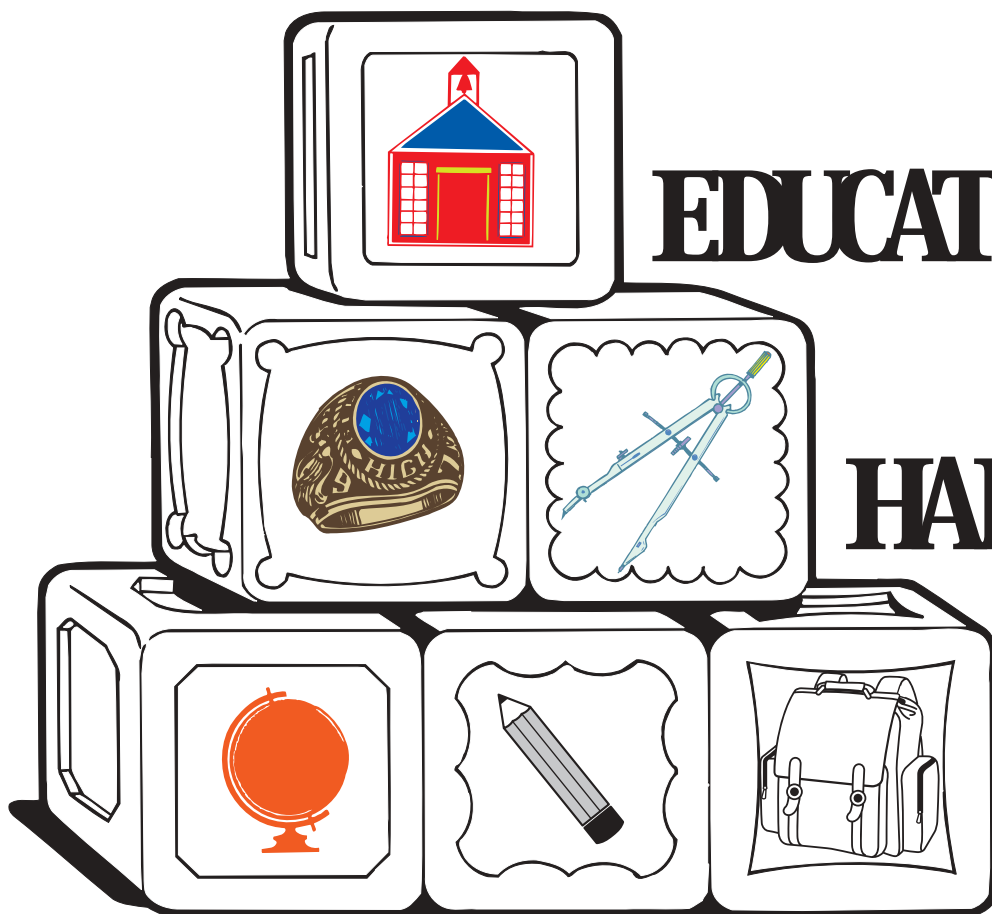


# TEACHER



# EDUCATION

# HANDBOOK

Teachers College Ball State University

information in this guide is current as of August 15, 2005

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Office of the Dean, Teachers College, Ball State University

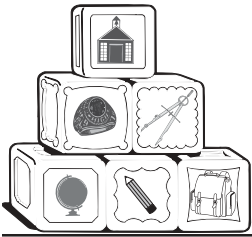


BALL STATE  
UNIVERSITY.

# Teacher Education Handbook

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## Welcome! Teacher Education Majors



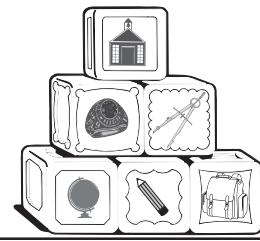
Roy A. Weaver  
Dean, Teachers College

For most of its history Ball State University has been recognized for its commitment to preparing outstanding teachers. That commitment remains strong today.

Our goal is to prepare future teachers who are uniquely and better prepared than others. A mark of distinction is that the entire teacher education program is built on a conceptual framework that emphasizes your building expertise and knowing how to engage learners in a variety of contexts. The laptop requirement, coupled with developing a digital portfolio, will provide you with a background in technology rarely matched in teacher education programs across the country. Participating in and understanding the value of lifelong learning and professional development through Professional Growth Plan (PGP) activities will provide another rare opportunity that few other teacher education students across the nation will have. The service-learning or civic engagement requirement, which enables you to give back to

communities through activities ranging from tutoring to writing curriculum units for use in a museum, adds another dimension to your preparation as a Ball State teacher education graduate that will help set you aside from others. Perhaps most important, you will be taught by faculty, most of whom have been licensed and have taught in schools, who value teacher education and are committed to preparing the nation's best teachers.

In this Handbook you will learn more about the unique and challenging characteristics of becoming a teacher at Ball State University. As a Ball State teacher education graduate myself and as the dean of Teachers College, I am particularly pleased to welcome you to teacher education!



# What Makes Ball State Teachers Distinctive: The Conceptual Framework for Professional Education at Ball State University

Programs to prepare teachers at Ball State University are built around a distinctive set of beliefs and commitments that our faculty hold. In other words, we have a *vision* that guides us in preparing teachers and helps us define the qualities we seek to instill in the teachers we prepare. As a graduate of a Ball State professional education program, you can be expected to display these distinctive qualities and characteristics as a professional teacher.

## Expertise

Ball State teachers understand that effective teaching requires a high level of professional skill and knowledge. Ball State teachers will

- ✎ have a deep and comprehensive knowledge of their subject matter,
- ✎ know and use the best practices in their teaching, and
- ✎ have a thorough understanding of students and how they develop and learn.

Graduates of the Ball State professional education programs will possess a level of know-how and a constant striving for expertise that will set them apart and mark them as outstanding teachers.

## Engagement

Ball State teachers understand that quality learning takes place when teachers are involved interactively with students and their environments. Ball State teachers will

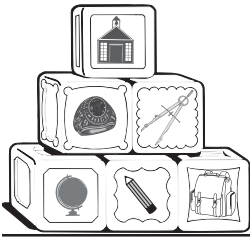
- ✎ ensure that teachers and learners interact and participate with each other and with objects and ideas;
- ✎ promote “hands-on” learning through collaboration, experimentation, and sharing; and
- ✎ be engaged with students, parents, and the community in which they teach.

Graduates of the Ball State professional education programs will possess a commitment to a rich, ongoing interaction with all aspects of their personal, intellectual, social, and professional environment that will set them apart and mark them as outstanding teachers.

## Context

Ball State teachers understand that learning takes place in many rich and varied contexts that students bring with them. Ball State teachers will

- ✎ appreciate the unique intellectual and cultural characteristics that students possess;
- ✎ recognize that students are active learners, capable of bringing their own unique resources into learning; and
- ✎ adapt learning experiences to the multiple contexts in which students live and grow.



Graduates of the Ball State professional education programs will possess a deep and comprehensive understanding of the contexts in which students develop, interact, grow, and learn that will set them apart and mark them as outstanding teachers.

## Preparing to Become a Licensed Teacher

Teachers must hold a professional license in order to teach. Degree programs in professional education at Ball State prepare candidates to obtain teaching licenses in the state of Indiana. Professional Education programs are designed to meet the requirements of the Division of Professional Standards (DPS) in the Indiana Department of Education, the agency which grants professional teaching licenses. Under the rules adopted by the DPS, teaching licenses in Indiana will show (1) what content area or areas the teacher is licensed to teach, and (2) in what developmental level or levels (school settings) the teacher is licensed to teach.

Under the DPS rules, a teacher can be licensed to teach in any of a number of content fields (e.g., mathematics, business, special education, music, foreign language) and at any of five different school settings (preschool, elementary/primary, elementary/intermediate, middle school/junior high, or high school).

For example, the license for a mathematics teacher would look like this:

**content area(s) qualified to teach:**  
mathematics

**school setting(s) qualified to teach:**  
junior high/middle school  
high school

An elementary teacher's license would look like this:

**content area(s) qualified to teach:**  
early childhood generalist  
middle childhood generalist

**school setting(s) qualified to teach:**  
elementary primary  
elementary intermediate

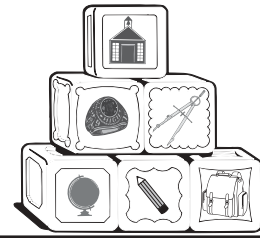
A music teacher's license might look like this:

**content area(s) qualified to teach:**  
vocal and general music

**school setting(s) qualified to teach:**  
all school settings

In order to receive a teaching license from DPS, the candidate must be recommended by the higher education institution from which his or her professional education training was received.

Reciprocal agreements between Indiana and other states allow for licenses to be granted in those states as well upon completion of a Ball State professional education program.



## Sample State of Indiana Teacher's License

*The following is not an exact replica but an attempt to give a reasonable presentation of the information a license could contain.*

# State of Indiana Instructional License

The State of Indiana in accordance with Indiana statutes and promulgated rules and regulations of the Indiana Professional Standards Board hereby grants the person named hereon a license to teach those subjects or to serve in the School Services or Administration areas as specified hereon.

*Issued: May 01, 2004*

*Expires: May 01, 2006*

License: 123456

Degree: BACHELOR

**Edna Krabapple**

*Early Childhood Generalist  
Middle Childhood Generalist*

*Elementary Primary  
Elementary Intermediate*

***Initial Practitioner***

*Assessment Program Required*

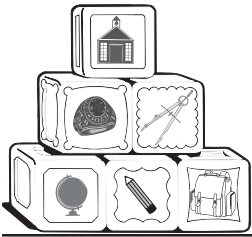
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***Original***

\_\_\_\_\_  
Executive Director

\_\_\_\_\_  
Chairman

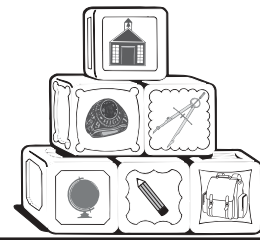
It is the teacher's responsibility to become informed of the requirements for renewal and/or professionalization as prescribed by statute and the Indiana Professional Standards Board. Furthermore, the teacher is responsible for providing all such evidence of eligibility to the issuing authority.



## Keys to Success

Completing your program and obtaining a teaching license will be a rigorous and demanding task. Here are some important things to keep in mind:

- ✓ **Get started right away.** Your professional education program will include several courses that are offered in a specific sequence, getting started right away will help you to graduate in a timely fashion.
- ✓ **Take your introductory course as soon as possible.** Find the intro course for the program you are pursuing (see “BSU Professional License Programs”) and register for it at your earliest opportunity.
- ✓ **Take the Praxis I (PPST) test as soon as possible.** This test must be passed in order for you to be admitted to your professional education program. You will not be able to take 300 or 400 level professional education courses if you have not passed this test.
- ✓ **See your advisor regularly.** Check your DAPR (Degree Audit Progress Report) and visit with your advisor often to be sure you are progressing as you should.
- ✓ **Take advantage of special opportunities.** Attend training sessions provided for learning how to use computer technology. Get involved in student and professional organizations.
- ✓ **Attitude is important.** Review the section on “Dispositions” in this handbook. There are high expectations for those who expect to become professional teachers.



## Ball State University Instructional License Programs

Under the new license system, each higher education institution in Indiana must determine which teaching license programs it will offer. A description of the instructional teaching license programs currently being offered at Ball State are as follows:

### Adapted Physical Education

This program prepares candidates to teach adapted physical education at all school levels. The overall goal of the APE License Program is to prepare pre-professionals to work with students with disabilities in a physical education setting. The program has established practical experiences in the public schools at the elementary and secondary levels. In addition, the APE License Program provides opportunities for the student to gain hands-on experience through three on-campus programs. Students studying in the APE License Program will provide activities and movement experiences for individuals with disabilities from 3 to 70 years. The introductory course for this program is PEP 161. For more information, contact Dr. Ronald Davis, HP 213, 285-1462, rdavis@bsu.edu, or go to the Department of Physical Education Web site: <http://www.bsu.edu/physicaleducation/teaching>.

### Business and Marketing Education

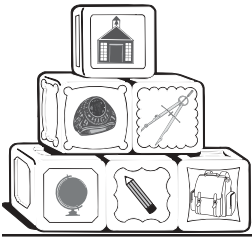
This program prepares candidates to teach a variety of business and marketing subjects in the middle and high school grades. This program requires a minimum of 126 credit hours and is located in the Department of Information Systems and Operations Management in the College of Business. The introductory course for this program is EDSEC 150. For more information, contact Dr. Betty Brown, Coordinator of Business and Marketing Teacher Education, WB 244, 285-3404, bbrown@bsu.edu.

### Chemistry

This program prepares candidates to teach chemistry at the junior high/middle and high school levels. The major requires 49-53 hours. The introductory course for this program is SCI 150. For more information, contact Dr. Robert J. Morris, CP305, 285-8060, rmorris@bsu.edu, or go to the Chemistry Department Web site: <http://www.bsu.edu/chemistry>.

### Computer Education

The Computer Education License (CEL) is a 21-hour addition to a standard license at the elementary, secondary, administrative, or all-grade levels. Teachers holding a CEL may teach computer applications at the grade level of their primary license. However, the target career path for teachers holding the CEL is as building- or district-level technology facilitators. This includes teacher and student support, professional development, curricular integration of technology, and the design, selection, evaluation, and deployment of hardware, software, and



Web-based solutions for K-12 teachers and students. When taken as part of an M.A. or Ed.S. in Curriculum and Educational Technology, the CEL is designed to prepare candidates for positions of technology leadership at the district level. Courses for the CEL may be taken at the undergraduate and graduate levels. Those courses include: curriculum integration of technology, digital media development, instructional design, technology policy and ethics, visual literacy, educational computing, school infrastructures, and distance education theory and technologies. Candidates with an elementary license may teach computer applications at the secondary level provided they complete a secondary methods and field placement sequence. For more information, contact Dr. Matthew Stuve, Department of Educational Studies, TC 829, 285-5484, [edtec@bsu.edu](mailto:edtec@bsu.edu), or visit the program Web site at <http://www.bsu.edu/edtec>.

### **Early Childhood Education**

Early Childhood Education prepares candidates to teach children in prekindergarten programs, kindergarten, and the primary grades. The introductory course for this program is EDEL 100. For more information, contact Dr. Patricia Clark, TC 208C, 285- 8571, [pclark@bsu.edu](mailto:pclark@bsu.edu), or go to the Student Handbook at the Department of Elementary Education Web site: <http://www.bsu.edu/elementaryeducation/>.

### **Earth/Space Science**

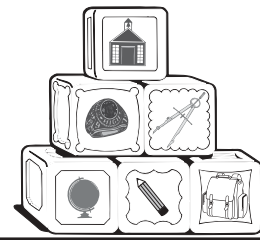
The Earth/Space Science Program is an interdisciplinary program housed in the Department of Geology. Within the Earth/Space Science Program you may choose to be licensed to teach at the senior high school level, Grades 9-12, the middle/junior high school level, Grades 5-8, or both middle/junior high and senior high school levels, Grades 5-12. For information, contact Dr. Jeffrey D. Grigsby, AR 100, 285-8264, [jgrigsby@bsu.edu](mailto:jgrigsby@bsu.edu); Department Chair Dr. Al Samuelson, AR 117, [asamuels@bsu.edu](mailto:asamuels@bsu.edu); or go to the Earth/Space Science Education Handbook at <http://www.bsu.edu/csh/geology/dept/essiii/essiii.htm> or the Department of Geology Web site at <http://www.bsu.edu/geology/>.

### **Elementary Education**

Elementary Education prepares candidates to teach all basic school subjects in the elementary primary and in the intermediate grades. Candidates also complete work in a self-selected concentration area to supplement their knowledge and skill base. The introductory course for this program is EDEL 100. For information, contact Dr. Jill Miels, TC 322, 285-8564, [jmiels@bsu.edu](mailto:jmiels@bsu.edu), or go to the Student Handbook at the Department of Elementary Education Web site: <http://www.bsu.edu/elementaryeducation/>.

### **English as a New Language (English as a Second Language)**

This program prepares candidates to teach all aspects of English as a Second Language (ESL) from kindergarten through high school. The English as a New Language (ENL) license



is added to an existing license. Thus, the program requires that the candidate complete a teaching license in standard licensure area. The program focuses on: the English language system, sociocultural and psychological aspects of ESL learning, theories of ESL instruction, and methods and materials for the teaching of ESL. A practicum is also included. The program requires 21 credit hours and is located in the Department of English. The introductory course for the program is ENG 220. For more information, contact Dr. Karen Lybeck, RB 387, 285-8409, kelybeck@bsu.edu.

### **Exceptional Needs: Mild Interventions —**

#### **Dual Major in Special Education and Elementary Education**

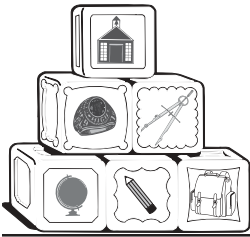
This program prepares candidates to teach in either a regular elementary education classroom or to teach students who require mild special education interventions to achieve their educational potential. Students who require mild interventions generally have problems in learning academic subjects due to learning and/or behavioral problems. This program prepares candidates to work with students who require mild intervention services at the early elementary and elementary levels. The program includes many opportunities for field-based experiences in schools and agencies. This program requires a minimum of 137 credit hours and is located in the departments of special education and elementary education. The introductory courses for this program are EDEL 100 and SPCED 201. For more information contact Mr. Harold Roberts (Elementary Education), hroberts@bsu.edu, or Dr. John Merbler (Special Education), TC 722A, jmerbler@bsu.edu, or go to the Department of Special Education Web site: <http://www.bsu.edu/spced> or the Department of Elementary Education Web site: <http://www.bsu.edu/elementaryeducation/>.

#### **Exceptional Needs: Early Childhood Special Education/Mild Interventions**

This program prepares candidates to teach young children who, because of developmental delays, require special education interventions to achieve their educational potential. This program prepares candidates to work with students from infancy through elementary age. The program includes many opportunities for field-based experiences in schools and agencies. This program requires a minimum of 126 credit hours and is located in the Department of Special Education. The introductory course for this program is SPCED 201. For more information contact Dr. Azar Hadadian, TC 722, ahadadia@bsu.edu, or go to the Department of Special Education Web site: <http://www.bsu.edu/spced>.

#### **Exceptional Needs: Hearing Impaired/Deaf (All Grade)**

This program prepares candidates to teach students who require special education services due to hearing disorders. Students who are hearing impaired or deaf generally require services related to speech and language, reading, and other academic subjects. Students in this program must develop fluency in American Sign Language (ASL). The hearing impaired/deaf program prepares candidates to work with students from early elementary school through high school. The program also leads to teacher licensing in mild interven-



tions at the early elementary and elementary school developmental levels. The program includes many opportunities for field-based experiences in schools and agencies including the option of completing a one-year residential practicum at the Indiana School for the Deaf in Indianapolis. This program requires a minimum of 132 credit hours and is located in the Department of Special Education. The introductory course for this program is SPCE 201. For more information contact Dr. Azar Hadadian, TC 722, [ahadadia@bsu.edu](mailto:ahadadia@bsu.edu), or go to the Department of Special Education Web site: <http://www.bsu.edu/spced>.

### **Exceptional Needs: Mild Interventions (All Grade)**

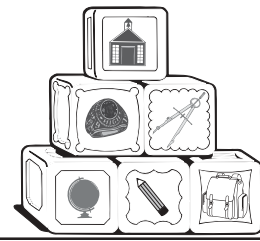
This program prepares candidates to teach students who require mild special education interventions to achieve their educational potential. Students who require mild interventions generally have problems in learning academic subjects due to learning and/or behavioral problems. This program prepares candidates to work with students from early elementary school through high school. The program includes many opportunities for field-based experiences in schools and agencies. This program requires a minimum of 126 credit hours and is located in the Department of Special Education. The introductory course for this program is SPCE 201. For more information contact Dr. John Merbler, TC 722A, [jmerbler@bsu.edu](mailto:jmerbler@bsu.edu), or go to the Department of Special Education Web site: <http://www.bsu.edu/spced>.

### **Exceptional Needs: Severe/Intense Interventions (All Grade)**

This program prepares candidates to teach students who require intensive special education interventions to achieve their educational potential. Students who require intense interventions generally have severe problems in learning, behavior, and/or mobility due to serious medical conditions. This program prepares candidates to work with students from early elementary school through high school. The program also leads to teacher licensing in mild interventions at the early elementary and elementary school developmental levels. The program includes many opportunities for field-based experiences in schools and agencies. This program requires a minimum of 126 credit hours and is located in the Department of Special Education. The introductory course for this program is SPCE 201. For more information contact Roberta Richardson, TC 722, [01rmrichards@bsu.edu](mailto:01rmrichards@bsu.edu), or go to the Department of Special Education Web site: <http://www.bsu.edu/spced>.

### **Exceptional Needs: Visually Impaired (All Grade)**

This program prepares candidates to teach students who require special education services due to visual impairment. Students who are visually impaired or blind generally require services related to academic subjects, communication, and orientation and mobility. The visual impairment program prepares candidates to work with students from early elementary school through high school. The program includes many opportunities for field-based experiences in schools and agencies, and culminates in a summer practicum at the Indiana School for the Blind. This program requires approximately 18 hours of coursework. The program is offered only at the graduate level. Students must possess a valid teaching license



in mild interventions to be eligible for this program. The introductory course for this program is SPCED 651 The Eye, Its Functions and Health. For more information contact Dr. John Merbler, TC 722, [jmerbler@bsu.edu](mailto:jmerbler@bsu.edu), or go to the Department of Special Education Web site: <http://www.bsu.edu/spced>.

### **Family & Consumer Sciences**

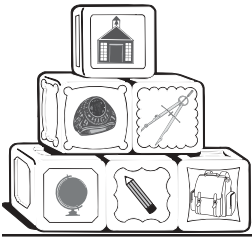
This program prepares candidates to teach Family and Consumer Sciences Education at the junior high/middle and high school levels. Family and Consumer Sciences areas include child development, nutrition and foods, consumer economics, housing and interiors, interpersonal relationships, textiles and fashion technologies, wellness, adult roles and responsibilities, and orientation to life and careers. The introductory course for this program is EDSEC 150 (offered fall only). For more information, contact Dr. Joan McFadden, AT 201A, 285-5941, [jmcfadden@bsu.edu](mailto:jmcfadden@bsu.edu), or go to the Department of Family and Consumer Sciences Web site: <http://www.bsu.edu/fcs/>.

### **Foreign Language Education**

The Foreign Language Education Program prepares candidates to teach one or more of the following languages: French, German, Japanese, Latin, and Spanish in junior high, middle school, and high school. In order to further enhance language abilities and develop cultural awareness, candidates participate in an intensive study program where the target language is spoken. The Foreign Language Education Program requires a minimum of 127 credit hours and is located in the Department of Modern Languages and Classics. The introductory course for this program is FL 150. For more information, contact Dr. Christopher Luke, North Quad 242B, 285-2445, [clluke@bsu.edu](mailto:clluke@bsu.edu), or go to the Handbook for Foreign Language Teacher Candidates at <http://www.bsu.edu/web/flteaching/webs/handbook.htm>, or the Department of Modern Languages and Classics Web site at <http://www.bsu.edu/languages>. There is also a Foreign Language Teaching Majors home page at <http://www.bsu.edu/web/flteaching/>.

### **Health (Teaching Major in School Health Education)**

This program is designed to prepare middle school, junior high, and secondary teachers in health education who are (1) professionally knowledgeable, (2) effective decision-makers, (3) technically proficient, (4) experientially broad, (5) human relations oriented, (6) socially aware, and (7) future oriented. Coursework and related experiences provide opportunities to relate principles and theories to actual practice in a variety of classrooms and schools. The program is located in the Department of Physiology and Health Science. The introductory course for this program is EDSEC 150 or SCI 150. For more information, contact Dr. Denise Seabert, CL 326K, 285-8348, or go to the School Health Education Teaching License Handbook: <http://www.bsu.edu/physiology/media/pdf/hlthteachinglicensehndbk.pdf>, or to the Department of Physiology and Health Science home page at <http://www.bsu.edu/physiology-health>.



## **Journalism**

This program prepares candidates to teach journalism and mass communications to high school students. Candidates will also be qualified to supervise and advise high school publications including yearbook, newspaper, magazine and on-line publications. This program allows candidates the opportunity to work with local high school students to help train them for their future roles in the journalism classroom. This program requires a minimum of 126 credit hours and is located in the Department of Journalism. For more information, contact Brian Hayes, AJ 304, 285-8900, bhayes@bsu.edu, or go to the Department of Journalism Web site: <http://www.bsu.edu/journalism>.

## **Language Arts**

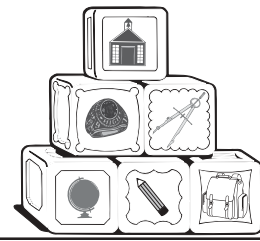
This program is designed to prepare candidates for teaching English/language arts in junior high/middle school and high school. Students complete a core of common courses, then choose a concentration area in English or communication studies to provide greater depth of content knowledge in their area of teaching interest. The introductory course for this program is EDSEC 150. For more information contact Dr. Patrick Collier, RB 295, 285-8574, pccollier@bsu.edu, or go to the Department of English Web site at <http://www.bsu.edu/english>.

## **Library/Media**

This program prepares candidates to perform the teaching activities and work of a Library Media Specialist in an elementary, junior high/middle, or high school. Candidates who complete the program become certified in both library media and computer education. This program requires a minimum of 126 credit hours and is located in the Department of Educational Studies. Each candidate completes a practicum as well as field experiences associated with other courses and student teaching in a library media center. The introductory course for this program is EDSEC 150. For more information, contact Dr. Patricia F. Beilke, TC 811, 285-5477, pbeilke@bsu.edu, or go to the Department of Educational Studies Web site at <http://www.bsu.edu/edstudies>.

## **Life Sciences (High School)**

This program prepares candidates to teach high school life science courses. (Those wishing to add a middle school/junior high license in general science with a life science concentration will require an additional semester of course work.) Candidates complete work in several supporting sciences to enhance their knowledge and skill base in the biological field. This program requires a minimum of 134 credit hours and is located in the Department of Biology. The introductory course for this program is SCI 150. For more information, contact Dr. Melissa Mitchell, CL 168B, 285-8826, mmitchell@bsu.edu, or go to the Life Science Handbook at [http://www.bsu.edu/web/biology/secondary\\_science\\_teachers.htm](http://www.bsu.edu/web/biology/secondary_science_teachers.htm), or go to the Department of Biology Web site at <http://www.bsu.edu/biology>.



### **Life Sciences (Middle School/Junior High)**

This program prepares candidates to teach general science at the middle school/junior high level with a life science concentration. (Those wishing to add a high school license in life science will require an additional semester of course work.) Candidates complete work in several sciences to enhance their knowledge and skill base. This program requires a minimum of 132 credit hours and is located in the Department of Biology. The introductory course for this program is SCI 150. For more information, contact Dr. Walter Smith, CL 171B, 285-8840, [wsmith@bsu.edu](mailto:wsmith@bsu.edu); Dr. Melissa Mitchell, CL 168B, 285-8826, [mmitchell@bsu.edu](mailto:mmitchell@bsu.edu); or Dr. Shireen Desouza, CL 226A, 285-8856, [jmdesouza@bsu.edu](mailto:jmdesouza@bsu.edu), or go to the Life Science Handbook at [http://www.bsu.edu/web/biology/secondary\\_science\\_teachers.htm](http://www.bsu.edu/web/biology/secondary_science_teachers.htm), or go to the Department of Biology Web site at <http://www.bsu.edu/biology>.

### **Mathematics**

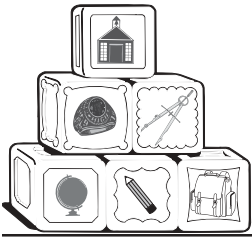
This program prepares candidates to teach mathematics in junior high/middle school and high school. This 128-hour program requires 48 hours of content mathematics and 42 hours of professional education courses. The introductory course for this program is MATHS 150. For more information, contact Dr. Dale Umbach, RB 465, 285-8640, [dumbach@bsu.edu](mailto:dumbach@bsu.edu), or go to the Student Handbook for Mathematics Teachers at <http://www.bsu.edu/math/MathTeachingHandbook.htm>, or to the Department of Mathematical Sciences Web site at <http://www.bsu.edu/math/>.

### **Music: Instrumental and General Music**

This program prepares candidates to teach instrumental and general music in Grades P-12. The Music Education Program at Ball State University is one of the leading music teacher-training programs in the nation. Candidates actively participate in teaching situations both inside and outside the university classroom every semester of their four-year program. The introductory course for this program is MUSED 100. For more information, contact Dr. Don Ester, MU 407B, 285-5406, [dester@bsu.edu](mailto:dester@bsu.edu), or go to the Music Education Student Handbook at <http://www.bsu.edu/web/cfa/music/mused/handbook/>, or to the Division of Music Education Web site at <http://www.bsu.edu/web/cfa/music/mused>.

### **Music: Vocal and General Music**

This program prepares candidates to teach vocal and general music in grades P-12. The Music Education Program at Ball State University is one of the leading music teacher-training programs in the nation. Candidates actively participate in teaching situations both inside and outside the university classroom every semester of their four-year program. The introductory course for this program is MUSED 100. For more information, contact Dr. Don Ester, MU 407B, 285-5406, [dester@bsu.edu](mailto:dester@bsu.edu), or go to the Music Education Student Handbook at <http://www.bsu.edu/web/cfa/music/mused/handbook/>, or to the Division of Music Education Web site



at <http://www.bsu.edu/web/cfa/music/mused>.

### **Physical Education**

This undergraduate teaching major prepares candidates to teach physical education from pre-kindergarten through Grade 12. The program emphasizes such topics as fitness and wellness, development and assessment, movement exploration, motor development, anatomy, physiology, scientific techniques in observing and analyzing skill performances, as well as a thorough preparation in teaching methods. Most semesters students participate in practicum experiences with children. The use of technology in physical education is another area of emphasis. The program has high expectations for candidates and expects them to be engaged in the major while becoming expert teachers at all levels and in all contexts. The introductory course for this program is PEP 161. For more information, contact Dr. Arlene Ignico, HP 221, 285-5169, [aignico@bsu.edu](mailto:aignico@bsu.edu), or go to the School of Physical Education, Sport and Exercise Science Web site at <http://www.bsu.edu/physicaleducation/teaching>.

### **Physical Sciences (Physics Concentration)**

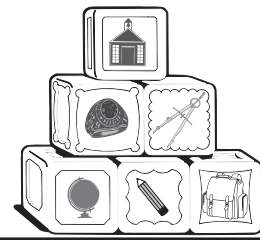
The 4-year Physical Science Program prepares candidates to teach high school chemistry and high school physics; the 4 1/2-year Physical Science Program prepares the candidates to also teach middle school physical science. The 4-year and 4 1/2-year programs require a minimum of 128 and 146 credit hours, respectively and are located in the Department of Physics and Astronomy. The introductory course for both programs is SCI 150. For more information, contact Dr. David R. Ober, CP 101, 285- 8860, [dober@bsu.edu](mailto:dober@bsu.edu), or go to the Physical Science handbook at the following website: <http://www.bsu.edu/physics/media/pdf/thb.pdf>, or go to the Physics and Astronomy departmental Web site at the following address: <http://www.bsu.edu/physics/>.

### **Physics**

The 4-year Physics Program prepares candidates to teach high school physics; the 4 1/2-year program with the middle school physical science option prepares the candidates to also teach middle school physical science. The 4-year and 4 1/2-year programs require a minimum of 126 and 139 credit hours, respectively, and they are located in the Department of Physics and Astronomy. The introductory course for both programs is SCI 150. For more information, contact Dr. David R. Ober, CP 101, 285- 8860, [dober@bsu.edu](mailto:dober@bsu.edu), or go to the Physical Science handbook at the following website: <http://www.bsu.edu/physics/media/pdf/thb.pdf>, or go to the Department of Physics and Astronomy Web site at the following address: <http://www.bsu.edu/physics/>.

### **Social Studies Education**

This program is designed to prepare social studies teachers to work with students in middle school/junior high and high school settings. In addition to completing university core



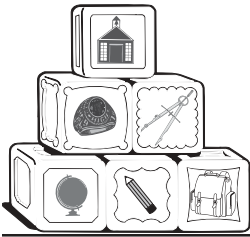
curriculum requirements and the professional education sequence, all students seeking to become candidates for licensure in social studies will, via course completion and performance assessment, demonstrate subject matter mastery in the following individual disciplines that comprise the social studies licensure area: economics, geography, government, psychology, sociology, and historical perspectives (United States and world history). Social studies teaching candidates must choose three of these licensure subject areas for their concentration. Those who choose historical perspectives as an area of concentration must complete 27 hours in both United States and world history, complemented by preparation in two other social studies subject areas (15 hours each), and three courses (9 hours) from the three remaining areas, totaling 66 hours. Those candidates that do not choose historical perspectives as an area of concentration must be prepared in three other social studies subject areas (15 hours each), and three other courses (9 hours) from the remaining areas, in addition to a course in world cultures (ANTH 101), totaling 57 hours. The introductory course for this program is EDSEC 150. This program is located in the Department of History. For more information, contact Dr. Dean Cantu, BB 209, 285- 8621, [dcantu@bsu.edu](mailto:dcantu@bsu.edu), or go to the Social Studies Teachers' Handbook: <http://www.bsu.edu/web/dcantu/socialstudieshandbook.pdf>, or the Department of History Web site: <http://www.bsu.edu/history/>. You may also consult the Social Studies Teachers' Standards home page: <http://www.bsu.edu/web/dcantu/ssstandards/index.htm>, or the Social Studies Teaching Major Decision Points Web page: <http://www.bsu.edu/web/dcantu/sstm/>.

### **Technology Education**

This program prepares candidates to teach technology education at the junior high / middle school and high school level. Technology educators help secondary students learn about the human designed and built world. Coursework in public schools include topics such as transportation, construction, design, and engineering. All secondary courses involve action-based classroom and laboratory instruction. Ball State majors in technology education gain Indiana certification as technology education teachers through a 129-hour program of study. The introductory course for this program is ITEDU 195. For more information, contact Dr. Richard D. Seymour, AT 217, 285-5652, [rseymour@bsu.edu](mailto:rseymour@bsu.edu), or go to the Department of Industry and Technology Web site: <http://www.bsu.edu/itech>.

### **Theater Arts**

The Theatre Education Major is intended for students wanting to earn an Indiana secondary education teacher's license to teach theater arts. The major provides a broad foundation in performance, theatre design and technology, and theatre history to prepare the future teacher for all areas of a high school drama curriculum and production program. The major requires 38-41 credit hours, in addition to 39 credit hours in professional education courses. All theatre students also complete a strong core of liberal arts courses. The introductory course for this program is EDSEC 150. For further information, contact Kate Jordan,



AC309D, 285-0979 or 285-8740, kajordan@bsu.edu, or go to the Department of Theater and Dance Web site: <http://www.bsu.edu/theatre>.

## Visual Arts

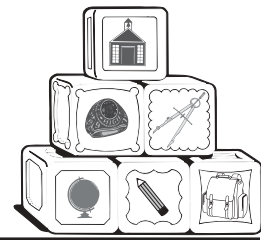
This program prepares candidates to teach the visual arts (art history, art criticism, aesthetics, art production) at all school levels. Visual arts education majors engage in a rigorous program of study emphasizing the discipline-based art education curriculum. Art education courses are comprised of a four-course sequence which must be balanced against 18 hours of K-12 licensure courses, over 50 hours of studio media courses, and 12 hours of art history courses. Students are exposed to a wide range of teaching models in the four disciplines of art content (history, criticism, aesthetics, and studio) and must complete art teaching practica on the elementary, middle-school, and high school levels prior to student teaching. The introductory course for this program is EDSEC 150. For further information, contact Dr. Michael Prater, AJ 259, 285-5845, [mprater@bsu.edu](mailto:mprater@bsu.edu), or go to the Visual Arts Education Web site: <http://www.bsu.edu/art/articles/0,,25896--,00.html> or the Department of Art Web site: <http://www.bsu.edu/art/>.

## Standards

A primary feature of the new licensure system is that it is based on *standards*. Under the new rules from the Division of Professional Standards (DPS), teachers are given licenses only when it has been demonstrated that they have met *standards* established by the DPS. Ball State professional education programs are designed to help candidates meet the required standards and thus ensure that they will be recommended for licenses when they complete their degree programs. There are three basic sets of standards that candidates must meet.

### **The Interstate New Teacher Assessment and Support Consortium (INTASC) Principles**

The Interstate New Teacher Assessment and Support Consortium (INTASC) is an organization composed of the chief state school officers of the various states. INTASC has developed a set of 10 principles that describe what beginning teachers ought to know and be able to do. The INTASC principles have been adopted by the IPSB as the foundational standards which all beginning teachers in Indiana must meet. These 10 standards form the foundation of all Ball State professional education programs. Each of the standards outlines the kinds of *knowledge*, *performance*, and *dispositions* expected of beginning teachers. As you pursue your teaching degree and recommendation for licensure from Ball State, these standards will be a central focus in your classes, and your performance in relation to these standards will be continually monitored. Visit the Web page <http://www.ccsso.org/content/pdfs/corestrd.pdf>.



## **Division of Professional Standards (DPS) Content Standards**

The DPS Content Standards have been developed for every teaching area in which Indiana licenses are available. These standards outline what teachers need to know about their field, and what they need to be able to do to communicate that knowledge to students effectively. Like INTASC, *knowledge*, *performance*, and *dispositions* about each specific content area are included. When you begin your degree program in professional education, you will be required to obtain a copy of the standards for your chosen content area and to use them as a guide throughout your program. Visit the Web page <http://www.doe.state.in.us/dps/standards/teacherindex.html>.

## **Division of Professional Standards (DPS) Developmental Standards**

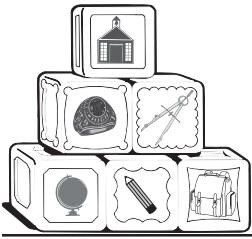
In addition to requiring knowledge about their content fields, the DPS requires that teachers have a deep understanding of, and ability to work with, the *students* they will be teaching. The DPS Developmental Standards describe the *knowledge*, *performance*, and *dispositions* that are important in teaching students at various ages. Standards have been developed for early childhood, middle childhood, early adolescence, and adolescent/young adult levels. As you prepare to become a teacher, you will also be required to obtain a copy of the standards for the developmental levels you will be licensed to teach, and to use them as a guide throughout your program. Visit the Web page <http://www.doe.state.in.us/dps/standards/teacherindex.html> for details.

## **The National Educational Technology Standards for Teachers (NETS•T)**

These standards outline what beginning teachers should know and be able to do with respect to the use of technology in the profession of teaching. Ball State University has adopted these standards as part of its professional education programs. Students who prepare to become teachers at Ball State University will need to meet these standards in addition to the INTASC and DPS standards. Visit the Web page <http://cnets.iste.org/> for details.

## **The Indiana Academic Standards**

There is one more set of standards that you will need to become very familiar with during your teacher preparation program at Ball State. These are the standards that have been established for the students in Indiana's PreK-12 schools. As a part of your program, you will be required to show that you can teach students effectively in a way that demonstrates learning in relation to these standards. You will be expected to obtain and use the Indiana Academic Standards related to the content and developmental levels you will be licensed to teach. Visit the Web page at <http://ideanet.doe.state.in.us/standards/welcome.html> for details.



## General Requirements

Under the Indiana license rules, candidates cannot get a recommendation for a teaching license by simply passing required classes. Candidates must be able to *demonstrate* that they know and are able to do the things that are specified in the standards. This requires that *performance assessments* be carried out during the professional education program. As you move through your program, a number of different kinds of performance assessments will take place to assess your knowledge, your performance, and your dispositions for being a professional teacher. The following is an overview of the general requirements on which you will be assessed.

### Academic Performance

Certain grade point averages (GPA) will be required for your overall performance in your college courses and in your major content area courses. Some courses will require a specific grade (usually C or better) in order to advance in the program.

### Standardized Tests

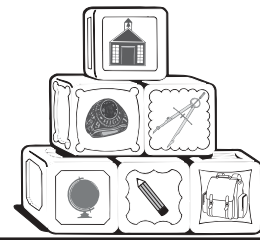
Acceptable scores on two nationally standardized tests --one dealing with basic skills in reading, writing, and mathematics, and one dealing with knowledge of your content field --will be required.

#### Praxis I: PPST

The Praxis I: PPST (Pre-Professional Skills Test) is a basic skills test that consists of three separate tests: Mathematics, Reading and Writing. These tests are administered on Saturdays usually six times each year on-campus. The text may also be taken by computer. Visit the Learning Center in North Quad for details. Students are required to complete the Praxis I: PPST with the following scores: Mathematics 175, Reading 176, Writing 172. The test is required for admission to teacher education. You should plan to take the PPST as soon as possible. See pages 29-31 of this handbook for important details about taking this test.

#### Praxis II: Subject Assessment

The Praxis II: Subject Assessment tests are also administered on Saturdays several times each year. The tests required are dependent upon the license major. Very few majors require no specialty area exams. To obtain complete details about which exams are required and the passing scores see our separate document, "License Tests and Passing Scores," which is also available from the Office of Teacher Education Services. This test is required for graduation.



To obtain information about registering for the tests, exact test dates, registration deadlines, where they are administered (all over the country), etc., refer to the Education Testing Service Web page: <http://www.ets.org/praxis>. Also, be sure to read carefully the important details for taking Praxis tests in the Resources section of this handbook.

## Performance Artifacts

Instructors in your classes will have you complete performance tasks and produce artifacts of various kinds that demonstrate your performance on the IPSB Content and Developmental Standards. Performance artifacts may take the form of

- ✧ classroom performance by the candidate, either live or by video;
- ✧ interview(s) of the candidate about his/her performance;
- ✧ lesson artifacts, such as lesson plans or teaching materials produced by the candidate;
- ✧ on-demand tasks, such as impromptu speaking or writing in class;
- ✧ paper and pencil tests;
- ✧ products reflecting the learning of the candidate's students;
- ✧ testimonials – evidence gathered from others about the candidate's performance.

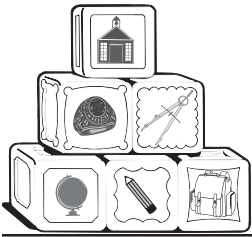
## Digital Portfolios

All students who are pursuing programs leading to a teaching license will complete a digital portfolio. The portfolio will begin in the introductory course and will be further developed throughout the program. The digital portfolio will be a major source of information and assessment about the student's progress toward recommendation for a teaching license.

The digital portfolio is organized around the ten INTASC principles. These principles describe the characteristics that a successful beginning teacher should demonstrate. At each step in the teacher preparation program, candidates will submit reflective statements describing how they are developing as professionals in relation to each of the ten INTASC principles. These statements will be reviewed by faculty as a means of assessing each candidate's progress, and to give the candidate useful feedback. As candidates move through their programs, these reflections will provide valuable insights for faculty, and for candidates themselves, about their development as emerging professional educators.

In addition to providing reflective statements about their progress, candidates will also submit digital artifacts along with rationale for each artifact. The artifacts may include text, graphics, audio and video pieces, lesson plans, interviews, or any other type of item that has been digitally prepared. The rationale is an articulated narrative explaining the connections between the artifact and a particular standard. An artifact is required for only one of the INTASC reflections at the introductory course level. At succeeding levels, additional artifacts are required for additional standards. At the final Decision Point (Student Teaching) artifacts are required for all ten of the INTASC principles.

The digital portfolio will be a valuable tool that candidates may use for a variety of purposes. Digital artifacts may be created in various classes and may be stored for future use during student teaching or to prepare a professional portfolio to show prospective employers.



Training will be provided to enable students to create and maintain their digital teaching portfolio. This training will provide the candidate important technological skills that will enhance his/her ability to teach using the latest technologies.

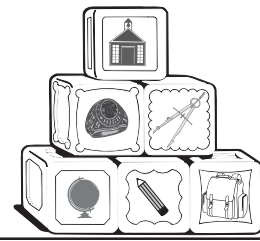
## **Dispositions**

Being a successful teacher requires more than simply knowing subject matter and knowing how to teach. Because the attitudes and values shown by teachers are important indicators of success, Ball State faculty members will be looking for evidence of the kinds of dispositions candidates display as they move through their programs.

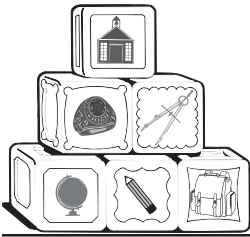
Dispositions related to the Conceptual Framework themes of expertise, engagement and context are a critical element in each program of study. Graduates of Ball State University's professional education unit should bear a distinctive level of professionalism by virtue of their undergraduate preparation and commitment to excellence.

A central goal of the University is to assess the nature of development in each preservice candidate. The following considerations guide the assessment of dispositions of teacher preparation candidates at Ball State University:

1. Expectations in regard to dispositions will take into account the developmental level of preservice candidates. The attitudes, behaviors, and professional conduct of all candidates should be enhanced progressively over the course of their program of study.
2. Every candidate will receive a rubric rating at each Decision Point, not just those who show exemplary professional conduct or deficiencies in their professional behavior. Each licensure area will determine the mechanism of review (within the Decision Point structure) in their major.
3. A standard rubric form (see p. 24) will be completed and the data reported to Teachers College at the completion of Decision Points 1, 2, and 3.
4. A copy of the completed form will be provided to each candidate following the review at each Decision Point.
5. It is expected that all preservice candidates will achieve at least a "basic rating" throughout their program of study.
6. Whenever a candidate earns an "unsatisfactory rating" in any theme at a Decision Point, he/she must meet with the licensure area designee to determine the major issue(s) and a corrective course of action.



7. If a preservice candidate receives an “unsatisfactory rating” in a theme at Decision Point 1 or 2, he/she must achieve at least a “basic rating” in that theme at the next Decision Point or the candidate will not be allowed to continue through the program of study.
8. If a candidate receives an “unsatisfactory rating” in any theme at Decision Point 3, then he/she must complete corrective actions prior to enrolling in student teaching.
9. A candidate may file a written appeal of an “unsatisfactory rating” at Decision Point 2 or 3 that results in his/her exclusion from the program of study. There are three permissible bases for an appeal: (1) the rating and/or exclusion was arbitrary or capricious, (2) the rating and/or exclusion violated applicable University policies or procedures, and/or (3) the rating and/or exclusion was the result of unlawful discrimination. Such appeal must be received in the Office of the Dean of the Teachers College within five (5) school days of the date of delivery of the “unsatisfactory rating.” The Dean of the Teachers College or his/her designee shall review all relevant documentation, interview the candidate and other concerned parties, and decide whether the “unsatisfactory rating” and exclusion from the program of study should be upheld or reversed. This decision will be made as soon as reasonably possible, generally within five (5) school days of receipt of the written appeal. If, based on this review, the Dean of the Teachers College or his/her designee upholds the “unsatisfactory rating” and exclusion from the program of study, such decision shall be final. If the Dean of the Teachers College or his/her designee reverses the “unsatisfactory rating” and/or exclusion from the program of study, he/she shall decide the appropriate remedy, after consulting with the Chair of the Department that is responsible for the candidate’s program of study. This decision shall be final.
10. Nothing in the university-wide assessment system will prevent the development and implementation of additional means of assessing professional dispositions unique to specific programs or licensure areas.



## Rubric For The Assessment of Dispositions Form

Name: \_\_\_\_\_ Decision Point: \_\_\_\_\_

Program of Study: \_\_\_\_\_

Directions: Circle the appropriate rating for the candidate in regard to each of these three themes from the Ball State University Conceptual Framework . . . .

### COMMITMENT TO ACADEMIC EXPERTISE

Unsatisfactory	Basic	Proficient	Distinguished
Shows little interest or motivation with regard to class work and academic performance.	Completes academic work at an acceptable level.	Completes required work on time and performs above average academically	Strives for excellence. Completes work with a high degree of skill and accuracy.

### ENGAGEMENT WITH PEOPLE AND IDEAS

Unsatisfactory	Basic	Proficient	Distinguished
Does not tend to engage with people or ideas, accept other people, or see other points of view.	Interacts with ideas and people when necessary, acknowledges other people and their point of view.	Works easily with people and ideas, and genuinely accepts others and their point of view.	Actively seeks out people and ideas, engages with people and appreciates their point of view.

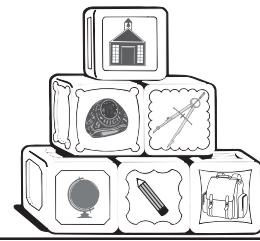
### DISPLAY OF APPROPRIATE ATTITUDES/BEHAVIORS RELATED TO PROFESSIONAL CONTEXTS

Unsatisfactory	Basic	Proficient	Distinguished
Shows little awareness or respect for professional conventions or expectations in terms of behavior and performance.	Shows awareness of professional conventions and expectations in terms of behavior and performance.	Shows respect for the teaching profession. Consistently meets professional expectations in terms of performance and behavior.	Shows a high regard for the teaching profession and strives to meet its highest behavioral and performance standards and expectations.

Comments: \_\_\_\_\_

\_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_



## Professional Growth Plan

Candidates in professional teaching programs are required to complete a “Professional Growth Plan (PGP)” as a part of their studies. This activity is designed to help candidates meet important standards that are not covered sufficiently in regular course work and to establish habits of professional growth that will be expected of them when they become teachers. By each of these points—admission to teacher education, admission to student teaching, and recommendation for licensure—each candidate will complete a minimum of three on-line modules or on-site workshops to carry out his/her professional growth plan.

The PGP modules may include on-line investigations, participation in meetings of professional societies, community-based workshops, and specialized training opportunities in specific content areas or in professionally related areas. Examples might include

- ✎ a module on Montessori education prepared by faculty in educational foundations;
- ✎ participation in youth empowerment activities connected with the elementary education program;
- ✎ a specialized module on science teacher education and career development;
- ✎ a module integrating video, audio, and text discussing the importance of communication with communities and families.

These are illustrations only. A large selection of PGP modules is being developed and will be listed on-line, along with procedures for selection and completion. Candidates will be responsible for registering and completing modules on time.

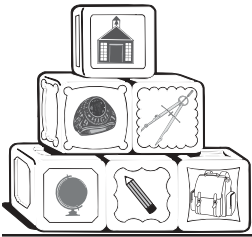
Candidates for licenses in secondary or all-grade programs (except special education) will be required to complete modules dealing with “reading” and “exceptionalities” at each decision point. This work will insure that candidates have a professional grounding in dealing with literacy issues and with exceptional learners when they become teachers. The third module may be in an area of the candidate’s own choosing, or may be selected based on advisement by faculty in his/her licensure area. Candidates in other areas select modules according to their professional needs or interests, or by advisement from faculty. Each module or workshop will require a maximum of 8 hours to complete.

## Steps in Completing Your Professional Education Program

To complete a teacher education program and to be recommended for licensing by Ball State, the candidate must move through four program points:

### Identification with Professional Education

A student who wishes to pursue a professional teaching license at Ball State must enroll in an introductory course. In this course, the student will learn about the standards and expectations for his/her teaching field. Students will develop his/her professional portfolio and must successfully pass a dispositions assessment. Exposure to PreK-12 students in a field experience will assist the candidate in confirming his/her decision to pursue a professional



education degree. With the successful completion of this class, the candidate is a *Professional Education Aspirant*.

### **Admission to Teacher Education**

A candidate must be formally admitted to the Teacher Education Program in order to register for 300 or 400 level professional education courses. This allows the candidate to begin the study of teaching methods and participate in field experiences with PreK-12 students. Admission to Teacher Education requires passing the Pre-Professional Skills Test (PPST), successfully passing specified courses, demonstrating specified content area knowledge and technology skills, successfully passing a review of the professional portfolio and dispositions assessment. With admission to teacher education, the candidate becomes a *Professional Education Pre-Candidate*.

### **Admission to Student Teaching**

Admission to student teaching is based on successful completion of specified courses, maintaining an acceptable GPA, demonstrating proficiency in preparing and teaching lessons, demonstrating a high level of content area knowledge and technology skills, and successfully passing a third review of the developing professional portfolio and dispositions assessment. With admission to student teaching, the student becomes a *Professional Education Candidate* and enters into the final phase of professional preparation.

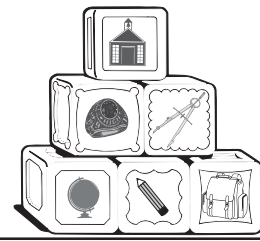
### **Recommendation for Licensure**

Recommendation for licensure is based on successful completion of the entire professional education program, including completion of all degree requirements, acceptable GPA levels, completion of the Praxis II test of content knowledge, successful completion of student teaching, demonstrating the highest level of content area knowledge and technology skills, and successful completion of the student teaching portfolio and dispositions assessment. With completion of the program and recommendation for licensure, the candidate becomes a *Professional Educator*.

*Note.* Details about moving through your specific licensure program may be found in the handbook for your license area.

## **Applying for a Teaching License**

When candidates complete their programs, they are eligible to be recommended for a teaching license. License applications can be obtained from the Office of Teacher Education Services. Completed applications are returned to that office along with the necessary fee and the Indiana State Police Limited Criminal History report. The Office of Teacher Education Services confirms eligibility and verifies that the candidate has passed the necessary licensure exams. The application is then submitted to the Standards Board. The license is usually



issued within three to four weeks. The Initial Practitioner license is valid for two years. Beginning with the 2004-2005 academic year, candidates will be able to submit their initial application on line. Please contact the Office of Teacher Education Services for information on this option.

The application for a license requires that each applicant answer the following questions, among others:

- ✎ Have you ever had a credential, certificate, or license to teach denied, revoked, or suspended in Indiana or in any other state?
- ✎ Have you ever been convicted of a felony or misdemeanor?
- ✎ Have you been convicted of a misdemeanor other than minor traffic violations since January 15, 1994?

If the answer to either of those questions is “Yes” the applicant must provide a written statement of explanation.

Any individual desiring to become a teacher (or other professional school personnel) should observe the following suggestions:

- ✎ Do not become involved in any activities which could possibly lead to a felony or misdemeanor conviction even if they are not considered “serious” by some individuals.
- ✎ If such a conviction does happen, before proceeding any further with a teaching curriculum, have your attorney contact the Indiana Professional Standards Board to see if the conviction would disqualify you for a license, regardless of the particular offense.
- ✎ Complete the license application accurately and truthfully. Even if you have had a misdemeanor conviction for a “minor” offense, admit it and provide the required documentation. Lying on a license application is grounds for disqualification or revocation!

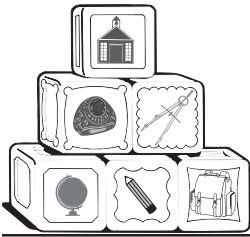
## Indiana Teaching Licenses

All Ball State professional education programs are designed to meet the Indiana Professional Standards Board license framework. The following is a description of the different licenses offered through the state of Indiana.

### Initial Practitioner License

This license is a renewable two-year license issued to a teacher who has successfully completed an approved teacher education program. The following items are required for this license:

- ✎ Proof of successful completion of a preparation program.
- ✎ Proof of successful completion of written examinations (Praxis I and II).
- ✎ Limited Criminal History report from the Indiana State Police, dated no earlier than one year prior to the date the application is received by the Board.



- ✎ Completed application form approved by IPSB.
- ✎ A licensure fee.

In the situation where the teacher does not obtain a position during which completion of the assessment program is possible, this license may be renewed twice for a total of six (6) years without additional continuing education requirements.

### **Proficient Practitioner License**

This license is a renewable five-year license issued to a teacher who has successfully completed a two-year induction program. The following items are required for this license:

- ✎ Each teacher seeking a proficient practitioner license shall complete a portfolio in the second assessment year. The teacher must complete the portfolio for the licensing area in which the teacher is teaching during the time designated by the rule.
- ✎ Except for an applicant in an extended induction program, an applicant for a proficient practitioner license must have completed either the portfolio or alternate assessment or experience within six years of the effective date of the initial license.
- ✎ Limited Criminal History report from the Indiana State Police, dated no earlier than one year prior to the date the application is received by the board.
- ✎ The teacher's initial license.
- ✎ A completed application in a format approved by the board.
- ✎ A license fee.

### **Accomplished Practitioner License**

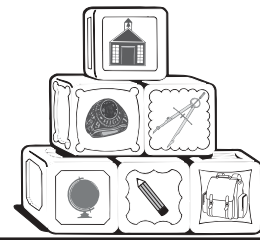
This license is a renewable license for a teacher who holds a proficient practitioner license and who completes an advanced degree approved by the board or completes certification by the National Board of Professional Teacher Standards in a teaching area recognized by the board. The following items are required for this license:

- ✎ Limited Criminal History report from the Indiana State Police, dated no earlier than one year prior to the date the application is received by the board.
- ✎ A completed application in a format approved by the board.
- ✎ A license fee.

The initial term of an accomplished practitioner license is ten years. Upon renewal, the term becomes five years.

## **The Indiana Mentoring and Assessment Program (IMAP)**

Beginning in the 2003-2004 school year, beginning teachers began participating in the Indiana Mentoring and Assessment Program (IMAP). This is a two-year induction program during which the beginning teacher works with an assigned mentor to develop a professional portfolio. The portfolio is assessed during the second year of teaching. Passage of this assessment is necessary for the granting of a Proficient Practitioner License, which is valid for five years.



## Reciprocity and Your License

Indiana has a compact with many states to honor Indiana instructional, administrative, and school services licenses. Called reciprocity, this agreement (<http://www.nasdtec.org/contract.tpl>) allows an individual to submit their valid Indiana license to participating states and receive a minimum one-year temporary license. During that year, the individual would be able to work while completing any deficiencies (Many states require a state history course or different tests). The most current information on reciprocity agreements among states can be found on the Web site (<http://www.nasdtec.org>) for the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Frequently, when applying for a license in another state, there will be a form you will need to have completed by your initial certifying institution. If Ball State, certified you initially, please send your form to the Office of Teacher Education Services and include any time limits and where the completed form should be sent.

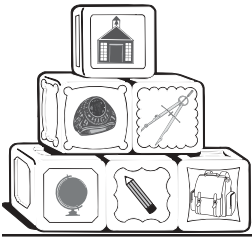
To determine licensing requirements in another state, you must contact that state. Due to the many changes each state makes in their licensing requirements, this office cannot keep accurate and up-to-date information.

## Tests Required for Teacher Licensure

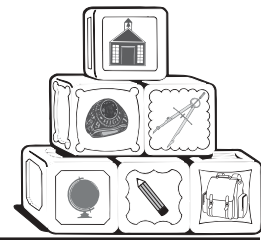
By action of the Indiana General Assembly, individuals must pass a series of license exams before they can be issued a license to teach in Indiana.

### Important Details

1. *Make sure you have copies of your scores sent to Ball State University.* During each test session you will be asked to identify where you want your scores sent using codes. The code for BSU is R1051. If you take the test at any location in Indiana, the Indiana Professional Standards Board will automatically receive the scores so there is no need to code them in. If you take the test outside Indiana, please code the Indiana Professional Standards Board so they will receive your scores. The code for the Indiana Professional Standards Board is R7238.
2. *If you do not record codes correctly at the time of testing, it will cost you extra money to get official score copies to BSU later.* Be very careful when you grid-in the various items of information during the test sessions. Scores have been sent to the wrong place and under the wrong name because an examinee was careless. Record the codes *very carefully!* Social security numbers are not required, but they do expedite the score posting process at Ball State.



3. *Plan ahead: Scoring the tests takes six weeks.* Complete your tests far enough in advance to allow for a retake if necessary and for the scores to arrive. You may *not* apply for your license until all required scores have been received by the Office of Teacher Education Services. *It is recommended that all license exam requirements be completed prior to the beginning of the student's last semester before graduation and/or completion of the last license course requirement in the case of graduate licensing only students.*
4. When signing-up to take the tests at BSU *allow plenty of registration time for the tests* due to the large number of examinees wanting to take them at the Ball State location.
5. *Students may take up to three tests on one test date for Praxis I.* On subject assessment test dates the number of tests which may be taken on one test date is determined by the test codes (e.g., 10110 would be taken in session 1 and 30920 would be taken in session 3). For more details see Test Session/Test Selection List in *The Praxis Series-Registration Bulletin*.
6. *Ball State University is not permitted to sign applications for the initial Indiana teaching license until after the Office of Teacher Education Services has received copies of passing scores for all of the required license tests.*
7. There is *no limit* to the number of times failed tests may be retaken.
8. If you expect to apply for a license in a state other than Indiana which also requires Praxis I (PPSTs) and Praxis II (subject assessment) tests *arrange to have scores sent to that state at the time of testing.*
9. *The Praxis Series-Registration Bulletin* explains how to order extra score reports for a fee. Other information can also be obtained from the Educational Testing Service Web site (<http://www.ets.org/praxis>).
10. Some help is available when preparing for the tests:
  - ✎ Study guides are available for purchase in bookstores or on your registration form to order through Educational Testing Service at <http://www.ets.org>.
  - ✎ For students enrolled at Ball State University, assistance in preparing for the PPST is available in the Learning Center, NQ 323. Programs include individual and group tutoring, provision of practice materials, and on-line computer-assisted study and practice opportunities.



## Field Experiences

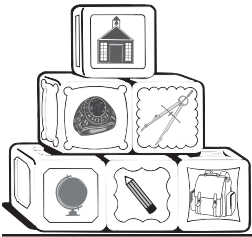
The National Council for Accreditation of Teacher Education describes field experiences and student teaching as integral components for the initial preparation of teacher candidates and candidates for other school personnel roles. They provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program.

## Observation and Participation Pre-student Teaching Educational Field Experiences

The purpose of pre-student teaching field experiences is to give students pursuing teacher education a systematic, planned sequence of experiences in appropriate educational settings. These experiences are designed to familiarize students with principles of classroom management and the teaching-learning process in practical and real school environments and to help them learn how to teach.

### Observation Instructions

1. Complete appropriate form (one form per observation). Forms may be obtained from the Office of Teacher Education Services (OTES).
2. Give request to the OTES staff.
3. Pick up the pink copy of observation request the day before or the morning of the observation in Teachers College room 915.  
(You will be notified ONLY if the request is NOT approved.)
4. Report directly to the school office 10 minutes prior to observation time with your observation request and your picture ID.
5. After observing the class, have the classroom teacher sign and date the pink sheet.
6. Return the pink sheet to the OTES office in Teachers College room 915. The OTES staff will then forward the pink sheet to your university instructor.



## Important Information Regarding Observations

1. Remember – you are a *guest* in the school – *please dress and act appropriately.*
2. Observation is for the applicant *only*– do not take others with you.
3. If you are unable to keep your appointment, call OTES (285-1168) to cancel – *Schools do not appreciate “no shows.”*
4. *If you are required to do more than observe the class*, please tell OTES staff, as a more appropriate form may be necessary.
5. For observations *outside* of Delaware County, please confer with OTES staff.

*Note.* At times, it may take longer to schedule observations due to school closings, time conflicts, etc. Please allow plenty of time to schedule and complete your observation before the end of the semester.

## Student Teaching

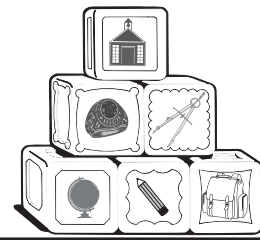
Student teaching in Indiana gives students an opportunity to develop teaching competence under the supervision of professionally licensed teachers cooperating with the university in the student teaching program.

### Basic Procedural Steps for Student Teaching

The following instructions/information are offered to help you complete and submit your student teaching application and also to answer questions you may have as you prepare for your student teaching assignment.

1. Students should apply for student teaching in the fall of the year before that in which they expect to student teach. Go to the new OTES Web site (<http://www.bsue.edu/teachers/otes>) and click on Field Experiences for the dates specified for submitting the application.

Students with a disability that could impact the student teaching experience should consider discussing such considerations with the Director of Teacher Education Services well in advance of their assignment. If an auxiliary aid or service, academic adjustment or other accommodation is to be requested, contact should be made with the Office of Disabled Student Development (285-5293) in a timely manner.



2. Requirements for submitting a student teaching application:
  - ✎ Elementary education, special education majors, library and media services must have an overall grade point average of 2.5 or above.
  - ✎ Teaching majors pursuing a teaching program in a department outside of Teachers College must meet an overall grade point average of 2.5 or above and a grade point average of 2.5 or above in each license area.
3. Timeline for submitting student teaching application before admission to student teaching:

September

Pick up application procedure instructions in OTES for the following fall, spring and summer.

September and early October

Submit on-line applications and schedule interviews. Applications will be reviewed for eligibility and must have a clearance sheet from the department if applicable.

October and November

Placement interviews.

January

Submission for late applicant for fall, spring and summer.\*

February

Interviews for late applicants. Applications will be reviewed for eligibility and must have a clearance sheet from the department if applicable.

April

Resubmission for late applicants for spring and summer only.

May

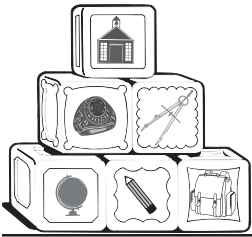
Placement interviews for late applicants. Applications will be reviewed for eligibility and must have a clearance sheet from the department if applicable.

July

Final eligibility for fall—after receiving clearance sheet from department and summer semester grades are posted.

December

Final eligibility for spring—after receiving clearance sheet from department and fall semester grades are posted.



### May

Final eligibility for summer–after spring semester grades are posted.

\* It is critical that students submit applications during the main submission time in October. Although there are resubmit opportunities in January and in April, these applicants are considered late applicants and will sign a disclaimer that they understand that they may not receive a placement and may have to wait at least another semester.

It also is important to know that if the student is ineligible and unable to submit their on-line application during the first submission period and has to wait, these students will find that the schools have filled their openings for student teachers. There are 40 teacher-training institutions in Indiana and all of these institutions are competing for student teaching placements.

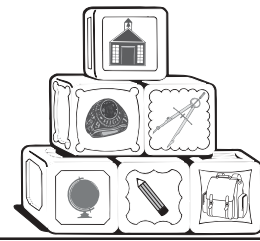
#### 4. Instructions for applying for student teaching:

##### **Follow these steps to apply:**

- ✎ **Go** to the web address: <http://www.bsu.edu/tcapps/uas/oefedb/>
- ✎ You will then be prompted to **enter** your Ball State (Vax) **User Name** and **Password**. (This is the same *User Name* and *Password* you enter anytime you log into any Ball State on-line systems, such as your Ball State e-mail account.)
- ✎ You will now be on the “BSU On-line Student Teaching Application” web page.
- ✎ **Fill out** the application (All entry fields **must be completed**.)

##### **Helpful Hints:**

- ☞ Some fields are automatically entered for you. If this information (i.e., demographic information) is not correct you will need to go to the registrar to have it changed on the Ball State IBM system.
  - ☞ Take note of the restrictions on the size of answers for the three questions and the philosophy of education. If they are too long, they will be “cut off” and the truncated information will not be sent to OTES.
  - ☞ You may want to compose your answers and philosophy in a word processing program so you can use spell and grammar checks. The answers and philosophy can then be “copied and pasted” into the application.
- 
- ✎ **After you are sure** the information is correct, print a hard copy for yourself, **and ‘click’ the apply button**. The application will be electronically submitted.
  - ✎ Verification of your application will be done when you schedule your interview.



- ✍ You must bring the following to OTES (TC 915):
  - ✍ “Affidavit – Student Teachers” (Yellow Form)
  - ✍ “Student Authorization to Disclose Information to Third Parties” (Green Form)
  - ✍ If you are an **undergraduate** student then bring a current DAPR. If you are a **graduate** student (have a bachelor’s degree of any kind) then bring a transcript (showing degree conferred).
- ✍ After your application is verified, you will schedule a 15-minute placement interview for sometime during the week of October 25 through November 5, 2004. The interview will be with a university supervisor and is “business casual.” **It is essential that you keep this appointment! The delay that will result from failing to keep this appointment could easily result in not finding a suitable student teaching assignment.**

5. Requirements for admission to student teaching:

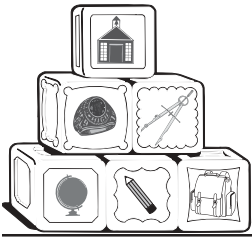
You must meet submission requirements mentioned above as well as these additional requirements for admission to student teaching:

- ✍ Complete at least 93 hours with overall GPA of at least 2.5.
- ✍ Be within 9 hours of completion of content courses.
- ✍ Have GPA of 2.5 or better in primary content areas and supporting content area (where applicable).
- ✍ Have a GPA of 2.5 or better in professional education courses.
- ✍ Have C or better in all 300 and 400 level prerequisite professional education courses.
- ✍ Complete Phase 2 of your Professional Growth Plan (as per departmental requirements).
- ✍ Demonstrate technology requirements at the professional preparation level.
- ✍ Satisfy content knowledge requirements as specified by your licensure area.
- ✍ Pass portfolio review by your licensure area.

*Note.* Your final eligibility is determined by the clearance sheet from your licensure area.

### **Geographic Preference for Student Teaching**

- ✍ Student Teachers can be assigned in a number of specified Indiana counties within a 75-mile radius of Muncie.
- ✍ Students majoring in special education and physical education are also assigned within a 75-mile radius of Muncie. Students in both of these majors will be interviewed and assigned by their respective departments. OTES will facilitate the placements.
- ✍ Students majoring in music education will be interviewed and assigned by faculty of the School of Music’s Division of Education. OTES will facilitate the placements.



- ✎ Students will be permitted to list some choices as to their preferred student teaching placement. Preferences will be considered but the final determination of the student's assignment will rest with OTEs.
- ✎ Students should retain a copy of the completed application for his/her professional file.

### **Preparing a High Quality Student Teaching Application**

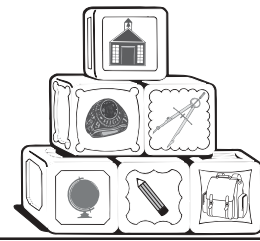
To be considered for a tentative student teaching placement, every student will submit an on-line application. This application provides information about the student to superintendents, principals, potential cooperating teachers, and other personnel responsible for student teaching placements. This application is a marketing tool for the student. The application, and transcripts are submitted to a school corporation or school when requesting placement. This application is submitted just as the student prepares it.

A superintendent, personnel director, principal or teacher, who is deciding whether to accept the placement request will receive a first impression of the students' potential by reviewing the application materials. It is to the student's advantage to present the materials professionally. It is critical that the application be well-written, be grammatically correct, and free of spelling and typing errors. The student will also include his/her philosophy of education.

Proofreading is essential. A mistake can damage the student's placement opportunity. Students must market themselves. The student should seek others help in proofing the application and the student should allow ample time to complete the application.

### **Major Reasons for Application Rejection**

- ✎ Spelling errors.
- ✎ Poor quality response.
- ✎ Marginal grade point averages.
- ✎ School corporations requiring a 3.0 or better GPA.
- ✎ Late applications (Many school corporations have completed their student teaching assignments by February and contact OTEs with the message that they will not take any more student teachers.)
- ✎ Some school corporations only permit their teachers to take one student teacher a year.
- ✎ Some school corporations take only a limited number of student teachers.
- ✎ School corporations have several levels of review: superintendent, personnel director, principal, department head and the classroom teacher. The application can be declined at any of these levels particularly if the student has a poorly prepared application or has marginal grades.



## Confirmation of Placement

- ✎ When a corporation accepts a student teacher, a signed contract will be returned to OTES. At that time, a placement confirmation will be mailed to the student's home address along with instructions for visiting the school.
- ✎ Students should not be concerned if confirmation takes several months. Often fall placements are not received until May or June. Every effort is being made in OTES to place every student for student teaching.
- ✎ It is possible that a request for student teaching placement may have to be submitted to several school systems before an appropriate placement can be obtained. As this process evolves, the student will not be contacted unless it is necessary. This process will be accomplished in a timely and professional manner.
- ✎ The student is not to contact the school regarding his/her placement.
- ✎ Placement status is available on-line at <http://www.bsu.edu/tcapps/uas/oefed/>.

*Note.* Receipt of confirmation of student teaching placement means only that student teaching placement has been reserved. A final eligibility check will be done just before the start of the student teaching assignment, before the student is officially cleared to begin student teaching.

## Registering for Student Teaching

OTES will electronically enter course permission. The student must register and pay for student teaching just as they would for any other course.

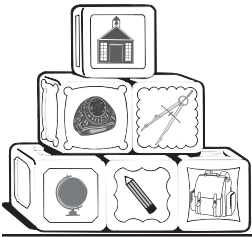
## Final Eligibility for Student Teaching

The student's department as well as OTES will determine final eligibility for student teaching.

# Policy and Procedures Related to Termination from Student Teaching

## Policy

A professional education candidate must demonstrate the highest professional standards when placed in the field for student teaching. This expectation is indicated by the school's acceptance of the candidate under a signed contract with Ball State University. The student teacher is expected to conform to established school policies, to insure student safety and well being, and to exhibit professional educational practices that conform to the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Principles for Beginning Teacher Licensing, Assessment and Development. When it appears that a candidate is seriously deficient in meeting these expectations, a request may be made by the school or by



the university supervisor to terminate the student teaching assignment and remove the candidate from the school. Reasons for dismissal from student teaching may include, but are not limited to, the following:

- ✍ Lack of responsibility in fulfilling student teaching requirements.
- ✍ Behaviors indicating an attitude of indifference or hostility.
- ✍ Incorrect written or oral language which interferes with performance of teaching.
- ✍ Limited teaching skills (e.g., unprepared, no lesson plans, or poorly written lesson plans, poor classroom management).
- ✍ Poor interpersonal skills with school's students, faculty, and/or staff.
- ✍ Violation of school policies, procedures, rules, regulations, or code of ethics.
- ✍ Lack of appropriate professional attitudes or behaviors.

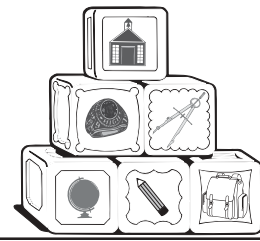
### **Procedures for Termination**

If a problem arises which could culminate in termination of the candidate's student teaching assignment, the university supervisor will notify Ball State's Director of the Office of Teacher Education Services (OTES), the candidate, the cooperating teacher, and the school principal, in writing, that termination is being considered.

As soon as reasonably possible, generally within five (5) school days of such notification, the parties will meet privately to discuss the problem(s). Where applicable, written documentation of the problem(s) will be shared with the candidate. The candidate will be informed in writing of the specific conditions that he/she must meet in order to continue with the student teaching assignment and the period of time within which this must be accomplished (generally within five (5) school days).

If, by the end of the period of time established during the meeting, the university supervisor, the cooperating teacher, and the school principal agree that the candidate has not met these conditions, the assignment will be terminated. A formal letter of dismissal, describing the student teacher's performance, and indicating the reasons for dismissal, and signed by the university supervisor, the cooperating teacher and the school principal, will be prepared and delivered to the candidate in a meeting with the candidate convened by the university supervisor and attended by the cooperating teacher and the school principal, if they are available. A copy of the letter will be given to each of the involved parties and the Director of OTES. The candidate will be removed from the teaching assignment immediately upon delivery of the letter and he/she will be given a grade of "no credit" for student teaching.

In extreme or unusual circumstances, if determined by the Director of OTES to be in the best interests of the school and/or the candidate, the Director of OTES may remove the candidate from the teaching assignment immediately following the occurrence of an incident or situation resulting in the initiation of these procedures. In that event, the meeting(s) to be held among the parties under these procedures will be convened at the earliest possible time.



## Appeal

If the candidate believes his/her removal from the teaching assignment violated the procedures for termination set forth above, that the decision to terminate was arbitrary and capricious, or that the decision was the result of unlawful discrimination, the candidate may request in writing that the decision be reviewed. This request must be received in the Office of the Dean of Teachers College within five (5) school days of the date of delivery of the formal dismissal letter.

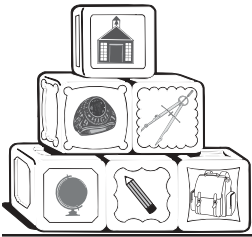
The review will be completed by the Dean of the Teachers College or his/her designee as soon as reasonably possible, generally within five (5) school days of receipt of the request for review. The Dean or his/her designee will review all relevant documentation, interview the candidate and the other concerned parties, and determine whether the decision should be upheld or reversed. If, based upon this review, the decision is upheld, it shall be final. If the decision to terminate the teaching assignment is reversed, the Dean of the Teachers College or his/her designee, after consulting with the Director of the Office of Teacher Education Services and the university supervisor (and, if appropriate, the cooperating teacher and the school principal), shall determine the appropriate remedy. Where possible, this remedy will involve the candidate's return to his/her student teaching assignment. The decision of the Dean is final and not subject to the grade appeal process as outlined in the *Code of Student Rights and Responsibilities*.

## Student Teaching Orientation/Seminar

A student teaching orientation/seminar will be held the first day of each semester. The location of this orientation/seminar will be included in the letter of confirmation. This is a mandatory meeting. At this time the student will meet his/her university supervisor and will be advised of expectations.

## Criminal History Check

Under legislation enacted by the 1997 Indiana General Assembly, school systems throughout the State of Indiana are requiring an Indiana State Police Criminal History report for all employees. School corporations consider student teachers as non-paid employees because of their daily and continuing contact with students. Due to this role within the school system, a student teacher will be required by the school in which he or she is contracted to present the original of the results of the criminal history report to either the main office of the school corporation or to the principal of the school in which student is assigned. Should the student have two placements in different school systems, the student will need to have the first school corporation make a copy of the criminal history report, and then take the original to the second school corporation. The recipient of the criminal history report differs in the various school corporations, so it is the student's responsibility to submit this information to



the correct office. A copy of the criminal history report must also be shown to the university supervisor during the opening day seminar.

*Note.* No student teacher will be permitted to start student teaching without proof of obtaining the criminal history report.

### **BSU Student Teacher Criminal History Check Procedures**

The Criminal History check for student teaching must be completed no earlier than 120 days prior to the beginning of the student's student teaching assignment.

#### **By mail:**

- ✎ Complete State Form 8053 which is available at <http://www.in.gov/isp/lch/LCHrequest.pdf>.
- ✎ Mail form 8053, and money order (specified amount) payable to the State of Indiana and a self addressed stamped envelope to:

Indiana State Police  
Central Repository  
Indiana Government Center North  
100 North Senate Ave., Room N 302  
Indianapolis, Indiana 46204-2259  
Phone: 317-232-8266

or

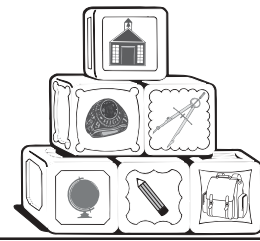
- ✎ The student may handle the above personally with current identification at the above address.
- ✎ On-line procedures: Student criminal background reports can be downloaded from the Internet at <http://www.in.gov/isp/>. The cost is currently \$17.50.

*Please note.* Failure to enclose any of the items listed above will result in a long delay in processing the criminal history check.

After receiving the background report (usually 7-10 days) from the Indiana State Police, take the certified original to the school system in which student has been placed for student teaching. A copy will be made for the student's file.

The criminal history report must be completed no more than 120 days prior to the beginning of student teaching.

*Note.* Some school systems require both a local limited criminal history report as well as the state limited criminal history report. Some of these school systems include: Avon Community Schools and Indianapolis Public Schools. As OTES is not usually notified of these school



requirements, the student will need to find out what the school system to which they have been placed requires.

## Zachary's Law

Zachary's Law (see IC5-2-12 and any related statutes) directs the Indiana Criminal Justice Institute to collect and make available information about offenders who have been convicted of sex crimes and certain violent crimes. Information about sex and violent offenders collected by the Institute is distributed in a document known as the Indiana Sex and Violent Offender Registry. The Institute receives information for the registry from a variety of sources including local police agencies. In Indiana, sex and violent offenders are required to register with each police agency that has jurisdiction where the offender intends to live, work or reside as a student for longer than seven days.

With the large number of students placed in corporations, the Office of Teacher Education Services at Ball State University, at the request of the corporations, does do a Zachary's Law clearance on every student being placed in a school. This includes all observations, early field experiences, internships, and student teaching as well as any other placement in the schools.

## Special Opportunities

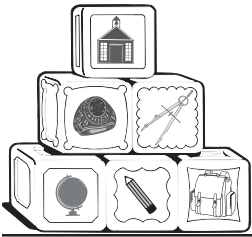
### Professional Development Schools

Professional Development Schools (PDS) are collaborative planning partnerships between BSU professional education programs and P-12 schools. The faculty in each PDS partnership work with faculty from Ball State to explore and develop initiatives that promote high quality professional development for the teachers in the school, high quality teacher preparation for BSU candidates who work in the school, improved learning and achievement for the students in the school, and research to improve teaching and learning.

There are currently over 25 sites in the Ball State PDS Network, with more being added each year. PDS sites include urban and rural settings and provide especially rich experiences for future teachers. It is hoped that eventually all placements of candidates for practicum and student teaching experiences will be in PDS schools. For more information about PDS, visit the network Web site at <http://www.bsu.edu/pds>, or contact Ruth Swetnam, Director of the BSU PDS Network, TC 1003, 285-3263.

### Community Service

All teaching majors at Ball State University are involved in community service or service learning experiences as part of their professional preparation programs. These experiences are vital elements in the process of becoming a teacher, as they give candidates experiences working with diverse populations in diverse settings. These experiences also help candidates



understand the cultural backgrounds and cultural resources that students bring with them to school.

Candidates in elementary education spend 50 hours in community service as part of EDEL 100 while secondary and all-grade majors spend 20 hours working in community agencies as part of EDMUL 205. This service takes place in a wide variety of settings including Boys and Girls Clubs, community centers, cultural organizations, child care facilities, and other youth organizations. Each semester, Ball State students contribute thousands of hours of service through these important agencies. In the process, Ball State students gain insights into the needs of communities and individuals, and experience the personal rewards that come from serving others. These experiences become a vital part of their preparation to become outstanding teachers.

### **International Programs**

Many opportunities exist for teaching majors to include international experiences in their training at Ball State University. In addition to regular university international programs, elementary education majors may pursue part of their studies through special programs in England and Jamaica. Special overseas experiences are made available for secondary all-grade majors in York, England. Through an agreement with the U.S. Department of Defense Schools, Ball State University offers student teaching opportunities at elementary and secondary levels in Baumholder, Germany. Graduate programs in elementary education are being developed in France and Australia. See your advisor for details about the possibility of including international experiences as part of your professional education program.

### **Cultural Immersion Program**

(In collaboration with Indiana University)

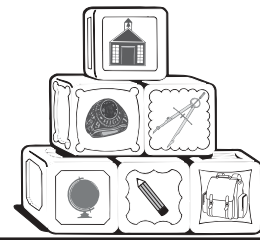
Before completing the student teaching application, the student might consider other student teaching opportunities, which have led to very high employment success:

#### **American Indian Reservation Project**

- ✎ Placements are in schools serving American Indian youth on the Navajo Reservations of New Mexico, Arizona and Utah.
- ✎ Placements span 17 full weeks in the Navajo Nation.
- ✎ Participants live in Bureau of Indian Affairs dormitories and contribute to the after-school “dorm life” program.

#### **Overseas Project**

- ✎ Placements are in schools in England, Wales, Scotland, Republic of Ireland, India, Australia, New Zealand, Taiwan and Kenya.
- ✎ Participants student teach at least 10 weeks in Indiana, followed by 8 to 10 weeks overseas.
- ✎ Participants live with families in their overseas communities.



### **Features of Both Projects**

- ✧ Preparation for the host culture and education system, issues and conditions of the placements sites, and participant responsibilities while on-site.
- ✧ Friendships with members of the host culture and participation in their daily tasks of life.
- ✧ On-site academic component through which participants process their school, community and cultural experiences and observations, and generate professional and personal changes and adaptations built upon new learning.
- ✧ Graduate-level credit earned in addition to student teaching credit.
- ✧ Up to 90% employment success upon completion of the Projects.
- ✧ Placements available for elementary, secondary, and all grade majors.

### **Purposes for Enrolling**

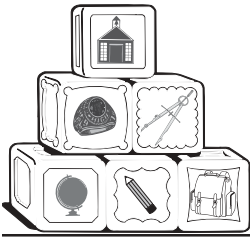
- ✧ Cross-cultural teaching and living experience.
- ✧ Contribute to development and acceptance of cultural pluralism study and contribute to American Indian and overseas education.
- ✧ Adapt teaching styles and strategies to the culture of the pupils.
- ✧ New friends, self-fulfillment, increase confidence.

To find out more, contact:

Dr. Judy Miller, Director  
Office of Teacher Education Services  
TC 915  
Phone: 765-285-1168  
E-mail: jamiller5@bsu.edu

## **Places to Know on the Ball State Campus**

Academic Advising, Freshman Advising Center, North Quad room 324, phone: 285-1161.  
Office of the Bursar & Loan Administration, Lucina Hall room B31, phone: 285-1643.  
Office of Scholarships and Financial Aid, Lucina Hall room 245, phone: 285-5600.  
Teachers College Advising Resource Center, Teachers College room 915, phone: 285-1848.  
Office of Teacher Education Services, Teachers College room 915, phone: 285-1168.  
Career Center, Lucina Hall room 235, phone: 285-1522.  
Department of Elementary Education, Teachers College room 216, phone: 285-8560.  
Department of Educational Studies, Teachers College room 829, phone: 285-5460.  
Department of Special Education, Teachers College room 722, phone: 285-5700.  
Burriss Laboratory School, main office, phone: 285-1131.



## Student Organizations for Professional Education Majors

Ball State has many organizations from which to join. Organizations specifically designated for professional educators include: Art Education Club, Ball State Council of Teachers of Mathematics, BSU Technology Education Club, Cardinal Association of Teachers of Science, Elementary Education in Action, Kappa Delta Pi, Media Club, Phi Epsilon Kappa, Physical Education Majors & Minors, Pi Gamma Mu (Social Studies Honorary), Pi Lambda Theta, Pi Omega Pi, and the Student Education Association. For information about these organizations consult the *Pride Guide* on-line at <http://www.bsu.edu/students/pride>. Copies of the *Pride Guide* can be picked up from Leadership and Service Learning located in the Student Center, Phone: 285-3476.

## Scholarships for Professional Education Majors

### Teachers College Alumni Scholarships

Information about these scholarships is available from the Teachers College Dean's Office, TC 1008, Ball State University, Muncie, Indiana 47306. Scholarship applications are due around the first of April annually. A committee of TC Alumni Board members determines awardees for each scholarship. Applicants may apply for more than one scholarship. For more information call 765-285-5251.

The following scholarships range from \$275 to \$500 each and will vary depending on available funds:

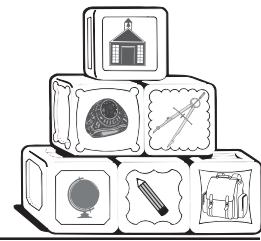
*Earl A. Johnson Memorial Scholarship* (A 3.0 GPA is preferred, but not required; student must demonstrate growth in the field of education; other qualities considered are extra-curricular activities, interpersonal skills, leadership abilities, educational activities and experiences; financial need may be considered.)

*A. Garland Hardy Memorial Scholarship* (A 3.0 GPA is preferred, but not required; student must demonstrate growth in the field of education; other qualities considered are extra-curricular activities, interpersonal skills, leadership abilities, educational activities and experiences; financial need may be considered.)

*Helen Sornson Elementary Education Scholarship* (A 3.0 GPA is preferred, but not required; student must demonstrate growth in the field of education; other qualities considered are extra-curricular activities, interpersonal skills, leadership abilities, educational activities and experiences; financial need may be considered.)

*Myrtle D. Toops Memorial Scholarship* (Secondary Education Major; A 3.0 GPA is preferred, but not required; student must demonstrate growth in the field of education; other qualities considered are extra-curricular activities, interpersonal skills, leadership abilities, educational activities and experiences; financial need may be considered.)

*Leslie J. Mauth Alumni Scholarship* (Upper Division; Career in Teaching; 3.0 or above GPA;



student must demonstrate growth in the field of education; other qualities considered are extra-curricular activities, interpersonal skills, leadership abilities, educational activities and experiences; financial need may be considered.)

*Dr. & Mrs. Noel T. Myers Scholarship* (Undergraduate Student Majoring in Teacher Education; A 3.0 GPA is preferred, but not required; student must demonstrate growth in the field of education; other qualities considered are extra-curricular activities, interpersonal skills, leadership abilities, educational activities and experiences; financial need may be considered.)

*Charles M. Kimbrough Scholarship* (A 3.0 GPA is preferred, but not required; student must demonstrate growth in the field of education; other qualities considered are extra-curricular activities, interpersonal skills, leadership abilities, educational activities and experiences; financial need may be considered.)

### **Teachers College Scholarships for Those in a Specific School or Town**

Contact the specific school mentioned for more information about the following scholarships:

*Irene W. and Fred F. Park Scholarship Fund* (for a Bluffton high school senior pursuing a degree in education)

*Ann Scagnoli Memorial Scholarship Fund* (for a Yorktown high school senior majoring in elementary education)

*Victoria M. and Ethel R. Harlan Scholarship* (for an Eastern Hancock high school graduate majoring in education)

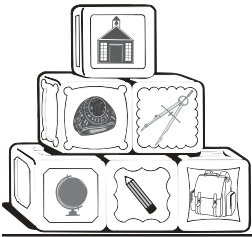
*Esther Stebbins Memorial Scholarship* (for a Delta high school student majoring in teacher education at Ball State University)

### **Other Teachers College Scholarships**

*Bonnie P. Murphy Scholarship* (This scholarship may be granted to any BSU student, however, preference shall be given to full-time students who plan careers as teachers; need for financial assistance shall be an important consideration; GPA should be a consideration, but not a major factor in selection; recipient must make a waiver of normal privacy rights to allow publicity. The Office of Financial Aid shall make recommendations for this award.)

*Robert L. Hughes Scholarship for the Urban Experience* (Student must be an undergraduate participating in the Urban Experience Program; demonstrate financial need; and be involved in community activities. Dr. Patricia Hughes and committee make recommendations for this award.)

*David T. Cushman Memorial Fund* (The scholarship recipient must be a Ball State University student enrolled in a teaching preparation program; be an Indiana resident; maintain a GPA to stay in the teacher education program; may be either an undergraduate or a graduate student. The Office of Financial Aid, in consultation with the dean of the Teach-



ers College, shall make recommendations for this award.)

*The Mays Family Scholarship* (This scholarship is offered on a rotating basis to one of the following areas: teacher education, nursing, and legal administration. Award recipients are chosen by the Office of Scholarships and Financial Aid.)

### **Elementary Education Scholarships**

For more information contact the Department of Elementary Education, chair of the scholarship committee, Teachers College 216, Ball State University, Muncie, Indiana 47306 or telephone 765-285-3493. To find the most up-to-date information go to <http://www.bsu.edu/elementaryeducation/scholarships>. Annual deadline for these scholarships is around March 1.

The following scholarships generally range from \$245 to \$2,940 depending on available fund:

*Ann D. (Reutebuch) Ballinger Scholarship* (Student must major in elementary education and be enrolled 12 hours or more; selection made by Elementary Education Scholarship Committee.)

*Hallie Conrad Boals Scholarship* (Student must major in elementary education.)

*William Jennings Casey Transition to Teaching Scholarship* (Student must major in elementary education and demonstrate financial need.)

*Elementary Education Scholarship* (Student must be a junior; have at least a 3.2 overall GPA on a 4.0 scale; students are nominated by the faculty for the scholarship; the Departmental Honors Committee selects the recipient.)

*Betty Lee Dickey Goodrick Scholarship* (Student must be a full-time Ball State University sophomore, junior, or senior majoring in elementary education for the academic year; demonstrate financial need; have at least a 3.0 GPA; and be an Indiana resident.)

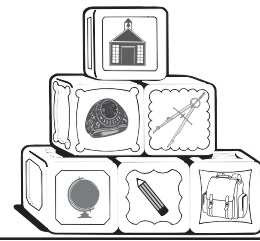
*Virginia M. Gray Scholarship* (Student must be a full-time Ball State University sophomore, junior, or senior majoring in elementary education for the academic year; have at least a 3.0 GPA.)

*Helen Green Memorial Scholarship Fund* (Student must be a full-time junior or senior majoring in one of the certification programs offered by the Department of Elementary Education or be enrolled in a graduate program in elementary education, early childhood, or reading for the academic year; have at least a 3.3 GPA.)

*Harvey Memorial Scholarship* (Student must be a graduate of Franklin County High School or its successor high school; interested in pursuing an elementary education degree at BSU.)

*Margaret Griner Hoffman Scholarship* (Student must be a Ball State University sophomore, junior, senior, or graduate majoring in elementary education for the academic year; merit and financial need will be considered; have a GPA of at least 3.0; renewal is possible.)

*Laura M. Schroeder Scholarship* (Student must be a full-time Ball State University junior or



senior majoring in early childhood education or completing a kindergarten endorsement; have at least a 3.6; have a record of campus and community service.)

*Second Effort Scholarship* (Student must be a sophomore or junior classification; be a full-time student for the academic year; demonstrate outstanding improvement in GPA during the college years; have at least a 2.5 GPA.)

*R. Ann Williams Scholarship for Single Parents* (Student must be a single parent who has legal and financial responsibilities for a child under the age of 18; may be a part-time or full-time student pursuing a graduate degree in the Department of Elementary Education; scholarship may be renewed.)

*Wind Early Scholarship* (Student must be an early childhood major in the Ball State University Teachers College and demonstrate financial need.)

*Everett and Marie Zirkle Scholarship* (Student must major in elementary education; be from Daleville or Middletown, Indiana.)

### **Special Education Scholarships**

Students may acquire applications for these scholarships in the Special Education Department, Teachers College 722, Ball State University, Muncie, Indiana 47306. For more information call 765-285-5700 and ask for the chair of the scholarship committee.

The following scholarships generally range from \$300 to \$500 depending on available funds:

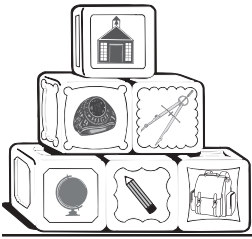
*Mary Jo DeVleeschower Memorial Scholarship* (Student must achieve junior or senior status by fall semester; be a full time student both fall and spring semester; be a major in deaf education.)

*David M. Meeks Memorial Scholarship* (Student must have a GPA of 3.5 or greater; achieve senior status by start of fall semester of the award year; be a full-time student; be enrolled in special education student teaching; major in any area of special education; express financial need; agree not to accept any other scholarship award benefits.)

*Kathy Northington Memorial Scholarship in Deaf Education* (Student must achieve junior or senior status by fall semester; exhibit outstanding achievement as reflected by GPA; be a full-time student both fall and spring semester; major in deaf education.)

*Reach Out to the Handicapped Scholarship* (Student must achieve at least a sophomore status; be an Indiana resident; have at least a 2.5 GPA; major in any area of special education; be admitted to the teaching curriculum; demonstrate volunteer or work experiences with persons with special needs; be a full-time student or a part-time student work with persons with handicaps.)

*Elizabeth Spencer Scholarship* (Student must achieve sophomore, junior, or senior status by fall semester; exhibit outstanding academic achievement; be a full-time student; major in mild or severe disabilities; have been admitted to the teaching curriculum; express financial need.)



## Secondary Education and All Grade Majors Scholarships

Scholarships available from the Department of Educational Studies include:

*Marina E. Axeen Scholarship* for Library and Information Service Programs (Students must be enrolled in the library science program and submit three letters of reference. Applications are accepted in April and October and should be submitted to the chair of the Department of Educational Studies.)

*E. Graham Pogue Scholarship Fund* for Student Teachers (Students must be ready to begin student teaching; have a GPA of 3.0 or higher; submit a reference letter from a BSU faculty member; and submit a brief essay.)

*Delta Kappa Gamma Scholarship* for student teaching

*Robert L. Hughes Scholarship* for the Urban Initiative (see description under "Other Teachers College Scholarships.")

## National Professional Education Organizations

**(Content-affiliated resources can be found in your content area teachers handbook.)**

The American Association for Adult and Continuing Education <http://www.aaace.org>

The American Association for School Administrators <http://www.aasa.org>

American Educational Research Association <http://www.aera.net>

The American Federation of Teachers <http://www.aft.org>

The Association for Childhood Education International <http://www.udel.edu/bateman/acei/>

The Association for Supervision and Curriculum Development <http://www.ascd.org>

The Council for Exceptional Children <http://www.cec.sped.org>

International Reading Association <http://www.reading.org>

International Society for Technology in Education <http://www.iste.org>

Kappa Delta Pi International Honor Society in Education <http://www.kdp.org>

National Education Association <http://www.nea.org>

National Association for the Education of Young Children <http://www.naeyc.org>

National Association for Gifted Children <http://www.nagc.org>

National Association for Multicultural Education <http://www.nameorg.org>

National Association of State Boards of Education <http://www.nasbe.org>

National Board for Professional Teaching Standards <http://www.nbpts.org>

National Council for Accreditation of Teacher Education <http://www.ncate.org>

National Middle School Association <http://www.nmsa.org>

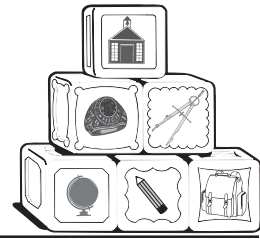
National Parent Teachers Association <http://www.npta.org>

National Rural Education Association <http://www.nrea.net>

National School Boards Association <http://www.nsba.org>

Phi Delta Kappa International <http://www.pdkintl.org>

Pi Lambda Theta International Honor Society and Professional Association in Education



<http://www.pilambda.org>  
Society for Information Technology & Teacher Education and the  
Association for the Advancement of Computing in Education <http://www.aace.org>