# CONTACT INFORMATION

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<th>NAME</th>
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<tr>
<td>COOPERATING TEACHER</td>
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<td>WBC SUPERVISOR</td>
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WILLIAMS TEACHER EDUCATION PROGRAM
CONCEPTUAL FRAMEWORK
Preparing Professional Educators

Through facilitation of the educational process, we prepare professional educators who define and make explicit the Unit’s concept of an effective communicator who integrates and cares.

GOALS FOR TEACHER CANDIDATES

I. Teacher candidates communicate:
   A. competence in content areas of the humanities, of the social sciences, of history, of natural science, of health, and of physical education.
   B. knowledge of the learning processes and the stages and characteristics of physical, cognitive, affective, and language growth and development.
   C. competence in their respective specialization and professional content area.
   D. professional competence in their appearance, in their verbal and written expressions, and in their civility.

II. Teacher candidates integrate:
   A. content, resources, and methods of instruction with assessment (both traditional and performance) in response to students’ abilities and exceptional needs.
   B. classroom instruction by utilizing multimedia, technology, and community resources.
   C. content with character education to advantage all learners
   D. classroom experience through which students inquire, receive, and construct knowledge.

III. Teacher candidates care:
   A. by exemplifying values of sharing and altruism in local, national, and global communities.
   B. by exhibiting commitment to all aspects of the students’ well-being: academic, social, emotional, and moral.
   C. by involving themselves in activities and events that expand and explore their aesthetic appreciation, academic betterment, and refinement of character.
   D. by reflecting the attitudes of a life-long learner.
WILLIAMS TEACHER EDUCATION PROGRAM PHILOSOPHY

Williams Teacher Education Program assumes responsibility for optimal preparation of its teacher candidates. With regard to that responsibility, Williams Baptist College teacher candidates are educated in content and skills sufficient to master the knowledge base; they are equipped through pertinent experiences in the classroom and in the field; and they are enriched through their participation in the social, cultural, and spiritual experiences available at Williams.

Williams Teacher Education Program prepares professional educators by presenting, defining, and modeling best practices. Therefore, teacher candidates leave Williams prepared for classroom teaching that engages students in the learning process. They leave prepared to model consistent behaviors and attitudes which reflect biblical ideals.

Williams Teacher Education Program is committed to the preparation of professional educators who define and make explicit the Unit’s concept of an effective communicator who integrates and cares. In profile, the teacher who enters the classroom reflects these aptitudes, skills, and attitudes: they communicate effectively from a knowledge base gained in systematic courses designed to ensure a solid liberal arts background and from courses in specialization and professional knowledge; they integrate content, methods, and resources from experiences gained in systematic and sequential observations, field-based experiences, and directed student teaching; and they care from their involvement in the totality of the Williams experience.
INTRODUCTION

This handbook has been developed as a guide for the student teachers, supervisors, and administrators involved in the Williams Teacher Education Program (WTEP) of Williams Baptist College (WBC). The topics included in this handbook address the critical areas of needed information for the student teacher, cooperating teacher, public school administrator, and Williams Baptist College Supervisor of Directed Student Teaching. It has been designed to provide orientation materials, and to promote uniformity of policy regarding Directed Student Teaching.

It is not the intent of the policies and procedures listed in this handbook to stifle the creativity of the student teacher or the cooperating teacher, but to serve as a guide for both as they progress through Directed Student Teaching. This experience provides the student teacher with an opportunity to move from theory to practice under the supervision of an experienced, certified teacher.

TERMINOLOGY

**Student Teacher/Student Intern:** A WTEP student assigned to a public school for directed student teaching under the guidance of a cooperating teacher and a WTEP supervisor

The student teacher has been admitted to the WTEP and has met all the requirements for Directed Student Teaching. During previous semesters, the student teacher has had a variety of experience working with students within his or her particular area of specialization.

**Cooperating Teacher:** A certified teacher selected by their administrator for exemplary teaching practices and potential for guiding the student teacher through positive and diverse classroom experiences

**Williams Baptist College Supervisor:** The WTEP representative who is responsible for supervising the student teaching experience and collaborating with cooperating teachers and administrators

**Education Coordinator:** The WBC employee with the administrative responsibility of organizing and coordinating the Williams Teacher Education Program

**Partnership School:** A school that has a signed, formal agreement with the WTEP and is committed to partner with the WTEP in the preparation of professional educators who effectively communicate, integrate and care.
GENERAL INFORMATION

ATTENDANCE

The student teacher is expected to attend his/her cooperating school every day. The student teacher will attend all meetings, conferences, and school-related extracurricular events in which the Cooperating Teacher participates, including flex days.

Sometimes a student must be absent due to illness or emergency. If this occurs, the following people must be contacted ASAP: the Cooperating Teacher, the WBC Supervisor, and the Education Department Office. Student interns must make up days missed.

An attendance report will be accurately completed by the student teacher and turned in to the Education Department Office prior to the final exit interview date. The report form is provided in this handbook.

EVALUATIONS

ONE ASSIGNMENT

The Cooperating Teacher should conference with the Student Teacher on a regular basis. The Cooperating Teacher will complete the Student Intern Evaluation at least four (4) times during the assignment. In addition to the Student Intern Evaluation, the cooperating teacher should also complete the Cooperating Teacher Recommendation form as well as the Cooperating Teacher Data sheet.

The Supervisor should conference with both the Cooperating Teacher and Student Teacher during each visit. A minimum of six (6) visits from the Supervisor is expected. The Supervisor will record observations and comments from each visit and will turn them in to the Education Department Office.

TWO ASSIGNMENTS

Each Cooperating Teacher should conference with the Student Teacher on a regular basis. Each Cooperating Teacher will complete the Student Intern Evaluation at least three (3) times during each assignment. In addition to the Student Intern Evaluation, the cooperating teacher should also complete the Cooperating Teacher Recommendation form as well as the Cooperating Teacher Data sheet.

The Supervisor should conference with both the Cooperating Teacher and the Student Teacher during each visit. A minimum of three (3) visits from the Supervisor is expected each assignment. The Supervisor will record observations and comments from each visit and will turn them in to the Education Department Office.

The Student Teacher will be able to evaluate the Cooperating Teacher, Supervisor, as well as complete a self-evaluation. He/She will also reflect upon the student teaching experience. These forms are provided in this handbook. Please check the DST schedule for specific due dates.
INSURANCE

The student teacher is required to obtain coverage by personal liability insurance. Forms are available in the Education Department Office for insurance coverage through National Educators Association (NEA) or through Christian Educators Association International (CEAI). The student teacher will not be allowed to proceed with their student teaching without insurance. Insurance must be renewed each academic year.

LESSONS PLANS

All student teachers will complete lesson plans for each lesson taught and will confer with their Cooperating Teacher ahead of time. Lesson plans must be neatly typed. Lesson plans that have been handwritten will not be accepted. Two full weeks of lesson plans will be turned in to the DST Supervisor two different times. Feedback will be supplied by the WBC supervisor and/or the Education Department Chair.

PRAXIS EXAMS

Prior to Directed Student Teaching, students must have taken the appropriate Praxis II Content test(s), and official scores must have been received by the WBC Education Department.

During the semester of student teaching, teacher candidates must take the Praxis II PLT, and submit official scores for the same, and fulfill Directed Student Teaching requirements to graduate.

Passing scores for Praxis II exams are not required for graduation. If all other requirements are met, a one-year provisional license will be issued, giving the teacher candidate one year to retake and pass the Praxis II.

A teacher candidate is classified as a WTEP Program Completer when all education degree requirements and WTEP requirements have been met. This includes taking all Praxis I and Praxis II tests as mandated by the Arkansas Department of Education and submitting official scores to Williams Baptist College for the same.

PROFESSIONALISM

Student teachers are expected to dress and behave professionally. Remain calm in every situation and remember that you are the teacher. If you are unsure about the appropriateness of your wardrobe, request a conference with your supervisor as soon as possible. Your appearance makes a lasting impression.

Student interns may not be used as a substitute for the teacher to whom they have been assigned. Exceptions must be cleared through the WBC Department of Education Chair.

Student teachers should never interact with P-12 students using any form of social media, i.e. Facebook, texting, Twitter. Any intern caught in this act will be subject to immediate dismissal from the Williams Teacher Education Program. Also, student teachers should not use social media to discuss students, student performance, or other teachers.

REQUIREMENTS OF STUDENT TEACHERS

P-4: Daily journal, video lesson from each assignment, bulletin board/visual display for each assignment, 2 activities per assignment

4-8: Daily journal, video lesson from each assignment, bulletin board/visual display for each assignment, 2 activities per assignment

Secondary: Daily journal, video lessons (one from first 8 weeks and one from last 8 weeks), 2 bulletin boards/visual displays, 4 activities

P-12: Daily journal, video lesson from each assignment, bulletin board (or aesthetic display) for each assignment, 2 activities per assignment
RETENTION PROCEDURES

Once a student has met the criteria for admission and has received written confirmation of WTEP acceptance, he or she will continue to advance toward the goals of the program and a degree if the following criteria are met:

1. Voluntary and continued enrollment and satisfactory participation in upper level coursework at WBC that moves the student toward fulfilling the degree requirements of a Bachelor of Science in Education in his or her respective degree program.
2. Maintain a C or above in each required specialization and professional course
3. Adherence to WBC and WTEP policies for teacher candidates while engaged in field experiences.
4. Consultation with an education faculty advisor in the Teacher Education Program is necessary to assess status and progress toward program completion. One session each semester is required. Additional sessions may be scheduled as deemed necessary.

DISMISSAL PROCEDURES

Dismissal of a teacher candidate from the WTEP is a result of the Teacher Education Admission Committee’s recommendation. Steps preceding the recommendation include one or more conferences with the teacher candidate in question based on the following conditions:

1. A teacher candidate requests withdrawal from WTEP
2. An unfortunate condition of physical or emotional health or disease that would prevent a teacher candidate from the normal day-to-day process of completing course work and participating in activities related to teaching. In this event the student would be advised to redirect his or her abilities to another field or be advised to postpone the acquisition of a degree in education until such condition did not exist.
3. A teacher candidate demonstrates personal or professional behavior that unsatisfactorily represents the sequential professional development as expressed in the WTEP philosophy, goals, and objectives
4. Conduct that would not be consistent with WBC general college standards as described in the Williams Baptist College Academic Catalog and Student Handbook or a felony conviction
<table>
<thead>
<tr>
<th>Condition</th>
<th>Strategies</th>
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<tr>
<td><strong>Language delay</strong></td>
<td>Expand on what child says; talk about what you are doing; model the correct usage and pronunciation instead of correcting. Provide frequent visual or concrete reinforcement. Keep directions simple: encourage child to repeat them for reinforcement. Explain new concepts or vocabulary.</td>
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<td><strong>Attention problems</strong></td>
<td>Start with short group sessions and activities. Provide visual clues (e.g., define floor space with tape). Offer a limited number of choices. Provide positive reinforcement for sustained attention. Help child quiet down after vigorous play. Plan for transition times, including arrival and departure.</td>
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<td><strong>Developmental delays and learning disabilities</strong></td>
<td>Allow for extra demonstrations and practice sessions. Keep all directions Simple, sequenced, and organized. Offer extra help in developing fine and gross motor skills, if needed.</td>
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<td><strong>Emotional/social problems</strong></td>
<td>Provide extra structure by limiting toys and defining physical space for activities. Allow shy child to observe group activities until ready to participate. Help aggressive child control behavior through consistent enforcement of rules. Observe dramatic play for important clues about feelings and concerns. Help child learn how to express feelings in appropriate ways.</td>
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<td><strong>Mental retardation</strong></td>
<td>Establish realistic goals for each child. Provide frequent positive feedback. Sequence learning activities into small steps. Allow adequate time for performance and learning. Encourage cooperative play and help the child move from independent to parallel to group interaction.</td>
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<td><strong>Impaired hearing</strong></td>
<td>Obtain child’s attention when speaking: seat child close to voice or music. Repeat, rephrase as needed; alert other children to use same technique. Learn some sign language and teacher signing to the entire class. Provide visual clues (e.g., pictures or ...--...--) to represent rhythm. Demonstrate new activities or tasks.</td>
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<td><strong>Impaired vision</strong></td>
<td>Ensure child’s safety at all times without being overprotective. Provide verbal clues for activities. Introduce child to equipment and space verbally and through touch. Use a “buddy” system.</td>
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<td><strong>Physical disability or poor coordination</strong></td>
<td><strong>Accessibility</strong> Organize physical space to accommodate child in wheelchair. Use tables that accommodate wheelchairs or provide trays on wheel chairs. Use posters or other supports for floors activities. Provide adaptive equipment for standing. Learn about the availability of assistive technology and devices. <strong>Manual dexterity</strong> Use magnetic toys to facilitate small muscle activities. Attach bells to wrist or ankles for musical activities. Use adaptive scissors or spoons as needed.</td>
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