

Tabor College Teacher Education Program Decision Points and Phases

The Tabor Teacher Education Program has four phases designed to prepare students to become professional teachers. Students move through each phase sequentially, completing requirements and meeting major outcomes systematically.

PHASE I:

Foundation Phase (Prior to Admission to the Teacher Education Program)

Students planning to enroll in the Teacher Education Program must meet the following preliminary requirements:

1. Complete and submit the Phase I Student Response Form by the third Friday in November prior to Interterm. Forms are available in LOHR 19. No incomplete applications will be accepted.
2. Students interested in either Elementary or Secondary Education are advised to enroll in ED 100, Introduction to Education, ED110 Culturally Diverse Field Experience, and ED120 Early Field Experience during Interterm of their freshman year.
3. Students on “academic probation” are advised not to enroll in ED 100.
4. Students with a sophomore or higher classification need a cumulative GPA of 2.75 or above in order to enroll in ED 100, ED 110, and ED 120.
5. Tabor students and faculty are required to wear Tabor College name badges for all field and clinical teaching experiences in elementary or secondary schools. These name badges provide immediate identification for school personnel and families; they know the individual has a purpose for being in the school. Name badges are ordered through the Jay Shop (Tabor College bookstore). Lost name badges should be replaced immediately.
6. Tabor students participating in field and clinical experiences must provide verification of a negative Tuberculosis test within the last year. Forms and instructions for obtaining a TB test are available through the Teacher Education Coordinator. This verification is required by local school districts to ensure the safety of their students.

PHASE II:

Admission to Teacher Education Program

A candidate seeking admission into the teacher education program must demonstrate the following:

1. A grade of “C-” or above in ED 100 Introduction to Education.
2. Successful completion of a background check.
3. Completion of TC EPP Confidentiality agreement
4. Completion of two early Field Experiences (ED 110, ED 120) with satisfactory references from cooperating teachers. Students who receive unsatisfactory references from either of their two field-experiences may be required to repeat one or both of them prior to applying for full acceptance into Phase II.
5. Completion of PHASE II Application to the Teacher Education Program, along with a typed, double-spaced and paginated 250-300 word essay, titled, “Why I Want to Teach.” Each page should

include a header with the applicant's name and date of submission. NO INCOMPLETE APPLICATIONS WILL BE ACCEPTED.

6. A cumulative college grade point average (GPA) of 2.75 or above.
7. Meet Basic Skills requirements in writing, reading and math.
8. Faculty and Personal Recommendations (2)

Admission criteria for Phase II should be met no later than spring semester of a student's sophomore year so that students are eligible to enroll in 300- and/or 400-level education courses beginning first semester of their junior year. An exception to this requirement is for transfer students who came in after their sophomore year. They are allowed to take upper level courses their first semester without admission to the program. These students must be admitted by their second semester in order to progress through the program.

Important Note: Candidates must be admitted to the Teacher Education Program prior to enrolling in 300-400 (junior & senior) level education classes.

Applications, recommendations, and other requirements will be evaluated at a meeting of the Teacher Education Committee. The committee may make one of three decisions concerning the student's application for admission to the program. Students will be notified by letter of the committee's decision.

- Full Status is granted when all Phase II requirements are met and the Teacher Education Committee has approved a student as a Teacher Education Program candidate.
- Provisional Status is granted for a deficiency or lack of completion for any one of the Phase II criteria and the Teacher Education Committee feels the deficiency is temporary or can be remediated. Students must be removed from provisional status by the end of the semester prior to clinical experience. Students should consult their advisor(s) to complete a Deficiency Plan which will be kept on file until the deficiency is removed.
- Non-admittance Status may be recommended if the Teacher Education Committee feels that admittance at this time is not in the best interest of the applicant or the children and young people the student might teach, or for a severe deficiency in one or more of the Phase II requirements. Students may re-apply at a later date.

PHASE III:

Clinical Experience (Student Teaching)

Prior to participation in the semester long Clinical Teaching Experience, candidates are required to:

1. Complete a Phase III Clinical Experience Application form by the first Friday in December of the year prior to the clinical experience. Applications are available in LOHR 19.

- Attached to the application must be a check or money order for \$100 payable to Tabor College which serves as the deposit for the clinical experience fee.

- If an applicant is not approved for Student Teaching, the money order/check will be returned to the candidate.
 - Candidates must also attach to their application a 250-300 word, typed essay in which they discuss experiences that have prepared them for the clinical experience.
 - The essay should have a title and be paginated if it is more than one page.
 - Each page should also include a header with the applicant's name and date.
2. Submit the name of Departmental Academic Advisor or Department Chair for departmental recommendation for clinical experience.
 3. Submit a name for a Faculty Reference from one additional faculty member (half time or more) outside the candidate's major department.
 4. Have a cumulative college grade point average (GPA) of 3.0 or above.
 5. Secure their advisor's assurance that the candidate will have completed all Professional Education prior to the beginning of the clinical teaching semester.
 6. Secure advisor's assurance that the candidate will have completed all requirements in his/her area of teaching endorsement(s) prior to the beginning of the clinical-teaching semester.
 7. Prior to an interview by a sub-committee of the Teacher Education Committee, all candidates must be in good standing in all facets of Tabor Life.
 8. Be interviewed by a Teacher Education sub-committee prior to their assignment of clinical teaching.
 - Late applicants will only be eligible for an interview after all references have been submitted, and they have met all other criteria. Any interviews will be carried out by the entire Teacher Education Committee.
 - Placements for the clinical experience for all applicants will be made only after approval by the Teacher Education Committee.

PHASE IV:

Program Completion / Teacher Licensure

Requirements for Program Completion include the following:

1. A Bachelor's degree with a "C-" or higher grade in all subject areas and professional education courses including clinical teaching. Candidates must have a cumulative GPA of 3.0 on all content and professional education courses taken.
2. Professional Testing Requirements: The Kansas State Board of Education requires that persons seeking a teaching license from a Kansas College complete Professional testing requirements through the Principles of Learning and Teaching Test (PLT) with a score of 161 on one of the following two Tests:
 - PLT Level K-6
 - PLT Level 7-12

Candidates being licensed in P-12 may choose the level of PLT test they want to take.

3. Kansas Professional Teaching Portfolio (KPTP): The KPTP is a two-week unit of instruction used as a performance assessment by KSDE. It is conducted during the instructional portion of the clinical experience and turned in on a set date determined by the Education Department before the semester ends. The students can score up to 30, with a required cut score of 20 as set by KSDE in the 2011-2012 school term.

4. Praxis II Content Area Tests: Candidates must satisfactorily pass a test of their content knowledge. Tabor College teacher candidates should take one or more Praxis II tests for each area in which they wish to be licensed. This includes satisfactorily passing tests for minors such as Special Education or English for Speakers of Other Languages.

Phase Proficiencies and Required Performance Standards

PHASE	PROFICIENCY MEASURE	PERFORMANCE STANDARD		
I	Cumulative GPA	2.75 or above if a sophomore or higher		
II	Completion of ED 100 (Intro to Education) or ED101 for transfers who bring an Introduction to Education course with them	Grade of C- or higher		
II	Completion of two early Field Experiences (i.e. ED110 / ED120)	Satisfactory references from cooperating teachers		
II	Application	Complete		
II	250-300 word essay "Why I Want to Be a Teacher"	Satisfactory evaluation by Teacher Education Committee		
II	Cumulative GPA	2.75 or above		
II	Meet Basic Skills Requirements in Math, Writing, Reading	Math: ACCUPLACER Score of 80 or higher on the Arithmetic Exam	Writing: ACCUPLACER Score of 110 or higher	Reading: ACCUPLACER Score of 120

Tabor College will accept test scores from comparable tests for transfer students subject to Teacher Education Committee approval

II	Two Faculty and Personal Recommendations	Positive Evaluations
III	Application	Complete including clinical experience fee
III	250-300 word essay discussing experiences that have prepared them for clinical teaching	Teacher Education Program approval
III	Recommendation from major advisor or department chair	Positive recommendation
III	Recommendation from faculty outside of major	Positive recommendation
III	Cumulative GPA	3.0 or higher
III	Completion of all required professional education courses prior to Clinical Teaching semester	Grades of C- or higher Advisor / Registrar
III	Completion of all required teaching endorsement courses prior to Clinical Teaching semester	Advisor / Registrar
III	In good standing in their Tabor Life	Tabor College Lifestyle Contract
III	Interview with a sub-committee of the Teacher Education Committee and approval by the entire TEC	Positive rating on interview rubric
IV	Bachelor's Degree with C or higher in all content area and professional education courses	Transcript
IV	Passing score on the Principles of Learning and Teaching (PLT)	160 or higher
IV	Passing score on major content Praxis II Test	Scores vary by content area

IV	Passing score on the Kansas Performance Teaching Portfolio (KPTP)	20 or higher
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Phase Proficiency Remediation

Academic Support Services

Peer tutors are available in the Tabor College Writing Center to help students at any stage of the writing process. The Writing Center is located next to the Chapel on the main floor of the Lohrenz Building (ext. 1022). Hours are posted and vary from semester to semester.

The Center for Academic Development/Branch Office also provides other support services such as tutoring, testing and learning improvement programs. These are arranged on an individual basis. Hours are posted outside the Branch Office, which is located in the library.

Students with Disabilities

Students with disabilities may be eligible for academic accommodations in accordance with the Americans with Disabilities Act. Accommodations for students with disabilities are arranged in consultation with the Disabilities Advisor. S/he will help students secure documentation of the disability as well as help arrange appropriate accommodations with instructors. The advisor's office is located in the Library (ext. 1221). All information related to disabilities remains confidential.