

# SECONDARY EDUCATION HANDBOOK



FOR UNDERGRADUATE AND GRADUATE STUDENTS

WAKE FOREST UNIVERSITY  
DEPARTMENT OF EDUCATION

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WAKE FOREST  
UNIVERSITY

**WAKE FOREST UNIVERSITY DEPARTMENT OF EDUCATION  
SECONDARY EDUCATION STUDENT HANDBOOK**

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## WFU Department of Education Conceptual Framework

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### Conceptual Framework

Department of Education faculty, in collaboration with faculty from the Arts & Sciences, embraces the honorable purpose of preparing highly-qualified teacher candidates for a variety of educational settings. The university motto, *Pro Humanitate*, pervades all aspects of a Wake Forest education and is evident in the department's mission statement, philosophy, dispositions (as outlined in the Emerging Teacher Leaders Conceptual Framework), and choices of professional commitments.

Teaching is inherently for the benefit of others, but in order to achieve excellence as a professional that will ultimately benefit others, the education of teacher candidates must be built on a strong base of professional knowledge, theories of teaching and learning, and a keen awareness of local, state, and national educational policies. The department embraces a progressive philosophy of education that, while forward-thinking, is firm in its commitment to the dispositions it has identified as fundamental for the development of a highly-qualified professional educator. The mission of the Department of Education succinctly communicates its philosophy and purpose, but the essence is captured in the key phrase of the mission statement "to broadly educate future teacher leaders".



## ***Guiding Principles***

*Content* - Teachers have a broad knowledge, know the content appropriate to their specialty, understand the ways their teaching area connects to the broad curriculum, and know relevant applications of the content they teach.

*Pedagogy* - Teachers know the ways learning takes place, use a variety of methods, are expert communicators, have strong technology skills, plan instruction that is appropriate, use a variety of tools, teach critical thinking and problem solving skills, help students develop skills of teamwork, leadership, and cooperation, and instill a love of learning.

*Diversity* - Teachers demonstrate their belief that diversity is a strength, treat students as individuals, know and respect the influence of race, ethnicity, gender, and religion on a child's development, adapt their teaching to students with special needs, and work collaboratively with the families of their students.

*Leadership* - Teachers lead in their classrooms and school, advocate for schools and children, function effectively in a complex community environment, meet high ethical standards of practice, and advocate for the teaching profession.

*Reflection* - Teachers analyze their teaching, collaborate with colleagues, use research in their classrooms, and continue to grow professionally.

*Caring* - Teachers enjoy spending time in the company of children and young adults, learn about each of their students, maintain the dignity of each student, and express pride in their students' accomplishments.

*Technology* - Teachers recognize that their students must possess the knowledge and skills to function in a 21<sup>st</sup> Century environment and use technology effectively and appropriately to enhance instruction, assessment, productivity, and communication with school and professional communities.

## Proficiencies

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### Content

- teachers align their instruction with the North Carolina Standard Course of Study.
  - teachers know the content appropriate to their teaching specialty.
  - teachers recognize the interconnectedness of content areas/disciplines.
  - teachers make instruction relevant to students.
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### Pedagogy

- teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
  - teachers plan instruction appropriate for their students.
  - teachers use a variety of instructional methods.
  - teachers help students develop critical thinking and problem solving skills.
  - teachers help students work in teams and develop leadership qualities.
  - teachers communicate effectively.
  - teachers use a variety of methods to assess what each student has learned.
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### Technology

- teachers integrate and utilize technology in their instruction.
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### Caring

- teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
  - teachers work collaboratively with the families and significant adults in the lives of their students.
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### Diversity

- teachers embrace diversity in the school community and in the world.
  - teachers treat students as individuals.
  - teachers adapt their teaching for the benefit of students with special needs.
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### Leadership

- teachers lead in their classrooms.
  - teachers demonstrate leadership in the school.
  - teachers lead the teaching profession.
  - teachers advocate for schools and students.
  - teachers demonstrate high ethical standards.
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### Reflection

- teachers analyze student learning.
- teachers link professional growth to their professional goals.
- teachers function effectively in a complex, dynamic environment.

# Diversity Plan

Diversity is a key disposition of an *Emerging Teacher Leader*, and our department defines it broadly to include socioeconomic, gender, cultural, racial, ethnic, sexual preference, religious, learning ability and learning style differences. The department provides opportunities for teacher candidates to experience, appreciate, and embrace diversity in all its complexity through classroom activities, field experiences, and extra-curricular programs and events. In order to ensure that our candidates develop a broad perspective of how diversity affects education, the department has developed the following goals:

**Goal 1:** To ensure that candidates develop the knowledge, skills, and dispositions to understand diversity and the needs of diverse student populations;

**Goal 2:** To ensure that candidates develop the knowledge, skills, and dispositions to use pedagogical approaches that successfully address the needs of all P-12 learners;

**Goal 3:** To ensure that candidates have experiences with faculty, staff, partnership teachers and teacher candidates from diverse backgrounds;

**Goal 4:** To ensure that candidates have experiences with students from diverse backgrounds and students with exceptionalities;

**Goal 5:** To improve recruitment and retention of diverse candidates;

**Goal 6:** To improve recruitment and retention of diverse faculty, staff, internship supervisors, and partnership teachers;

**Goal 7:** To foster community connections and alliances to demonstrate and expand commitment to diversity.

## **Honor System at Wake Forest**

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The honesty, trustworthiness, and personal integrity of each student are integral to the life and purposes of the Wake Forest community. This statement is embodied in one of our oldest traditions, and that is the honor system (or honor code, as some call it). When you signed your application for admission to Wake Forest, you agreed to live by the honor system at Wake Forest. In specific terms that means that you and every other student have agreed not to deceive (lie to) any member of the community, not to steal from one another, not to cheat on academic work, not to plagiarize academic work, and not to engage in any other forms of academic misconduct. It means that we can trust each other, and that we willingly accept responsibility for our own conduct and activities. This is a tradition that goes back to the founding of Wake Forest, and with your participation, it continues to be a cornerstone of our community and our interactions with one another.

### **Statement of Principle**

Wake Forest is a community of men and women that seeks the enlightenment and freedom which come through diligent study and learning. Its higher goal, however, is to give life to the University motto, *Pro Humanitate*, as the passion for knowledge is translated into compassionate service.

A tradition is shared that embraces freedom and integrity and that acknowledges the worth of the individual. This heritage, established by the founders and nurtured by succeeding generations, promotes a democratic spirit arising from the open-mindedness and discourse.

Wake Forest fosters compassion and caring for others. Its collective strength and character are derived from the values and distinctive experiences of each individual; therefore, the richness of human intellect and culture is affirmed and its contribution to knowledge, faith, reason, and dialogue. Furthermore, Wake Forest strives toward a society in which good will, respect, and equality prevail. To that end, hatred and bigotry in any form are rejected, and justice, honor, and mutual trust are promoted.

## **Wake Forest University Graduate School Honor Code**

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“We conduct our academic endeavors with honor, integrity and professionalism. We do our own work, credit the work of others, and provide the full truth about our work.”

## **Overview of Secondary Education**

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The Department of Education at Wake Forest University provides teacher education in both elementary and secondary areas. In secondary education, the Department offers teaching preparation and licensure to undergraduate, graduate, and non-degree seeking students. Licensure areas include 9-12 Biology, Chemistry, Physics, English, Mathematics, and Social Studies, and K-12 French, German (undergraduate program only), and Spanish. Our programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction.

Undergraduates have the option to pursue a minor with licensure (a North Carolina "A" license) or a minor without licensure. Social studies students also have the option to major in Education. Graduate students complete the requirements for a Master of Arts in Education degree and earn graduate-level licensure (a North Carolina "M" license) in their respective teaching areas. Non-degree seeking students include post-baccalaureate licensure-only candidates (for college graduates who are not yet teaching) and lateral entry licensure candidates (for individuals who are currently teaching and who seek to obtain a license).

## **Undergraduate Secondary Education**

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The secondary teacher education program offers minors in Education for prospective English, foreign language (French, German, or Spanish), mathematics, science (biology, chemistry, or physics), or social studies teachers. Students enrolled in a minor in Education will major in their core discipline area. Prospective social studies teachers may major or minor in Education.

The Department also offers a non-licensure minor, which is awarded to students who complete all of the requirements for licensure except the semester of student teaching. Those who complete this minor will have a solid preparation for teaching that will allow them to be more easily employed by public schools that seek Lateral Entry teachers, or by private schools that do not require licensure.

### **Licensure Program**

The licensure program has three interrelated components that offer candidates the chance to become excellent teachers and leaders in the profession.

The first component, general education, involves serious engagement with course work in each of the major divisions of the curriculum (2.5 minimum GPA). This component insures that all prospective students will have a broad knowledge base, a clear sense of the structure of those disciplines, and an awareness of the serious questions that lie at the center of each of them. Students focus on these broader areas of study primarily during the freshman and sophomore years.

The second component is the academic concentration in one of the specialty areas in which teaching licensure is sought: English, mathematics, biology, chemistry, physics, social studies, French, Spanish, or German.

The third component, professional studies, begins with consideration of sociological, philosophical and historical dimensions of schooling in a Foundations of Education course (EDU 201). The concurrent Field Experience I course involves 20 hours of field experience in a local high school. Students next take Educational Psychology (EDU 311), which includes in-depth study of the process of learning, including consideration of diverse learners from multicultural backgrounds and also inclusion students. This course includes a second 20-hour field experience, in which distinctly multicultural student populations, a wide range of academic abilities, and special teaching-learning styles are encountered.

In the fall of the senior year, students take two education courses: Technology in Education (EDU 307) and Methods and Materials for the particular content area (EDU 354). The Technology in Education course addresses a wide range of computer applications that are applied to instructional design. In this course, students also begin the required Technology Portfolio. The methods course provides students with specific methods and materials of teaching their subject in the secondary classroom, and also includes a field experience component. In the Teaching Rounds candidates spend a total of 40 hours with four different teachers in different settings.

The January Seminars which come at the beginning of the student teaching semester are the next part of professional studies. These seminars focus on real-world application of knowledge, skills, and dispositions of student teachers. The three seminars are Special Needs Seminar (EDU 381), Classroom Management Seminar (EDU 383), and Diversity Seminar (EDU 385). These were created in response to feedback from former students, and all are taught by teachers and administrators from our local partner schools. These experiences provide an opportunity for growth as a teacher in the week prior to beginning the student teaching internship.

Student teaching occurs in the spring semester of the senior year. Students are placed in the classes of able mentor teachers where they work for fourteen weeks, eventually assuming the full teaching responsibility of the mentor teacher. Classroom observation and conferences occur regularly throughout the fourteen weeks of student teaching and reflection seminars are held weekly with the methods cohort. Students compile evidence and artifacts of their learning into a the Teaching Portfolio, which is presented to education faculty at the end of the spring term.

### **Non-Licensure Program**

The Department also offers a non-licensure minor, which is awarded to students who complete all of the requirements for licensure except the semester of student teaching. Those who enroll in this minor will have a solid preparation for teaching that will allow them to be more easily employed by public schools that seek Lateral Entry teachers, or by private schools that do not require licensure.

### **Non-Degree Programs**

**Post-Baccalaureate Licensure.** The licensure-only program is for students who have an undergraduate degree in the area of concentration (English, mathematics, biology, chemistry, physics, history or core social science discipline, French, Spanish, or German) and desire to obtain teaching licensure.

In the event that the student is a Wake Forest graduate returning for licensure only, she or he must also have a 2.50 average before being formally accepted. If a student did not have a 2.50 upon graduation from Wake Forest, but has taken additional courses since that time, an internal departmental calculation of his or her grades can be made, combining the two sets of grades as a means of determining if the 2.50 GPA has been achieved. An official transcript of the additional courses taken after graduation must be provided by the candidate in such a case.

Non-Wake Forest graduates seeking licensure through Wake Forest, must have a 3.0 GPA prior to being formally accepted into the program. Excluding the GPA requirements, all other rules described above apply to this student as well.

**Lateral Entry.** Lateral entry teachers in local schools may complete their academic requirements in the Lateral Entry Program. Students are expected to take all education requirements for the regular teacher education minor as well as make up any deficiencies in the content area. When students have completed all education and content area requirements, they may be recommended for a North Carolina License. Some lateral entry candidates will be working with the Regional Licensure Center (RLC) and will take coursework at Wake Forest, and be recommended by the RLC.

## **Undergraduate Programs - English [9-12]**

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*Prospective secondary English teachers major in English and minor in Education.*

Education Area Advisor: **Dr. Joseph Milner**

Goals:

1. Use English language arts to help students become familiar with their own and others' cultures.
2. Help students develop lifelong habits of critical thinking and judgment.
3. Promote the arts and humanities in the daily lives of students.
4. Have a deep knowledge and understanding of the English language.
5. Make use of practices of oral, visual, and written literacy instruction.
6. Have a deep knowledge and understanding of reading processes.
7. Have a full knowledge and understanding of different composing processes.
8. Have a clear knowledge and understanding of an extensive range of literature.
9. Have a powerful knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture.
10. Have an up-to-date knowledge and understanding of research theory and findings in English language arts.
11. Demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice.

**Concentration Requirements:** Forty credits (30 hours) in English, including 287, 323, and 390 or its equivalent. A course in world literature from among English 357, 358 or 387 is also required for licensure.

## **Undergraduate Programs - Foreign Language (French, Spanish or German) [K-12]**

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*Prospective K-12 foreign language teachers major in the language and minor in Education.*

Education Area Advisor: **Dr. Mary Lynn Redmond**

The Foreign Language Education Program aligns its goals with the National Standards for Foreign Language Learning.

Standard #1- Teachers demonstrate target language competence commensurate with their role as second language models. They function effectively in interpersonal, interpretive and presentational modes using, listening, speaking, reading and writing skills.

Standard #2- Teachers demonstrate understanding of the basic linguistic components of the target language (e.g., units of sound, grammar, vocabulary, syntax, pragmatics and discourse).

Standard #3- Teachers demonstrate familiarity with multiple cultures represented by the target language as they relate to products (e.g., foods, games, literature and laws) practices (e.g., customs, patterns of social interactions) and perspectives (e.g., beliefs, values and ideals).

Standard #4- Teachers demonstrate insight into how the target language and cultures compare to the students' language(s) and culture(s).

Standard #5- Teachers demonstrate familiarity with current theories in second language acquisition, human cognitive development and brain research.

Standard #6- Teachers create and manage a classroom environment conducive to second language learning.

Standard #7- Teachers employ multiple strategies to engage students actively and effectively in learning the target language and cultures.

Standard #8- Teachers identify, select, adapt and use a wide variety of instructional resources and technology to enhance students' learning and to provide access to the target language and cultures.

Standard #9- Teachers understand the sequential nature of the second language curriculum and articulate the instructional program accordingly.

Standard #10- Teachers link the skills and knowledge between the broader curriculum and second language instruction.

Standard #11- Teachers implement assessment strategies that are aligned with instruction. They address all second language modalities (i.e., listening, speaking, reading and writing) and culture in order to measure student achievement and proficiency.

Standard #12- Teachers affirm that second language learning is appropriate for all students regardless of ability, language background, race, ethnicity, gender, religion and other cultural factors.

Standard #13- Teachers recognize the unique contributions of heritage language learners (students with home backgrounds in languages other than English) and adapt curriculum and instruction to meet their needs.

Standard #14- Teachers maintain and enhance linguistic and cultural skills beyond the classroom.

Standard #15- Teachers understand and communicate the value of learning language other than English to students, parents, colleagues, administrators and the community at large.

### **Concentration Requirements:**

- **French:** A minimum of 27 hours of French courses numbered above French 212 or 213, including French 216, 315, 319, 320, 322, 370, one of the genre courses: 363, 364, 365, and two additional advanced-level courses.
- **Spanish:** A minimum of 27 hours of Spanish courses numbered above Spanish 213, including Spanish 316, 317, 318, 319, 322; plus 3 advanced courses in literature of which one must be in Spanish literature and one in Spanish-American literature.
- **German:** A minimum of nine courses beyond German 153, to include one course from the sequence of 210, 212, or 2147 (Vienna); 317, 320 or 321, 399; at least one course from the sequence 349, 381, 383, 385.

## **Undergraduate Programs - Mathematics [9-12]**

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*Prospective secondary mathematics teachers major in mathematics and minor in Education.*

Education Area Advisor: **Dr. Leah McCoy**

Goals:

1. Explore the problem solving approach to teaching mathematics.
2. Identify teaching strategies, materials, and activities for teaching various secondary mathematics concepts and skills to diverse learners
3. Learn to use reflection as a major component in planning and carrying out instruction.
4. Understand the hierarchical nature of components of the mathematics curriculum.
5. Understand the causes and effects of mathematics anxiety.
6. Develop and exhibit caring attitudes toward students
7. Understand the issues of diversity and equity in mathematics education.
8. Become familiar with major mathematics education organizations and journals.
9. Understand the history of mathematics and the history of mathematics education (including curriculum and instructional methods).
10. Develop a familiarity with the NC and NCTM curricula for high school mathematics courses.
11. Examine technology options for secondary mathematics.
12. Develop skill at diagnosis and remediation of specific mathematical weaknesses or difficulties.
13. Exhibit skills at relating mathematics to real-world contexts

**Concentration Requirements:** The following courses in mathematics (32 hours) are required: 111, 112, 113, 121, 321, 331, 357, (211 or 311), and two other courses beyond 113.

## **Undergraduate Programs – Science [9-12]**

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*Prospective secondary science teachers major in science and minor in Education.*

Education Area Advisor: **Dr. Robert Evans**

Goals:

1. Allow students to use their understanding of the nature of science to help them decide what to include in a course and how to teach it.
2. By model and research help students discover that the Learning Cycle is an appropriate teaching model.
3. Help students learn to effectively use relevant criteria in evaluating various curricular materials for classroom use.
4. Help students learn to skillfully use various curricular materials in their classrooms.
5. Convince students through modeling and research that motivational teaching and testing strategies when applied with ample feedback can significantly increase their teaching effectiveness.
6. Help students differentiate between various science teaching models, including: inquiry, discovery, inductive, deductive, open-ended, and information transfer.
7. Help students learn to use current technology, including information sources, to enhance their teaching effectiveness.
8. Certify that students fully understand current regulations regarding laboratory safety and humane treatment of animals.
9. Give students microteaching experiences with various science teaching methodologies.
10. Help students develop a comprehensive teaching unit including objectives, activities, evaluation materials, resources and strategies for addressing the diversity of students.
11. Explore with students the effects television conditioning has had on their future students and its importance to their successful teaching.
12. Assure that students, as future teachers and teacher leaders, understand and are able to take advantage of the unique and special characteristics of science.
13. Model caring as an essential part of teaching and affirm caring behavior in teaching feedback.
14. Model and reward reflection in the cycle of planning and resource for each teaching activity.

### **Concentration Requirements:**

- **Biology:** Thirty-four hours in Biology, which include Biology 112, 113, 213, and 214, and at least two 300-level four-hour biology courses. Chemistry 111, 122, and one additional course in mathematics or physical science.
- **Chemistry:** Twenty-eight hours in Chemistry, which include the following courses and co-requisite labs: 111, 122, 230, 260, 341; three of the following: 223, 334, 342 (or 344), 361, 370; one of the following: 381, 382, 383, 391 or 392; . Co-requisites are Mathematics 111, 112; and Physics 113, 114.
- **Physics:** Twenty-five hours in physics, including 111 or 113, 114, 215, 230, 262, 265 and 266. The remaining six hours may be satisfied with any 300-level physics courses except 381 and 382; a co-requisite is Mathematics 251.

## **Undergraduate Programs – Social Studies [9-12]**

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*Prospective secondary social studies teachers may major or minor in Education.*

Education Area Advisor: **Dr. Adam Friedman**

Goals:

Develop concepts and make valid generalizations that provide insights into the political, economic, and social behavior of people.

1. Become proficient in the skills needed for information gathering, problem-solving, decision-making, planning, self-management and group participation.
2. Acquire knowledge about the structure and functions of the social, political, and economic institutions in American and other societies; the historical development and unique characteristics of past and present societies; issues and problems which have persisted throughout time; basic geographic concepts.
3. Develop values consistent with fundamental tenets of democracy.
4. Explore cultural diversity in the social studies classroom by examining one's beliefs about cultural integration and assessing one's readiness for teaching in culturally diverse settings.
5. Discover effective techniques for teaching in culturally diverse settings, i.e. develop learning, management, and evaluation strategies that meet the needs of culturally diverse learners.
6. Develop constructive attitudes toward diversity, change, conflict, and uncertainty.
7. Develop an understanding of one's relationship to others and to the environment.

**Concentration Requirements:** Minimum of 30 hours. US History: 6 hours. European/Western History: 6 hours. Nonwestern History: 6 hours. Political Science: 3 hours. Economics: 3 hours. Geography: 3 hours. Anthropology or Sociology: 3 hours.

## **Undergraduate Application Procedures**

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The following steps comprise the application process for the undergraduate Secondary Teacher Education Program (TEP). Formal acceptance, which must be granted by August 15 prior to entering the Professional Semester (fall semester of senior year), occurs upon successful completion of the application steps listed below.

**Application.** Complete the TEP application for admission form and submit it to the Licensure Officer (Tribble Hall A2D) or to the Education Office (Tribble B-201).

**Education Advisor Recommendation.** Schedule an interview with the Department of Education Area Advisor for your discipline. Bring the TEP evaluation form to the interview where it will be completed and signed by the area advisor and submitted to the Licensure Officer.

**Content Advisor/Professor Recommendation.** Submit the TEP recommendation form to your major advisor for approval. He or she will complete the form and return it to the Department of Education. Social Studies majors should have this recommendation completed by a history or other core social science professor who knows the student's academic work well.

**Course Requirements.** Students must successfully complete Foundations of Education (EDU 201), Field Experience I (EDU 202) and Educational Psychology (EDU 311) before formal acceptance into the TEP will be granted.

**Minimum Grade Point Average.** In compliance with a mandate of the State of North Carolina, a student must have a 2.50 cumulative grade point average before being formally accepted into the TEP. If a prospective student has special needs, such as a learning disability, that may impact the grade point average, he or she should contact the Wake Forest Learning Assistance Center for advice and assistance.

**Praxis I (Reading, Writing, Math).** Praxis Series Registration booklets are available each year in the Department of Education Office (Tribble Hall B201), and in the Licensure Office. It is the student's responsibility to make arrangements to take Praxis I. An official copy of the score reports must be sent to Wake Forest University. SAT or ACT scores may be substituted for Praxis I. See licensure office for minimum passing scores.

**Foreign Language Oral Interview and ACTFL Oral Proficiency Interview. (Foreign Language Education ONLY).** Foreign Language education students in French, Spanish, and German must pass Oral Interview I prior to being formally accepted to the TEP, and Oral Interview II and the ACTFL Oral Proficiency Interview prior to admission to the Professional Semester (fall of senior year). The OPI is a telephone interview that is arranged with ACTFL proficiency raters (visit [www.actfl.org](http://www.actfl.org) for information). See Dr. Mary Lynn Redmond for an interview form and further instructions.

## **Graduate Secondary Education**

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**Master Teacher Fellows.** The Master Teacher Fellows (MTF) program was created to provide graduate study in education as well as the coursework necessary to obtain a North Carolina teaching license. It is designed to attract to teaching bright and capable individuals with strong preparation in a core discipline, but whose undergraduate studies did not include education. This 13-month program provides participants with foundational and pedagogical grounding in subject-area teaching, skills in understanding the role and use of technology to support learning, and practical experience through a student teaching internship. Students also pursue advanced graduate study in their core discipline area. The goals of the program are as follows:

1. Provide concentrated advanced study in the academic concentration or allied area of study
2. Ensure greater awareness of the range of materials and methods appropriate for the specialty concentration.
3. Engage in a deeper exploration of learning theories and philosophies of instruction
4. Engage the basic questions confronting the discipline in a search of the research of the discipline
5. Create and answer a research question centered on classroom instruction
6. Master the skills of research and statistical analysis to create and understand research in the field

**Master Teacher Associates.** Experienced teachers, and occasionally those who have earned a teaching license but who have not yet begun to teach, are eligible for the Master Teacher Associates (MTA) program. MTA candidates undertake advanced study of pedagogy and further their exploration of their core content discipline. At the conclusion of the 13-month program, MTAs are eligible to apply for a graduate level ("M") North Carolina teaching license. Key features of the Master Teacher Associates program include the following:

1. Provide concentrated study in the teacher's subject field or fields.
2. Extend the teacher's understanding of the basic humanistic and behavioral studies relating to teaching and learning.
3. Broaden and deepen the understanding of teaching and learning theory through advanced study accompanied by appropriate clinical experiences.
4. Assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

## **Graduate Programs – English [9-12]**

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Education Area Advisor: **Dr. Joseph Milner**

### **GOALS:**

- Provide concentrated advanced study in English and allied areas of study.
- Insure greater awareness of the range of materials in English and the methods useful in having students of all academic levels engage them as a group and individually
- Develop deeper exploration of learning theories and philosophies of instruction particularly pertinent to English
- Master the skills of research and statistical analysis so as to create and understand research in the field of English Education
- Engage the basic questions confronting the discipline of English
- Create and answer a research question centered on observation of classroom instruction

### **OBJECTIVES:**

- Create and answer a research question centered on classroom instruction.
- Explore advanced concepts of writing
- Develop advanced knowledge about literature
- Engage significant critical theories as a way to understand and teach literature
- Gain deeper understanding of talking and listening as a foundational dimension of English
- Study the history and structure of the English language
- Consider the alternate methods of English instruction through reading and conducting research studies
- Extend the canon of literature which is available to English students to include literature written by African Americans, women, and world literary figures.

## **Graduate Programs – Foreign Language (French or Spanish) [K-12]**

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Education Area Advisor: **Dr. Mary Lynn Redmond**

### **GOALS:**

- Gain advanced knowledge of French or Spanish language, literature, and cultures
- Develop higher level of proficiency in listening, speaking, reading, and writing in French or Spanish.
- Develop advanced knowledge and understanding of methodology and practices appropriate for the K-12 foreign language program and diverse learners of all backgrounds.
- Develop ability to reflect on instruction in order to improve teaching.
- Gain thorough understanding of history and philosophy of education.
- Gain broad knowledge of research and statistical analysis in the fields of education and foreign language education.
- Develop greater awareness of professional development as a means to enrich and improve teaching.
- Develop greater awareness of the foreign language teacher's role as a leader in the profession and as an advocate of foreign language study.

### **OBJECTIVES:**

- Improve level of proficiency in listening, speaking, reading, and writing and function more effectively in interpersonal, interpretive, and presentational modes.
- Use knowledge of target cultures and students' culture to increase students' cultural awareness and understanding.
- Use advanced knowledge of literature, composition, and linguistics to make teaching more effective and to incorporate more authentic use of the target language.
- Apply a variety of methods, strategies, and techniques that are appropriate for diverse learners at various stages of language and cognitive development.
- Demonstrate knowledge of theories of second language acquisition and brain research.
- Explore current trends and issues in the field of foreign language education (such as the National Standards Movement) in order to be able to make appropriate decisions for effective changes in curriculum and teaching.
- Apply knowledge of current instructional resources, research, and technology to improve foreign language instruction and provide access to the target language and cultures.
- Implement appropriate assessment strategies that align with instruction and an articulated language curriculum.
- Master skills of research and statistical analysis in order to be able to conduct and interpret research in the field of foreign language education.

## **Graduate Programs – Mathematics [9-12]**

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Education Area Advisor: **Dr. Leah McCoy**

### **GOALS:**

- Advanced study of mathematics
- Understanding of general pedagogy, including characteristics of diverse learners, learning theories and philosophies of instruction
- Awareness and understanding of a wide range of specific materials and methods for teaching mathematics
- Mastery of skills of research and statistical analysis

### **OBJECTIVES:**

- Develop a deep understanding of the relationship of diverse student characteristics and appropriate teaching methods and materials
- Develop and exhibit caring attitudes toward students
- Develop familiarity with state and national curricula in mathematics
- Explore advanced mathematics topics (such as Number Theory, Advanced Calculus, Complex Variables) in order to develop a thorough understanding of a full range of secondary school mathematics
- Explore advanced concepts of mathematical problem solving, and achieve a deep understanding of how students solve problems
- Develop skill in understanding what students know and need to learn, and in challenging and supporting them to learn it well
- Learn to use reflection as a major component in planning and carrying out instruction
- Develop a commitment to high expectations and strong support for all students
- Examine affective issues such as motivation, and mathematics anxiety as they relate to mathematics teaching and learning
- Become knowledgeable about current reform movements in mathematics curriculum, instruction, and assessment
- Develop skill in creating effective learning environments where student are actively building new knowledge from experience and prior knowledge
- Develop skill in using various forms of technology as a tool in teaching mathematics
- Explore and apply current mathematics education research literature
- Create and answer a mathematics education research question
- Develop leadership skills and dispositions

## **Graduate Programs – Science (Biology, Chemistry, or Physics) [9-12]**

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Education Area Advisor: **Dr. Robert Evans**

### **GOALS:**

- Give students an opportunity to deepen their mastery of science topics they have previously encountered
- Facilitate a broadening of each student's exposure to the diverse branches of science through coursework in new areas
- Integrate student understandings of content with pedagogy
- Discover what the research of science teaching has to offer them as teachers, and contribute to that body of expertise

### **OBJECTIVES:**

- Explore advanced concepts of science through advanced courses designed for those pursuing professional careers in science
- Develop advanced knowledge about science research
- Engage significant theories of science education from experiences with them as students, learners and practitioners
- Discover tenets of successful teaching from observations and critical analyses of local science teachers, their classes and schools
- Observe and reflect upon and model examples of caring and leadership
- Read and be able to apply science educational research to the diversity of students and indicators found in the schools
- Consider alternate methods of science instruction through reading and conduction of research studies
- Know and become sensitive to the unique science teaching challenges presented by minorities, women, and economically deprived students

## **Graduate Programs – Social Studies [9-12]**

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Education Area Advisor: **Dr. Adam Friedman**

### **GOALS:**

- Develop concepts and make valid generalizations that provide insights into the political, economic, and social behavior of people
- Become proficient in the skills needed for information gathering, problem-solving, decision-making, planning, self-management, and group participation
- Acquire knowledge about
  - the structure and functions of the social, political, and economic institutions in American and other societies
  - the historical development and unique characteristics of past and present societies
  - issues and problems which have persisted throughout time
  - basic geographic concepts
- Develop values consistent with fundamental tenets of democracy
- Develop constructive attitudes toward diversity, change, conflict, and uncertainty
- Develop an understanding of one's relationship to others and to the environment

### **OBJECTIVES:**

- Extend awareness of global issues to classroom instruction in the social studies
- Develop instructional techniques for the social studies that relate to and respect multicultural perspectives
- Develop an interdisciplinary understanding and application of the social sciences
- Explore the literature of the social sciences that relate to teaching
- Become aware of the value of action research in the improvement of social studies instruction
- Create an original research project directly related to the teaching of social studies

## **Licensure Procedures**

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As a Teacher Education Program (TEP) approved by the North Carolina Department of Public Instruction (NCDPI), Wake Forest University's Department of Education is given authority to recommend licensure for students who have met the expectations and completed the requirements of our program. The decision to grant licensure is based on evidence produced and submitted by the candidates over the course of the program. Following successful completion of the student teaching semester, the Department's Licensure Officer submits an application for a North Carolina Teaching License to NCDPI for processing and approval. Undergraduates apply for an "A" license; graduate students apply for an "M" license. The following steps are necessary for the application to be submitted to NCDPI.

**Application for a North Carolina License.** Generally, the Licensure Officer makes a presentation to participants in the Teacher Education Program, and this form is completed at that time. Application forms are available in the Licensure Office, Tribble A2E.

**Student Teaching LEA Form S.** Form S verifies successful completion of the student teaching internship and is completed at the end of the teaching semester. The area advisor provides students with this form, which must be signed by the Cooperating Teacher ("LEA Supervisor") and Principal ("Superintendent or Designee").

**Praxis Score Reports.** Official score reports for the appropriate Praxis II Subject Assessment/Specialty Area Test(s) must be submitted to the Licensure Office.

**Final Transcript(s).** Official Wake Forest transcript(s) showing all coursework at Wake Forest University and transfer credits from other institutions will be obtained by the Licensure Officer. Official transcripts from other institutions must be submitted by the applicant to the Licensure Office.

**Grade Point Average.** In order to obtain a North Carolina Teaching License, an applicant must maintain a minimum cumulative GPA of 2.50.

**Application Fee.** There is a processing fee of \$55 that must be submitted to the Licensure Office. Checks or money orders should be made payable to "NCDPI."

**Technology Portfolio.** All licensure candidates must submit a Technology Portfolio, which is assessed and evaluated by outside consultants. The guidelines for organizing the portfolio and the process for evaluation is explained as part of EDU 307/717: Technology in Education.

Licensure candidates will be notified by letter from the WFU Licensure Office of successful completion of the Teacher Education Program. The date on which the licensure application was mailed to NCDPI will be indicated, and candidates should note that it takes minimum of 2-4 weeks for the State to process and issue the license. Any questions regarding the status of the application should be directed either to the WFU Licensure Office or to NCDPI at (800) 577-7994 or (919) 807-3310.

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## **Reciprocal Licensing Plan**

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Reciprocity means we have comparable teacher education programs (courses) with other states. It does not imply anything, however, regarding test requirements. Each state sets its own test requirements. When North Carolina has reciprocity with a state, it usually means licensure candidates will not be required to take additional education courses in order to be eligible for a license in that state. However, they may still be required to take any special courses required of all applicants in that state such as a child abuse course, a special education course, a history of the state course, etc. This stipulation varies from state to state. Additionally, licensure candidates are not exempt from any required exams for that state. Usually, candidates who have deficits in either of these areas are issued a provisional license until they meet the requirements for that state. One should consult the posted requirements for licensure found on the particular state's department of education website; a check of the Department of Education's licensure pages may also be of help: [http://www.wfu.edu/education/licensure\\_index.html](http://www.wfu.edu/education/licensure_index.html).

## **Department Facilities and Resources**

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**Curriculum Materials Center.** Located in Room A2 of Tribble Hall, the Curriculum Materials Center has North Carolina State Curriculum Guides, state-adopted textbooks, and other educational materials. Equipment, such as cameras, camcorders, and DVD players, is available for checkout by Education students from the CMC. The center is open daily; hours are posted.

**Education Computer Lab.** The Education computer lab is located in Tribble Hall A10. It contains multimedia desktop computers, one scanner, and a networked laser printer which is accessible to teacher education students. Each of the computers has the standard load of software as defined by the University, in addition to special software to further facilitate the design of instructional materials by students. Education students have access to this lab with their Wake Forest ID card. Guidance, instructions, and troubleshooting tips for technology resources are also found on the A10 lab Web site:

<http://www.wfu.edu/education/lab/>

## Field Experience Plan – Secondary Education

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The field experiences are a planned and meaningful sequence of activities designed to facilitate the candidates' integration of theory and practice in the interrelated learning communities of the public schools. Candidates should have at least one field experience with students from diverse backgrounds, and should have opportunities to use technology as an instructional tool during field experiences.

### Undergraduate Field Experiences

SEQUENCE	GOAL	PRIMARY GUIDING PRINCIPLES	PRODUCTS	ASSESSMENTS
Field Experience I (EDU 202)	The candidate will focus on understanding the <b>School Community</b> , including families	<ul style="list-style-type: none"> <li>• Caring</li> <li>• Diversity</li> <li>• Leadership</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Structured Observation Reports of School Operations, Leadership Perspectives, and Home-School Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Summary Rating Field Experience I Stage I (EAR)</li> </ul>
Field Experience II (EDU 311)	The candidate will focus on the teaching and learning process and the <b>Classroom Community</b>	<ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Diversity</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Structured Observation Reports of Classroom Teaching and Learning Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Summary Rating EDU 311 Stage I (EAR)</li> </ul>
Field Experience III Rounds (EDU 354)	The candidate will focus on the <b>Pedagogical Knowledge in the Content Community</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Pedagogy</li> <li>• Reflection</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Reports</li> <li>• Reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Summary Rating Rounds Stage II (EAR)</li> </ul>
Field Experience IV Student Teaching (EDU 364)	The candidate will focus on integration of all the elements in the <b>Teaching and Learning Community</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Pedagogy</li> <li>• Caring</li> <li>• Diversity</li> <li>• Leadership</li> <li>• Reflection</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Portfolio (7 principles and 5 case studies) Stage III (EAR)</li> <li>• Teaching Evaluation (7 principles) Stage III (EAR)</li> </ul>

## Graduate Field Experiences

SEQUENCE	GOAL	PRIMARY GUIDING PRINCIPLES	PRODUCTS	ASSESSMENTS
Field Experience I Summer Mentoring	The candidate will focus on understanding the <b>School Community</b> , including families	<ul style="list-style-type: none"> <li>• Caring</li> <li>• Pedagogy</li> <li>• Diversity</li> <li>• Leadership</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Structured Tutoring of At-risk student</li> <li>• Home-School Connection</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Summary Rating Summer Mentoring Stage II (EAR)</li> </ul>
Field Experience II Rounds (EDU 654)	The candidate will focus on the <b>Pedagogical Knowledge in the Content Classroom Community</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Pedagogy</li> <li>• Reflection</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Reports</li> <li>• Reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Summary Rating Rounds Stage II (EAR)</li> </ul>
Field Experience III Student Teaching (EDU 664) <b>MTF</b>	The candidate will focus on integration of all the elements of the <b>Teaching and Learning Community</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Pedagogy</li> <li>• Caring</li> <li>• Diversity</li> <li>• Leadership</li> <li>• Reflection</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Portfolio (7 principles and 5 case studies) Stage III (EAR)</li> <li>• Teaching Evaluation (7 principles) Stage III (EAR)</li> </ul>
Field Experience III Instructional Project <b>MTA</b>	The candidate will focus on integration of all the elements of the <b>Teaching and Learning Community</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Pedagogy</li> <li>• Caring</li> <li>• Diversity</li> <li>• Leadership</li> <li>• Reflection</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Portfolio (7 principles and 5 case studies) Stage III (EAR)</li> </ul>

## **Field Experiences Policy**

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As part of its programs for undergraduate and graduate students, the Department of Education has a collaborative relationship with the Winston-Salem/Forsyth County Schools [WS/FC] that gives all of our students opportunities for field experiences in actual school settings. These experiences range from Field Experience I (EDU 202) and Educational Psychology (EDU 311), to Teaching Rounds (EDU 354) to full-time student teaching internships. While the relationship between the Schools and the Department is long-standing, we remain visitors to and guests of the school district. Our presence is governed both by expectations set in the individual university classes, of which field experiences are a part, and also by the policies and procedures of the WS/FC Schools and the individual school that our students enter:

1. WFU students should park in approved spaces and report their presence to the school's main office each time they visit.
2. WFU students should conduct themselves according to professional standards for conduct, dress, and appearance.
3. WFU students should make every effort to coordinate their visits with the assigned teachers, to avoid being disruptive to class activities in arriving or departing, to follow directions of school personnel, and to undertake reasonable assignments as part of their field experiences.
4. Alcohol, illegal drugs, and weapons or firearms are not permitted on school campuses. Vehicles on school property can be subjected to a search by school officials or law enforcement. Tobacco products must remain in WFU student vehicles.

## **Student Teaching**

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The 14-week student teaching internship is undertaken in a local public school in cooperation with an experienced teacher and with the supervisory assistance of a university faculty member. It is designed to give teaching candidates an opportunity to apply best practice methods of instruction encountered in the professional preparation courses leading up to student teaching. It should be noted that student teaching at Wake Forest University is a privilege for those who meet the requirements, not a guaranteed right. It is conducted in the public schools where the student teacher is a professional guest. This fact is emphasized, because it is in this context that the internship experience is implemented.

### **General Goals of Student Teaching**

1. To afford a testing ground for the theories, principles, and ideas studied in the professional preparation program.
2. To provide an opportunity for the student teacher to learn by observing an outstanding teacher teach and by planning, teaching, and evaluating with such a teacher.
3. To provide an opportunity for student teachers to test their emerging philosophy as teachers.
4. To provide an opportunity for self-evaluation.
5. To help student teachers develop the ability to reflect, to reason, and to judge as they meet and deal with particular situations.
6. To develop an initial security that will assist in creating enthusiasm for teaching.
7. To provide the student teacher with a firm foundation for additional learning.

### **General Principles Governing Student Teaching**

1. Student Teachers learn best when they are focused on student teaching and have eliminated other responsibilities outside of their commitment to the students, the schools, and the university.
2. Student Teachers learn best when cooperating teachers support their best efforts and offer specific ways to rearrange or change how they are teaching.
3. Student Teachers learn best when they are able to take risks based on what they know about teaching.
4. Student Teachers learn best when they are able to work in limited territory at first. They need sufficient time to study and understand the material, consider how their students learn best, and develop a way to have their students engage and understand that material most fully. They need not take on multiple teaching responsibilities until they do well with one.

5. Student Teachers learn best when they are asked to reflect on their teaching, articulate a sense of their positive paths and misdirections, and explore new patterns of instruction.
6. Student Teachers learn best when they see other students and experienced teachers teach some of the same lessons they are developing.
7. Student Teachers learn best when they plan carefully and are able to articulate what they hope to accomplish in a single lesson and in a sequence of classes.
8. Student Teachers learn best when their cooperating teachers demonstrate various styles, techniques, methods, and approaches and then explain them.
9. Student Teachers learn best when they assume full responsibility for segments or all of a cooperating teacher's teaching load. They need to work in a way that assumes that the cooperating teacher is invisible to the class.

**Assignment of Student Teachers.** Assignment of student teachers is handled cooperatively by the Department of Education and the superintendent's office of the cooperating school district. In early October, prospective student teachers submit to the Program Director a student teaching application that includes pertinent professional and personal information. This is transmitted to the superintendent, or his designee. Notice is made of any unusual facts that should be considered in selecting cooperating teachers and schools. Students who do not intend to assume a student teaching internship must declare a non-teaching minor by October 1 of their senior/final year.

The actual matching of a student teacher with a cooperating teacher is done by a designated official of the cooperating school district. After this is completed, the Department of Education notifies the student teachers.

**Evaluation of Student Teachers.** A student teacher is evaluated by both school district and university personnel, using the exit criteria of the University. Throughout the student teaching experience, the cooperating teacher keeps the student teacher and university supervisor informed regarding progress and performance. A weekly conference between cooperating teachers and student teachers is strongly recommended and can be guided by the evaluation instrument used for Midterm and Final Evaluations of the student teacher. These expectations for performance are tied to the Wake Forest Department of Education Conceptual Framework.

Each of the parties involved in evaluating the student teacher's experience--the cooperating teacher, the university supervisor, and possibly the principal or his or her designee--should participate in and sign the final evaluation at the end of the internship. The student teacher is also asked to sign, signifying that he or she has seen the evaluation. This document is submitted to the Department's Licensure Officer as part of the accumulated record for each teacher candidate.

Since the internship is also a university course, determining the pass/fail grade for student teaching is the responsibility of the university supervisor. In making this determination, the university faculty member will include reports and evaluations from the cooperating teacher and others who might have participated in the student teaching experience.

**Due Process for Student Teachers.** Should any of the three parties involved (the university supervisor, the cooperating teacher, or the principal) not agree to recommend for licensure, the student teacher may request a review by an outside panel. This outside panel will be composed of (1) a college/university person who represents the teaching area, (2) an administrator (either a principal or central office representative), (3) a Winston-Salem/Forsyth County School System teacher in the specialty area and (4) a person recommended by the student teacher. Separate university policies and procedures govern disputes regarding the determination of grades for the Student Teaching course.

### **Policy on Substitute Teaching.**

The student teaching assignment is a full-time, demanding experience. No request should be made of the student teacher to teach in classes other than in the scheduled student teaching program. Substitute teaching is not permitted; student teachers may not receive compensation.

In rare instances, when a dire need for a teacher is apparent and the student teacher has completed at least 10 weeks of the internship, the student teacher may be allowed to move to a full-time assignment upon the recommendation of the Area Advisor. This assignment must be approved by the Secondary Education faculty. The Student Teacher may not be paid during the dates of student teaching and must have a certified substitute teacher in the room at all times. At the end of the student teaching period, the school may elect to offer the student teacher a paid assignment to complete the remaining days in the school year.

### **Suggestions for Getting Started**

- Obtain copies of the school/pupil handbook, class schedule, faculty handbook, and supplementary materials being used
- Obtain and record the school's phone number and the cooperating teacher's telephone number and email address
- Obtain library and media center policies.
- Obtain cafeteria and parking policies.
- Obtain procedures for fire drill, assembly, and classroom emergencies (student illness, etc.).
- Learn the school's policies regarding discipline, punishment, and school absence.
- Learn the names of key school personnel such as the principal, assistant principal, media specialist, and school secretary.

## **Student Teaching Responsibilities**

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### **General Responsibilities of Student Teachers**

1. Act as a professional, both in assuming responsibility as delegated by the cooperating teacher and in being mindful of professional ethics which demand refraining from unfair treatment of students, criticism of colleagues or students, disclosing confidential information, and imposing political, educational, or religious ideas upon others.
2. Follow the policies, procedures, and regulations of the school system and the University. This includes conforming to school regulations and university expectations concerning standards of conduct and dress.
3. Keep every academic day free of other obligations. It is the expectation of the Department that students will not undertake or continue outside activities that appear to interfere with or detract from the primary responsibilities of student teaching.
4. Be punctual and regular in attendance. The student teacher shall follow the school system policy regarding matters of health and emergencies and should inform the principal, the cooperating teacher, and the university supervisor as soon as possible regarding illness or other emergencies. Any days missed for any reason (i.e., illness, interviews) must be made up. Substitute teaching plans must be left for the cooperating teacher.
5. Adhere to the calendar adopted by the school system and the school to which the student teacher is assigned. Spring Break will usually be different from the University's calendar. (Dormitory students may need to contact Residence Life & Housing to arrange accommodations during the University Spring Break.) Please note: The school district's scheduled Spring Break must be considered tentative; the School Board can order makeup days during that time (and, if need be, on Saturdays) if inclement weather cancellations exceed the pre-determined number of scheduled makeup days.
6. Keep abreast of important information regarding student teaching or on-campus activities by attending and participating fully in the accompanying seminar courses, checking in regularly with the university supervisor, and checking email regularly.
7. Keep an account of hours of observation and teaching. The student teacher is expected to attend and participate in planning days, workshops, and other meetings which would normally be attended by the supervising teacher.
8. Prepare, in conjunction with the cooperating teacher and university supervisor, a plan for gradual assumption of courses and other duties as deemed appropriate.
9. Prepare a weekly teaching schedule and turn in to university supervisor at the beginning of each week.
10. Prepare lesson plans to the satisfaction of the cooperating teacher and the university supervisor.

11. Coordinate with the university supervisor to schedule post-observation conferences if meeting immediately after an observation is not possible.
12. Participate in school-related activities: faculty meetings, sports and social events, assembly programs, parent meetings, in-service workshops, and professional meetings.
13. Strive to know and understand the learning strengths and weaknesses of each student.
14. Collect evidence of work and performance as part of an ongoing portfolio.

### **General Responsibilities of Cooperating Teachers**

1. Become acquainted with the student teacher's personal and professional qualifications and facilitate the adjustment of the student teacher into the school and community.
2. Orient student teachers to the school setting:
  - background of students
  - materials and equipment
  - extracurricular activities
  - curriculum guides
  - class schedules
  - school regulations
  - school policies/procedures
  - program of work
  - reports to parents
  - evaluation/grading procedures
3. Work with the university supervisor in planning a well-balanced program of learning activities.
4. Determine with the university supervisor and student teacher the major criteria for observations, continuous evaluation, and supervisory strategies.
5. Provide the student teacher with a place in the school to work and study.
6. Determine with the university supervisor and student teacher the length of time needed for student teacher observation in the classroom.
7. Plan the schedule for the student teacher to gradually assume the full responsibility for the teaching load, such that a minimum of six weeks is spent in full-time teaching.

8. Assume responsibility for remaining in the classroom in order to assist, advise, and evaluate once the student teacher begins his or her duties.
9. Coordinate with the university supervisor and student teacher the length of time the student teacher will be in charge without the presence of the cooperating teacher.
10. Plan a schedule whereby the student teacher will gradually relinquish the full responsibility of the teaching load, thereby affording the student teacher the opportunity to broaden the experiences by observing in other classrooms.
11. Provide regular conferences throughout student teaching during which the student teacher and the cooperating teacher plan, share information, evaluate, and make decisions.
12. Encourage the student teacher to participate in non-instructional activities, such as faculty meetings, professional meetings, school organizations, etc.

### **General Responsibilities of University Supervisors**

1. Make available to the appropriate public school personnel all pertinent policies and procedures related to the university teacher education program.
2. Cooperate with the personnel department in completing and returning the necessary forms and in completing student teacher assignments.
3. Emphasize to student teachers their responsibility for knowing and adhering to the policies set forth by the Winston-Salem/Forsyth (or other) County School District.
4. At the beginning of the student teaching experience, provide the cooperating teacher with the exit criteria instrument to be used in the final evaluation of the student teacher and explain procedures for completing it in conference with the student teacher.
5. Negotiate with cooperating teachers and student teachers concerning their respective responsibilities.
6. Assume responsibility for seven significant classroom visits in a fourteen-week assignment.
7. Maintain a record of visitations and observations to aid in directing and evaluating progress of student teachers.
8. Make a careful assessment of the experience, growth, and accomplishments of the student teacher and give proper consideration to the evaluation of the cooperating teacher in completing the exit criteria instrument and in assigning a final grade.

## Teaching Internship Plan

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The assumption of teaching and non-teaching responsibilities by student teachers is negotiated between the university supervisor, the cooperating teacher, and the student teacher, given the goals of the Teacher Education program and the professional development principles appropriate to each subject area. The Department of Education believes that student teachers should assume full responsibilities for teaching only after a period of gradual induction into their new roles has occurred. A similar period of transition is expected as the student teaching semester winds down, whereby classes and duties are gradually surrendered back to the cooperating teacher. In developing a plan for when and how cooperating teachers will release and reassume teaching responsibilities, the parties concerned should keep the following principles in mind:

- the internship should begin with a transitional period of observation, participation in basic classroom functions, and preparatory conferences prior to developing plans for early teaching
- following the introductory transition phase, student teachers should assume the responsibility for teaching no more than one preparation daily
- by mid-semester, the student teacher should have full responsibility for planning, teaching, and evaluating all designated classes and should retain it for a minimum of six weeks
- in the final weeks of the internship, student teachers should surrender teaching responsibilities back to the cooperating teacher
- the student teacher should give up his or her final class one week before the end of student teaching
- the final week should still be spent full-time in the placement and should be used for observations of other teachers

Student teachers will be required to submit an Internship Teaching Plan within the first weeks of teaching. It must be signed by the cooperating teacher, university supervisor, and student teacher and should detail the steps by which teaching and non-teaching duties will be assumed and released.

## **Technology Portfolio – Required of All Candidates**

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The technology portfolio is a requirement of the state of North Carolina for teacher candidates seeking initial licensure. Each portfolio must contain evidence and reflections that demonstrate mastery of the National Educational Technology Standards for Teachers developed by the International Society for Technology in Education (<http://cnets.iste.org/>). Specific assignments completed in EDU 307 or EDU 717 satisfy the technology competencies and will be published as a portfolio on a website developed by the teacher candidate.

An email requesting to have your portfolio evaluated for licensure and the complete URL of your web site should be sent to Linda Dunlap in the Licensure Office of the Department of Education ([dunlaplb@wfu.edu](mailto:dunlaplb@wfu.edu)). The deadline will be announced in the fall. Evaluation teams will review each portfolio and make recommendations for licensure. Candidates will be notified of the results when all evaluations are complete.

Each Web site will include:

### **Main Page**

Help visitors to your site by providing an overview of the purpose, goals, and intent of your web site.

### **Standards Newsletter and Reflection**

This artifact requires you to demonstrate your knowledge of desktop publishing and your ability to articulate state and national technology and curriculum standards for students through a newsletter designed to inform parents about the state standards as well as your expectations for student performance.

### **Field Trip Planning and Reflection**

This artifact requires you to demonstrate your personal productivity skills with word processing, database, and spreadsheet applications by collecting, analyzing and communicating information about a field trip that aligns with state curriculum standards.

### **Assessment Project and Reflection**

This artifact requires you to demonstrate ability to use *PowerPoint* as an interactive assessment tool as you develop an instrument that can be used to measure student performance on subject matter relevant to your curriculum.

### **Instructional Design Project and Reflection**

This artifact requires you to demonstrate your ability to integrate technology for instruction by creating a unit plan that addresses state and national curriculum and technology standards and demonstrates appropriate integration of content and technology to address the needs of learners in diverse educational settings.

### **Technology Philosophy (EDU 717 ONLY)**

This artifact demonstrates your ability to synthesize how your experiences influence your personal philosophy of technology integration.

## **Teaching Portfolio – Required of All Candidates**

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The teaching portfolio is intended to collect and communicate evidence of your growth and development as a professional educator and as a qualified, accomplished, and reflective novice teacher. This consideration of your professional development should be guided by the seven guiding principles of the Department's Conceptual Framework: Content, Pedagogy, Diversity, Leadership, Caring, Technology, and Reflection.

The evidence of your growth, compiled in the portfolio, is meant to be archived for yourself and passed on in documentary form to the Department of Education. Your portfolio should be organized around the conceptual framework with links to materials relating to each of the seven guiding principles. Your portfolio should be saved on a CD (also make a copy for yourself) and submitted to your content area advisor. The artifacts and examples you select should show your proficiency in the knowledge and skills and dispositions; in addition, other standards should also be incorporated throughout, including State Curriculum Standards, Content Area Standards (NCTE, NCTM, NCSS, ACTFL, NSTA), National Educational Technology Standards, the Council of Learned Societies in Education Standards, or others as appropriate.

In creating the product, be guided by the following:

- Each guiding principle should have multiple and varied examples.
- Evidence may be selected from teaching experiences, education program courses, and from other aspects of your university experience.
- Evidence can include papers, journals, lesson plans, class projects, photos, video, scanned student work, notes to or from parents or students, etc.
- Evidence must not contain any identification of students, parents, or teachers.
- Text evidence should be saved in pdf format; graphics or photos should be saved as jpgs. Video should be saved as .wmv and limited to no more than 5 minutes total for ALL video clips.

At the end of the student teaching internship, the portfolio will be formally presented and discussed in an exit interview with a committee of faculty members from the Department of Education. Your goal is to present a picture of yourself as a teacher shaped by experience, who can point to evidence of your knowledge and skills, and who can explain how you have become the teacher you are and what it is likely to mean when you assume responsibility for a group of students next year. The specifics of the presentation will be in accordance with content advisor expectations, which will be discussed within each program area.

<b>TEACHING PORTFOLIO</b>		
	<b>REQUIRED</b>	<b>CHOICE</b>
<b>CONTENT</b>	Lesson plans with content focus (354/654) Papers, tests, or projects from content classes	Methods projects Photos or videos of teaching
<b>PEDAGOGY</b>	Philosophy of Education (201/707) <b>Case Study 1.</b> Planning/Teaching/Assessment Case Study (364/664) Lesson plans Video of teaching	WebQuests Structured web activities Methods projects Photos or videos of teaching
<b>CARING</b>	Communications with students and parents Family communication -Standards newsletter (307/717) <b>Case Study 5.</b> Work with Families Reflection (364/664)	Classroom rules Evaluations from students Photos or videos of students
<b>DIVERSITY</b>	<b>Case Study 2.</b> Special Needs Case Study (381/681) Experiencing Disability Paper (381/681) Diversity Situation Analysis (385/685) Second Language Project (385/685) <b>Case Study 4.</b> Culturally Relevant Teaching Reflection (385/685)	Papers from Foundations/Sociology, Special Needs, or Methods Equity notebook Photos or videos of students
<b>LEADERSHIP</b>	Resume Classroom management case study (select one) (383/683) <b>Case Study 3.</b> Classroom Management Log (383/683)	Research abstract Photos or videos (i.e. conferences, Research Forum) Technology integration philosophy Papers from Educational Leadership, Foundations/Sociology, Conference participation documentation
<b>TECHNOLOGY</b>	Technology Portfolio (307/717)	Photos or videos of teaching with Technology Video anchor
<b>REFLECTION</b>	Global Reflection	Reflections

### **Required Case Studies**

**Case Study 1. Teaching.** You will provide a complete lesson or unit plan including all teaching and assessment materials, data documenting its implementation (i.e. scans of student work), and your reflection (including evaluation and ideas for revision).

**Case Study 2. Special Needs.** Reflect on your approach to dealing with diverse students with special needs in your class.

**Case Study 3. Classroom Management..** Maintain a journal of events, observations, and reflections about a selected class.

**Case Study 4. Culture.** Discuss the ways that you applied your knowledge and understanding of cultural diversity in your classes during your student teaching experience. One-page reflection on each of 5 themes.

**Case Study 5. Families.** Describe your work with families to support student learning during your student teaching experience. Make sure that you discuss related student outcomes.

## **Summer Mentoring Project - Required of All Master's Candidates**

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**Objective:** To experience a diverse learning environment and to develop understanding and appreciation of student differences in race, ethnicity, language, and social class.

- You will serve as a tutor and big brother/big sister to students in remedial courses in Summer School in Winston-Salem/Forsyth County.
- You will be matched with a high school student (or small group of students), with whom you will meet throughout the summer (June and July). Your student(s) will be different from you in at least one of the following ways: race, ethnicity, language, or social class.
- Your courses in Psychology and Sociology of Diverse Learners will also relate to this experience.
- You are encouraged to continue this big brother/big sister relationship into the fall semester as your schedule allows.

At the beginning of fall semester (by September 1), you will turn in the following to your methods instructor.

1. A journal, which includes entries describing and reflecting on each of your tutoring sessions.
2. An evaluative paper, addressing the questions listed below. (If you are assigned more than one student, you may choose which student to discuss.)
  - How is your student different from you?
  - What effects do these differences have on teaching and learning?
  - How are you similar? What do you have in common?
  - Did the differences between you and your student narrow or widen over the course of the summer?
  - Were you able to transcend the differences? Explain.

## **Research Project and Presentation- Required of All Master's Candidates**

In consultation with the advisor, individual research projects on a specific pedagogical topic are developed during the fall semester in a school setting. The project includes a definition of the research problem, literature review, collection of field data, and reporting of results.

Data is reported in three formats:

1. A full research paper is submitted to the Advisor at the conclusion of EDU 715 in December. An electronic copy (pdf format) of this paper should also be submitted to Dr. McCoy to be included on the CD archive of all papers.
2. A long abstract (6 pages) is submitted to Dr. McCoy on the specified date in December. This Abstract is included in the Proceedings publication which is distributed to all current graduate students and faculty. The proceedings are also published on the ERIC database.
3. A poster and oral presentation are given at the annual Research Forum in December. It may also be presented at the Graduate Research Day in the spring, as directed by the Advisor.

## **Applied Research Project - Required of All Master's Candidates**

**Applied Research Project.** As a follow-up to the January seminars, at the end of the spring semester (in early May), students identify a pedagogical area in which they would like to improve or learn more. This area, which must be approved by their advisor, will be the topic for the applied research project. It should not be the same topic as the fall research project. The project will have three parts:

1. Introduction. Describes the particular experiences in student teaching (or other teaching) that led student to seek further knowledge and expertise in this area.
2. Literature Review. Reports what the research says about this topic. This section will involve extensive library research, with a total of 10-15 sources.
3. Plan of Action. Consists of a plan of action that lists recommendations based on the related research to improve performance in this area. It will include goals, indicators, and benchmarks that describe how implementation will be assessed.

## **Video Reflection- Required of All Master's Candidates**

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This global reflection is a 6-8 minute video presentation of your reflections on your teaching experiences and your teaching philosophy. It is illustrated with video clips from student teaching or the MTA instructional project. It will be edited and played from DVD.

At the end of June (exact schedule to be determined), each student will present the video reflection and discuss the applied research project. DVD copies of the Video Reflection and hard copies of the Applied Research Project will be due at that time.

## **Instructional Project- Required of All MTA Candidates**

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Objective: To provide instructional field experience at the advanced master's level.

- All activities should be planned and coordinated with the advisor and the report should be turned to the advisor. Exact requirements will be designed to reflect the individual candidate's background and objectives.
- The report should include samples of instructional materials, and a 2-3 page reflection on the activity.

**Curriculum Planning Guides**

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**UNDERGRADUATE MINOR IN EDUCATION (WITH LICENSURE)**

*Department of Education • Wake Forest University*

STUDENT \_\_\_\_\_ ADVISOR \_\_\_\_\_

**Total: 26 hours**

	<i>CHECK WHEN COMPLETE</i>
<b>Junior, Fall</b>	
EDU 201 Foundations of Education (3 hr)	
EDU 202 Field Experience I (2 hr) <i>includes 20 hrs. in schools</i>	
<b>Junior, Spring</b>	
EDU 311 Educational Psychology (3 hr) <i>includes 20 hrs. in the schools in diverse situations, both multicultural and inclusion</i>	
<b>Fall, Senior</b>	
EDU 354 Methods and Materials of Teaching (3 hr) <i>includes 40 hours of Teaching Rounds observations in schools</i>	
EDU 307 Educational Technology (3 hr)	
<b>Spring, Senior</b>	
EDU 381 Special Needs Seminar (1 hr) <i>(First week of semester)</i>	
EDU 383 Classroom Management Seminar (1hr) <i>(First week of semester)</i>	
EDU 385 Diversity Seminar (1hr) <i>(First week of semester)</i>	
EDU 364 Student Teaching (9 hr) <i>(Internship lasts 14 weeks)</i>	
<b>PROJECTS</b>	
Technology Portfolio (Spring, Senior)	
Teaching Portfolio (Spring, Senior)	

**Curriculum Planning Guides**

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**UNDERGRADUATE MINOR IN EDUCATION (NON- LICENSURE)**

*Department of Education • Wake Forest University*

STUDENT \_\_\_\_\_ ADVISOR \_\_\_\_\_

**Total: 14 hours**

	<i>CHECK WHEN COMPLETE</i>
<b>Junior, Fall</b>	
EDU 201 Foundations of Education (3 hr)	
EDU 202 Field Experience I (2 hr) <i>includes 20 hrs. in schools</i>	
<b>Junior, Spring</b>	
EDU 311 Educational Psychology (3 hr) <i>includes 20 hrs. in the schools in diverse situations, both multicultural and inclusion</i>	
<b>Fall, Senior</b>	
EDU 354 Methods and Materials of Teaching (3 hr) <i>includes 40 hours of Teaching Rounds observations in schools</i>	
EDU 307 Educational Technology (3 hr)	

**Curriculum Planning Guides**

**MTF CURRICULUM**

Department of Education • Wake Forest University

STUDENT \_\_\_\_\_ ADVISOR \_\_\_\_\_

**Total: 42-45 hours**

	<i>CHECK WHEN COMPLETE</i>
<b>Summer 1-A</b>	
EDU 721. Research and Statistics (3 hr.)	
EDU 712. Psychology of Diverse Learners (3 hr.)	
<b>Summer 1-B</b>	
EDU 707. Sociology of Diverse Learners (3 hr.)	
Graduate Content Course (3 hr.)	
<b>Fall</b>	
EDU 715. Descriptive Research (3 hr.)	
EDU 654. Methods and Materials (3 hr.)	
EDU 717. Educational Technology (3 hr.)	
Graduate Content Course (3 hr.)	
<b>Spring</b>	
EDU 664. Student Teaching (9 hr.) ( <i>Internship lasts 14 weeks</i> )	
EDU 681. Special Needs Seminar (1 hr.) ( <i>First week of semester</i> )	
EDU 683 Classroom Management Seminar (1hr) ( <i>First week of semester</i> )	
EDU 685 Diversity Seminar (1hr) ( <i>First week of semester</i> )	
<b>Summer 2-A</b>	
EDU 716. Professional Development Seminar (3 hr.)	
EDU 758. Educational Leadership (3 hr.)	
<b>Summer 2-B</b>	
Graduate Content Course (optional, as required) (3 hr.)	
EDU 788. Teaching Foreign Languages in the Elementary Grades (3 hr.) (Second language students only)	
<b>PROJECTS</b>	
Summer Mentoring Project (Summer 1)	
Research Project and Presentation (Fall)	
Technology Portfolio (Spring)	
Teaching Portfolio (Spring)	
Applied Research Project (Summer 2)	
Video Reflection (Summer 2)	

**Curriculum Planning Guides**

**MTA CURRICULUM**

*Department of Education • Wake Forest University*

STUDENT \_\_\_\_\_ ADVISOR \_\_\_\_\_

**Total: 39 hours**

	<i>CHECK WHEN COMPLETE</i>
<b>Summer 1-A</b>	
EDU 721. Research and Statistics (3 hr.)	
EDU 787. Teaching AP or Graduate Content Course (3 hr.)	
EDU 697 Research and Trends in the Teaching of Foreign Languages (for FL students)	
<b>Summer 1-B</b>	
EDU 707. Sociology of Diverse Learners (3 hr.)	
Graduate Content Course (3 hr.)	
<b>Fall</b>	
EDU 715. Descriptive Research (3 hr.)	
EDU 781. Methodology and Research (3 hr.) or	
EDU 717. Educational Technology (3 hr.)	
Graduate Content Course (3 hr.)	
<b>Spring</b>	
Graduate Content Course or EDU 733 Supervision (3 hr.)	
Graduate Content Course (3 hr.)	
Graduate Content Course (3 hr.)	
<b>Summer 2-A</b>	
EDU 716. Professional Development Seminar (3 hr.)	
EDU 758. Educational Leadership (3 hr.)	
<b>PROJECTS</b>	
Summer Mentoring Project (Summer 1)	
Instructional Project (Fall)	
Research Project and Presentation (Fall)	
uTeaching Portfolio (Spring)	
Applied Research Project (Summer 2)	
Video Reflection (Summer 2)	

## Faculty and Staff Directory

<b>Name</b>	<b>Phone (758-)</b>	<b>Email (@wfu.edu)</b>	<b>Specialty</b>
Dr. Scott Baker	5346	bakerr	Foundations
Dr. Kristin Bennett	5348	bennetkr	Educational Psychology
Dr. Ann Cunningham	4969	cunninac	Technology
Dr. Pat Cunningham	5583	cunningh	Director of Elementary Education
Ms. Linda Dunlap	5990	dunlaplb	Licensure Officer
Dr. Robert Evans	5499	evansr	Science Coordinator
Dr. Adam Friedman	5507	friedmam	Social Studies Coordinator
Ms. Becki Fulton	5341	fultonr	Secretary
Ms. Robin Hawkins	5341	hawkinrh	Administrative Assistant
Ms. Dianne Lough	5525	loughdb	Curriculum Materials Center
Dr. Leah McCoy	5498	mccoy	Director of Secondary Education, Graduate Program Director, Research, Mathematics Coordinator
Dr. Joseph Milner	5342	milner	English Coordinator
Dr. Linda Nielson	5345	nielson	Psychology, Women's Studies
Dr. Mary Lynn Redmond	5347	redmond	Department Chair, Foreign Language Coordinator
Mr. Robert Vidrine	3954	vidrinmr	Instructional Technology Specialist
Ms. Tracy Wilson	6151	wilsons	Elementary, Clinical Instructor

### If You Have Questions About...

### Ask...

Admission to Teacher Education.....	Area Advisor
PRAXIS/SAT/ACT Tests .....	Ms. Dunlap
Required Courses in Education.....	Education Area Advisor
Student Teaching.....	Dr. McCoy or Area Advisor
Licensure Requirements/Forms.....	Ms. Dunlap
Graduation Requirements.....	Major Advisor
Application for Graduation (Undergraduate).....	Registrar's Office
Application for Graduation (Graduate).....	Graduate School Office
Job/Placement Information.....	Career Services