based reading/writing and mathematics SAT/ACT (if required), as well as relevant MTTC subject-area tests (level, major, and/or minor). Baker College must receive official test results directly from the testing company.
6. *Residency Requirement:* The Candidate must meet the residency requirement of at least 15 semester hours at Baker College in order to be recommended for any type of teacher certification, except for the first renewal of a standard teaching certificate, which requires six semester hours.

The State of Michigan periodically revises its teacher certification rules. Candidates must meet all requirements in effect at the time of certification.

Once all of a Candidate's documents and requirements are received and verified, the System Teacher Certification Officer will submit the official certification recommendation to the Michigan Department of Education within two to four weeks. MDE will bill the Candidate directly for the certificate; the fee for a standard certificate is currently \$160.

Certification questions should be directed to Amanda Wowra, the Baker College Teacher Certification Officer, at 989/729-3355 or [amanda.bladzick@baker.edu](mailto:amanda.bladzick@baker.edu).

## Qualifications of Newly Certified Teachers

Baker College graduates earning a Standard Elementary Teaching Certificates will be eligible to teach:

- All subjects in kindergarten through grade five,
- All subjects in kindergarten through grade eight self-contained classrooms, and
- Endorsed subjects in grades six through eight, according to the chart below.

Baker College graduates earning a Standard Secondary Teaching Certificates will be eligible to teach:

- Endorsed subjects in grades six through 12, according to the chart below.

Endorsement	Code	Holders of the Endorsement Can Teach These Classes in Any Grade Level for Which They Are Certified		
English	BA	Business Writing (offered for English credit) Drama (Study of literature) English Grammar	Great Books Language Arts (middle school only) Literature Poetry Shakespeare	Writing Writing for Publication (i.e., school newspaper) Yearbook
Language Arts	BX	English Journalism Language Arts	Literature Reading	Speech Writing Yearbook
Mathematics	EX	Algebra Arithmetic Calculus College Algebra	Geometry Mathematics Number Theory Pre-Algebra	Solid Geometry Statistics Trigonometry
Social Studies	RX	American Government Civics Current Events Eastern Hemisphere Economics Geography	Global Studies History Michigan History Political Science Social Studies U.S. History	U.S. History & Geography Western Hemisphere World History World History & Geography

*Based on Michigan Department of Education Office of Professional Preparation Services "Classes That Can Be Taught by Holders of Various Endorsements, as Impacted by NCLB," 2/20/2009*

## **What's Next?**

For up to date information and requirements about your teaching certificate and renewals please visit:

[https://www.michigan.gov/mde/0,4615,7-140-5683\\_57223-247108--,00.html](https://www.michigan.gov/mde/0,4615,7-140-5683_57223-247108--,00.html) to review the “Frequently Asked Questions”

