

# **Weber State University**

## **STUDENT HANDBOOK FOR THE GRADUATE CERTIFICATE IN TEACHING**

(This handbook is designed for those who are seeking a teaching license in either elementary, secondary, or special education [mild/moderate] after they have an earned bachelor's degree.)

March 2016

# Weber State University (WSU)

## Graduate Certificate in Teaching

### STUDENT HANDBOOK

Unlike the WSU Catalog, the prevailing *Student Handbook for the Graduate Certificate in Teaching* binds students to current policies and procedures. To avoid unnecessary delays and/or misunderstandings, students are advised to read this handbook carefully as well as become familiar with any up-dated policies and procedures. **GCT candidates (students) are advised to consult with either the M.Ed. administrative assistant/advisor or director on a regular basis.**

It is the policy of WSU to provide equal opportunity in all its programs and activities in compliance with state and federal equity requirements. The Graduate Certificate in Teaching program is open to all students or candidates for admission without regard for race, age, color, religion, sex, national origin, handicap, or marital status. Individuals who believe that they have been discriminated against should contact the Office of Equal Opportunity, Administration Building, Weber State University, Ogden, Utah 84408, telephone (801) 626-6239; or the Office for Civil Rights, Department of Education, Denver Region.

McKay Education Building Room 234  
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March 2016

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## PURPOSE OF THE HANDBOOK

Although this handbook is for student use and is designed to clarify the policies and procedures of the Graduate Certificate in Teaching (GCT) program, you are STRONGLY urged to meet with a GCT advisor at least a full semester prior to admission. Companion documents include a *Faculty Handbook* and the *MED Style Guide*. The *Style Guide* is available online through the M.Ed. website.

## PROGRAM'S ADMINISTRATIVE STRUCTURE

The GCT program is part of the Department of Teacher Education in the Moyes College of Education. It is administered by (a) the M.Ed. program director, (b) the M.Ed. Program and Policy Committee, (c) the chair of the Teacher Education Department, (d) Admission and Retention Committee. Support personnel include the M.Ed. administrative assistant/advisor, the Student Teaching Coordinator and administrative assistant, and the licensing advisor.

## PROGRAM MISSION

The GCT program's mission of preparing post-baccalaureate students for an entry level teaching license in either elementary education, secondary education, or special education aligns with the Teacher Education Department's mission: We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

*Community:* We recognize that effective educator preparation is a cooperative endeavor involving faculty and staff members within the Teacher Education Department, the Moyes College of Education, and Weber State University. Our community also includes school districts, administrators, and teachers as well as professional organizations. Our success depends on effective and consistent collaboration between all groups.

*Caring, Competent Educators:* Our central aim is to ensure that teacher candidates develop necessary skills and dispositions as outlined in the Utah Effective Teaching Standards. We also acknowledge that it is of indispensable importance that each teacher develops an enduring ethic of care—the propensity and ability to meet the educational needs of each student.

*Equitable, Inclusive, and Transformative Education Practices:* We believe that processes and institutions of teaching and learning can and should become increasingly equitable, promoting the well-being of all students, with special emphasis on underserved populations. To that end, we are committed, where necessary, to transforming the attitudes and beliefs of teacher candidates and to extending our research and professional outreach in shaping general educational practice and policy.

The program is nationally accredited through the Teacher Education Accreditation Council (TEAC) which is a sub-council with the Council for the Accreditation of Teacher Preparation. Our teacher education programs have been nationally accredited for over 30 years.

## PROGRAM CLAIMS

Both the undergraduate and GCT programs make up the WSU Educator Preparation Program (EPP). The program claims are aligned to Utah Effective Teaching Standards (UETS), which are also aligned to the Interstate Teacher Assessment and Support Consortium's model standards (InTASC) (Council of Chief State School Officers, 2014). These standards are used as the "big picture" to provide a shared vision within the WSU EPP, to communicate with teacher candidates the standards of effective teaching, and to inform the greater education community of the abilities of our graduates.

Our program focus and design are grounded in current research and align with both the UETS and the InTASC standards (see Appendix A). Our EPP focuses on the three key areas outlined in the UETS: (a) the Learner and Learning, (b) Instructional Practices, and (c) Professional Responsibility. Appendix A provides a crosswalk between the UETS and the InTASC standards as well as descriptions for each key area. Based on those key areas, the claims about our graduates are as follows:

- Claim 1: graduates meet the needs of diverse learners by creating a safe and equitable learning environment;
- Claim 2: graduates use effective instructional practices based on deep and flexible knowledge of content and pedagogy; and
- Claim 3: graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities.

## ADMISSIONS

Admission to Weber State University will happen concurrently with admission into the graduate certificate program (GCT) in teaching. Potential students must have an earned bachelor's degree from a regionally accredited higher education institution. Students admitted to the program are those who show promise of being the successful as teachers in K-12 schools. The program does not have a quota system for admittance. Each candidate is admitted based on exceeding the minimum requirements in all categories. As candidates for licensure within the state of Utah, the GCT program strictly follows the rules set forth by the Utah State Office of Education, the State Board of Education, and the legislature. Admission information and forms are available on the web at <http://weber.edu/med>. Please use the "*Post Bacc Licensure Online Application*."

### Program Admission

Applications for admission into one of the graduate certificate in teaching programs (elementary, secondary, or special education-mild/moderate) must be completed by the potential candidate and received by the program administrative assistant before the following deadlines: **January 15** for summer semester admission, **May 15** for fall semester admission, and **September 15** for spring semester admission. Admission interviews will be scheduled shortly after each deadline.

### Admission Requirements

GCT (post-baccalaureate teacher licensing) candidates are selected through the process outlined below. Candidates seeking a secondary teaching license (grades 6-12) must have a major in a **subject taught in Utah secondary schools (a recognized major)** or the equivalent coursework to a major along with the teaching methods course(s) as required for the subject endorsement as outlined by the Utah State Office of Education (USOE). Candidates seeking an elementary or special education license must have undergraduate courses in each of the following areas: science, math, English, social studies, the arts, and physical education/health (see Appendix B). Please follow these detailed steps carefully; it is recommended that you also seek advisement from the advisor or director. A checklist is provided on page 10.

### Application Form

Complete the on-line application form for the university and GCT program and submit the \$60 application fee. This on-line application is for admission to WSU and the GCT program. It can be accessed at on the M.Ed. website at <http://weber.edu/med>. It is on the right-hand side of the homepage listed as *Post Bacc Licensure Online Application*. If you have WSU application questions, you should contact the admissions office at: (801) 626-6743. (The \$60 fee is non-refundable and is subject to change.) The following items are required on the application:

### Student Transcript Request

Applicants must request official transcripts from **each and every** institution attended to verify degree(s) and coursework. At least one transcript should verify an obtained bachelor's degree from an accredited university. Each institution should mail the transcript directly to the M.Ed. office at 1351 Edvalson St., Dept. 1306, Ogden, Utah 84408-1306, or if the institution uses an online service, please have the link sent to either the administrative assistant at [melindabowers@weber.edu](mailto:melindabowers@weber.edu) or Dr. Saunders at [psaunders@weber.edu](mailto:psaunders@weber.edu). An official transcript

bearing a registrar's seal may be delivered by the student providing the seal is unbroken. A transcript marked "issued to student" is not official. If an institution was attended under a different name, please note the name change on the request form and application. We can access your transcript from Weber so you do not need to request/send a Weber transcript, but do inform the administrative assistant so that the transcript is in your application file.

**Degree Audit.** Each transcript must be audited/assessed by either the administrative assistant/advisor or the M.Ed. director to make sure all content courses have been taken prior to admission. Please set up an appointment with one of these people prior to completing the application so that any deficit coursework can be completed in a timely manner.

**Grade Point Average.** A cumulative GPA of 3.0 is required for all students applying for a post-baccalaureate teaching certificate. This minimum GPA required by the state of Utah cannot be circumvented. **A student with a GPA below 3.0 will not be considered for admittance.** If you are close to the minimum, it is suggested that you take a couple of undergraduate courses to raise the GPA. The advisor or director in the program can help you select courses that will help you with your end goal of a teaching license.

### **Required Entrance Exam(s)**

As required by the state, all students who are applying for any licensing program must take an entrance exam. The required test for the GCT program is the specific Praxis II-Content Area test for the student's area of study (elementary education, English, social studies, etc.) because it is also required for licensure. Please go to [www.ets.org/praxis](http://www.ets.org/praxis) to find and register for the **correct Utah** test. You must take and pass that test (if it has multiple sections, as does the elementary test, you must pass all sections) before you can be admitted into or begin the program. If you are applying for a special education license, you must take the test for elementary education.

### **Required Background Check**

You must have a Utah State Office of Education background check as part of the admission requirements (no other background check will be allowed). The application can be found at <http://www.schools.utah.gov/cert/License-Requirements/Fingerprint-and-Background-Check.aspx>. Upload to the application the email from the person from USOE and supply your CACTUS number (your state teacher tracking number). Admission to the licensing program will be immediately revoked if you have a criminal record or gain one during the program, which has not been cleared by the Utah Professional Practices Advisory Commission.

### **Recommendation Forms**

You need to provide the names and e-mail addresses of three people who know your potential as a teacher and are willing to recommend you. Your references and their contact information are listed on the application form. **Please verify all e-mail addresses are accurate.** The completed recommendation forms are uploaded directly to the application form or in some cases e-mailed directly to the M.Ed. office. Recommendation forms are confidential, and candidates cannot read them except with direct permission from the author. The form may not be from relatives but should be from professionals or people who have observed you in a teaching or work setting.

## Group Interview Assessment

The group interview will be set up for those who have completed all the above application requirements. You may request the interview if you have signed up for the Praxis but have not yet passed it. If you miss the group interview day for any reason, you must wait until the next semester. NO make-up dates are provided for the group interviews. Interviews will be scheduled between 4-8 weeks after the application deadline.

The purpose of the oral group interview is to demonstrate your communication and interpersonal skills. In a group of 6-8 potential licensing candidates, you will answer questions and solve problems with two professors observing. This interview will take approximately 2 hours.

### **Additional Requirements for International and English Language Learners Applicants**

Applicants who speak English as a second language are required to present evidence of a TOEFL score of at least 85 on the internet-based test (iBT) or an IELTS score of at least 6.5. These scores must be no older than two years. These tests will be waived if the applicant obtained his/her bachelor's degree from a university in the USA within the past five years. At the discretion of the program director, the applicant may be required to take the ACTFL oral language English proficiency assessment or take courses in the WSU LEAP (Learning English for Academic Purposes). **Completion of the WSU LEAP program does not insure acceptance into the GCT program, nor will it waive the TOEFL or IELTS test requirement.**

If applicant is not a U.S. citizen, please check with the WSU International Student and Scholar Center (801-626-7145) before proceeding with the application. Applicants will need to submit the WSU International Student Application as well as a Graduate Financial Guarantee form. The Graduate Financial Guarantee form is a confidential financial statement that shows that the potential graduate student has sufficient funds to comply with the United States Immigration and Naturalization Service regulations. This form must be submitted before a student can receive the I-20 or IAP-66 form that enables application for a student visa for entry into the US.

Applicants who obtained their degree(s) outside the USA must have their transcripts and bachelor's degree evaluated by a foreign evaluation credential service selected from the agencies listed below. The bachelor's degree and each course on the transcript must be translated into the equivalent of American credits and letter grades. Contact the agency to determine the procedures and fees required for this service. The applicant is responsible for the fees incurred. The evaluated transcript must be sent by the agency directly to the M.Ed. office at 1351 Edvalson Street, Dept.1306, Ogden, UT, USA, 84408-1306.

**Foreign Credentials Evaluation Services**

Contact the agency of your choice to determine procedures and fees required. The agency's report will be accepted by Weber State University GCT at face value.

Educational Credential Evaluators, Inc.  
P.O. Box 514070  
Milwaukee, WI 53203-3470

(414) 289-3400  
E-mail: [eval@ece.org](mailto:eval@ece.org)

World Education Services  
Bowling Green Station  
P.O. Box 5087  
New York City, NY 10274-5087

(212) 966-6311 Fax: (212) 739-6100  
Website: [www.wes.org](http://www.wes.org)

Global Credential Evaluators, Inc.  
P.O. Box 9203  
College Station, TX 77842

(800) 707-0979  
Website: [www.gceus.com](http://www.gceus.com)

Academic Credentials Evaluation Institute  
9854 National Blvd., Box # 186  
Los Angeles, CA 90034

(800) 234-1597 or (310) 275-3530  
Website: [www.aceil.com](http://www.aceil.com)

AACRAO International Education Services  
One Dupont Circle, NW, Suite 520  
Washington, DC 20036-1135

(202) 296-3359 Fax (202) 822-3940  
Website: <http://ies.aacrao.org/evaluations/>

## Admissions Checklist

**Detailed descriptions of each item are listed above.**

### Required for everyone to be admitted into the program

- Online WSU and GCT Application Form
- Official transcripts from all colleges/universities attended
- All three recommendations submitted through the application portal
- GPA evaluated
- Appropriate Praxis test(s) taken with scores and pdf from ETS uploaded to application
- Group interview completed
- Content Eligibility* form: Advisement meeting with director or advisor to determine additional/necessary undergraduate coursework (i.e. methods courses for secondary licensure; quantitative literacy and other undergraduate courses for elementary teachers, etc.)
- Attend one of the scheduled orientation meetings

### Additional requirements for international or ELL candidates

- Appropriate English proficiency tests completed and scores submitted
- Degree audit completed if degree was obtained outside of the US
- WSU International Student Application and contact with WSU International Student and Scholar Center
- Graduate Financial Guarantee form
- Appropriate visa

## Re-application

If an applicant does not qualify for admission, he/she may reapply. All requirements must be met including a second interview. Three application attempts are allowed. It is suggested that the applicant meet with the director prior to a second or third application attempt.

## PROGRAM DESCRIPTION

The GCT is not an alternative route to licensure (ARL) as defined by the USOE. It is a stand-alone, university-based, and nationally accredited licensing program. Unlike the state-run ARL program, you are required to complete student teaching even if you are hired. Many other states examine transcripts to see if student teaching has been completed. Some who have obtained their teaching licenses through the state's ARL program have discovered that their licenses will not transfer to other states.

The goals of the program are accomplished through courses (face-to-face, on-line, and hybrid formats), practicum, and student teaching. Assignments emphasize a practical application of theory to the teaching environment through the use of discussions, presentations, cooperative learning groups, and individual and group assignments. Courses are generally scheduled once a week from 4:30 p.m. to 7:10 p.m. during the academic year and in two, seven-week blocks during the summer term. The first block of summer courses will be scheduled 4:30 to 7:10 p.m., but the second block courses will be scheduled during the daytime (in blocks of time between 8:30 a.m. to 2 p.m. several days a week).

Beginning summer, 2016, students seeking a teaching license in either elementary, secondary, or special education will be admitted into the appropriate graduate certificate program and **not** directly into the M.Ed. program. Upon successful completion of the licensing requirements, a candidate may request admittance into the M.Ed. program. He or she will need to complete the writing sample and an interview with the M.Ed. program director. All master's level coursework must be completed within the six (6) year requirement that is in place for the M.Ed. degree.

For courses to be counted in the M.Ed. program, they must be 6000 level courses for which the student has earned a letter grade (practicum and student teaching courses will not be counted). An exception to this policy will be made for secondary licensure students if their content area only offers a content methods course(s) at the undergraduate level; that course will count in their M.Ed. program of study if the student does extra graduate-level assignments along with the undergraduate class. The student must meet with the M.Ed. director to discuss the proposed contract prior to the beginning of the semester in which the methods course will be taken. This is the only exception for this course policy.

### Program of Study

The *Program of Study* forms (a different form is available for each of the GCT programs and the M.Ed. program) found on the website can be kept up-to-date by the candidate and be reviewed by either the program assistant or the program director. This form also serves as the contract between the candidate and the GCT program. The *Program of Study* outlines the courses to be taken and includes all past and future coursework that will apply toward receipt of the appropriate teaching license. A copy of the *Program of Study* is placed in the candidate's official file in the M.Ed. office.

## REQUIRED LICENSURE COURSES FOR EACH LICENSE TYPE

Each teaching license requires different coursework within the GCT, which is outlined below. Also, you may be required to take some undergraduate courses that are required for the teaching license but are not offered within the master's level coursework. You are **STRONGLY** encouraged to meet with a GCT advisor at least a semester prior to admission to find out what those courses are and to take them prior to being admitted into the GCT program.

### Secondary Teaching Licensure Courses and Mentoring/Supervision

<b>Required Courses:</b>	
<p><b>Foundations courses:</b>          6110–Introduction to Classroom Management (3) <b>or</b> 6120-Advanced Classroom Management (3)          6050–Curriculum Design, Evaluation, Assessment (3)          6020–Diversity in Education (2)</p> <p><b>Teaching methods courses:</b>          6320–Content Area Literacy Instruction (3)          6265–Foundations in Inclusive Teaching (2)          6060–Instructional Strategies (2)          6229-Instructional Technology for Pre-Service Teachers (2)  <i>Teaching methods course(s) in subject area – required as part of the program of study.</i></p>	17 hours <b>and</b> methods course(s)* as required by subject dept. + practicum and student teaching
<p><b>Required Mentoring, Supervision, and Field Work:</b>          (These credits do <b>not</b> count towards a master's degree but are part of the requirements for licensure.)</p> <p>MED 6860–Practicum in Education (2)          Complete a practicum of at least 60 clock hours in a school setting at least one semester prior to student teaching.</p> <p><b>AND</b></p> <p>MED 6880–Student Teaching in Secondary Education (6)          Complete student teaching (all day, every day for 60 days) with an assigned cooperating teacher.</p> <p><b>Please note:</b> Deadlines for student teaching are in September for the following spring semester and in January for the following fall semester (yes, this is very early!). Coursework must be completed before student teaching.</p> <p><b>Successfully completing coursework, practicum, Praxis subject test, and student teaching will result in a Utah Level 1 Teaching License.</b></p>	

\*Secondary teaching methods courses can add up to seven (7) extra credits to the program. These courses cannot be waived. A partial list of these courses are in a table on page 18 of this handbook.

### Elementary Teaching Licensure Courses and Mentoring/Supervision

<p><b>Required Courses:</b></p> <p><b>Foundations courses:</b>          6110-Introduction to Classroom Management (3) <b>or</b> 6120-Advanced Classroom Management (3)          6050*-Curriculum Design, Evaluation, Assessment (3)          6020*-Diversity in Education (2)</p> <p><b>Methods and Content courses:</b>          6265-Foundations in Inclusive Teaching (2)          6229-Instructional Technology for Pre-Service Teachers (2)          6311-Content Instruction in the Elementary School: Science (2) – only taught summer semester          6312-Content Instruction in the Elementary School: Mathematics (2) – only taught spring semester          6313-Content Instruction in the Elementary School: Social Studies (2) – only taught fall semester          6314-Reading Instruction in Elementary Schools (2) – only taught fall semester          6316-Language Arts Instruction in Elementary Schools (2) – only taught spring semester          6317-Arts Integration for Elementary Teachers (2) – only taught summer semester</p> <p><b>Please note:</b> Content courses are only taught one semester each academic year. Delaying taking these courses can delay the completion of the program.</p>	<p>24 credit hours + practicum and student teaching</p>
<p><b>Required Mentoring, Supervision, and Field Work:</b>          (These credits do <b>not</b> count towards a master's degree, but are part of the requirements for licensure.)</p> <p>MED 6860–Practicum in Education (2)          Complete a practicum of at least 60 clock hours in a school setting at least a semester prior to student teaching.</p> <p><b>AND</b></p> <p>MED 6870–Student Teaching in Elementary Education (6)          Successfully complete student teaching (all day, every day for 60 days) with an assigned cooperating teacher.</p> <p><b>Please note:</b> Deadlines for student teaching are in September for the following spring semester and in January for the following fall semester (yes, this is very early!). Some placements might be available in summer at year-round schools. Contact the program director in early January if interested.</p>	
<p><b>Successfully completing coursework, practicum, Praxis test, and student teaching will result in a Utah Level 1 Teaching License.</b></p>	

### Special Education Licensure Courses and Mentoring/Supervision

(This program was revamped beginning January, 2016. If you have taken special education courses previously, please see the director or the special education advisor so that accommodations can be made in your CatTracks. We do not want the changes to adversely affect the individual student.)

<b>Required Courses and Practica:</b>	
<p><b>Foundations Courses:</b>          6515-Foundations in Special Education: Law and Practice (3)          6050-Curriculum, Assessment, and Evaluation (3)          6530-Principles and Applications of Special Education Assessment (3)          6540-Managing Student Behavior and Teaching Social Skills (3)          6580-Advanced Learning Strategies and Transition for Special Education Students (3)</p> <p><b>Methods Courses with Required Practica:</b>          MED 6565 Advanced Instructional Methods and Practices: Mathematics (3)  <i>concurrently with</i> MED 6860 Practicum in Education (1)          MED 6575 Advanced Instructional Methods and Practices: English Language Arts (3)  <i>concurrently with</i> MED 6860 Practicum in Education (1)</p>	23 credit hours + student teaching
<b>Field Experience with Supervision</b>	
<p><i>(Practica and student teaching credits do not count toward the master's degree, but are part of the requirements for licensure.)</i></p> <p>MED 6890 Student Teaching in Special Education for MED Students (4-6)          Successfully complete student teaching (all day, every day for 60 days) with an assigned cooperating teacher.</p> <p><b>Please note:</b> Deadlines for student teaching are in September for the following spring semester and in January for the following fall semester (yes, this is very early!).</p>	
<p><b><i>Successful completion of the above coursework, Praxis tests, and field work will result in a recommendation for the Utah Level 1 Special Education (mild-moderate) License.</i></b></p>	

## **PROGRAM PROCEDURES**

### **Registration**

Graduate certificate students register through the same process as other students on campus. Detailed registration information is printed in the WSU Catalog and/or semester class schedule which can be obtained online. Program class schedules are available in the M.Ed. office usually a week or two before they are published online. Tuition and fees follow the policy established by WSU and the Utah Board of Regents for graduate students. Tuition, fees, and differential for GCT courses are available at [http://www.weber.edu/bursar/TuitionFee\\_Tables.html](http://www.weber.edu/bursar/TuitionFee_Tables.html) under Master of Education.

### **Advisement**

Advisement begins when prospective candidates make their first inquiries about the GCT program. The administrative assistant in the master's office often receives the first telephone calls, emails, and letters. Initial questions generally deal with the program admission guidelines, time frames, and course schedules. This information can be found on the M.Ed. website: <http://weber.edu/med> and in this handbook.

After the prospective candidate is admitted to the program, the program director serves as the advisor – answering questions about curriculum, approving transfer courses, and outlining a suggested timeline of study. It is strongly suggested that teacher candidates have regular advising meetings with the director so that they stay on track towards obtaining the teaching license in a timely manner.

### **Candidate Status**

University graduate students are classified as full-time if they register for 6-9 or more semester hours. However, for the purposes of financial aid, full-time status is 6 semester credit hours. Candidates must be registered for at least one course the semester they complete the program requirements.

### **Official Transcript When Attending a Different University**

If an active WSU Graduate Certificate in Teaching student attends a course at a different university and wishes to count that credit towards the WSU certificate or eventually the M.Ed. degree, an official transcript from that university must be sent to the M.Ed. office. A maximum of nine credits can count towards the degree and must be within the six year window, but must have prior approval. It is suggested that the student checks with the program director to be sure the course(s) will count towards the degree, especially if the course is to take the place of one of the required core courses. Elective coursework is more likely to be accepted.

### **Candidate File**

Each admitted candidate has an official file located in the M.Ed. office. This file contains the application packet, record of progress, advisement log, program of study, and other pertinent data. Faculty members have access to these files. The candidate files are destroyed five years after program completion. The files of inactive candidates are destroyed after 5 years of inactivity.

### **Graduation**

All candidates for the Graduate Certificate in Teaching, whether or not they plan to attend the commencement ceremonies, must submit a completed application for graduation to the WSU Graduation Office early in the semester they plan to finish (usually during student teaching). Candidates should check CatTracks to be sure they are on track to graduate. If anything is missing or if substitutions need to be made, please consult the program director immediately. This website has the deadlines listed: <http://www.weber.edu/graduation/>. Students who do not complete graduation requirements during their designated semester or who change their graduation semester should notify the Graduation Office via e-mail of the new anticipated date.

If courses from another institution are being used in the approved *Program of Study*, official transcripts must be submitted to the M.Ed. office. Determination is made by the program director for approval of those courses. CatTracks will be updated by the program director. Methods courses will also need to be approved and added to either the program of study or CatTracks, whichever is appropriate.

Commencement ceremonies are currently held twice a year. Students who complete degree requirements during the previous summer term or fall semester will be eligible to participate in the fall commencement exercises. Students who complete requirements during spring semester will be eligible to participate in the spring WSU Commencement and Jerry and Vickie Moyes College of Education Convocation. Commencement information will be mailed to students and/or can be obtained from the WSU Graduation Office. **All** degree requirements must be completed to attend and walk in the commencement ceremonies.

### **Follow-up of Graduates**

On occasion, it is important for the M.Ed. office staff and director contact the graduates for a variety of purposes, such as post-program status updates, reviews, and evaluations. The M.Ed. office staff appreciates all graduates keeping their contact information current. It is also nice to hear from graduates when they obtain or change teaching jobs, are given awards, and/or are accepted into doctoral programs.

## GCT PROGRAM TOPICS

The next pages cover the candidate learning outcomes and topics for the three licensing programs: GC in Secondary Teaching, GC in Elementary Teaching, and GC in Special Education Teaching. The outcomes are based on the *Utah Effective Teaching Standards* (see Appendix A).

### Learning Outcomes

As teacher educators, it is our belief that coursework is foundational to actually teaching in a classroom with children; therefore, successful completion of each of the courses is treated as formative assessment toward a teaching license. It is during student teaching that all the previous work culminates with the successful execution of that information in the classroom.

### Graduate Certificate in Secondary Teaching

	Learning Outcomes									
	Outcome 1: Learner Development	Outcome 2: Learning Differences	Outcome 3: Learning Environments	Outcome 4: Content Knowledge	Outcome 5: Assessment	Outcome 6: Instructional Planning	Outcome 7: Instructional Strategies	Outcome 8: Reflection and Continuous Growth	Outcome 9: Leadership and Collaboration	Outcome 10: Professional and Ethical Behavior
MED 6110-Introduction to Classroom Management	F	F	F					F		F
MED 6050-Curriculum Design, Evaluation, Assessment		F	F		F	F				F
MED 6020-Diversity in Education		F				F		F		F
MED 6060-Instructional Strategies		F	F				F			
MED 6265-Foundations in Inclusive Teaching	F	F	F				F		F	F
MED 6229-Instructional Technology			F				F			F
MED 6320-Content Area Literacy	F	F		F	F		F			F
Content Teaching Methods Course(s)*				F			F			
MED 6860-Practicum	F	F	F	F	F	F	F	F	F	F
MED 6870-Student Teaching in Secondary Education	S	S	S	S	S	S	S	S	S	S

#### \*Acceptable Content Methods Courses Taught at WSU

Art	ART 3515 and/or ART 3520	Mathematics	MTHE 3010
Business Education	NTM 6610	Music	MUSC 4822 or MUSC 4842
Communication	COMM 4850	Physical Education	PEP 4700 and/or PEP 4710
English	MENG 6110 & MENG 6120	Sciences	2600 and 3570 and/or 4570
Foreign Languages	FL 4400 or FL 6500	Theater Arts	THEA 4713
History or Social Sciences	HIST 4500		

If you took one of these courses or a similar one (at another university) in your undergraduate program, it probably fulfills the requirement. Please seek confirmation from the program director before assuming that the course will count for your license.





## ASSESSMENT OF GCT CANDIDATES

### Grading

The GCT programs have no quota governing the issuing of grades. The professional judgment of the instructor is honored. However, it is expected that grading criteria be forthright and defensible, and that candidates have written access to these expectations at the beginning of the course.

The grading policy is A, B, C, D, and E with pluses and minuses; W for withdrawal by the student before the 50<sup>th</sup> day of the semester; UW is an unofficial withdrawal and is equal to failing the course; and I for incomplete. Students receiving an “I” grade have one calendar year to have the coursework made up, and the grade changed to a letter grade. Classes for which Cs, Ds, and Es are received are **not** acceptable for licensing students and an academic referral is made. A GCT student receiving two Ds or Es, whether or not a previous D or E has been changed or if the cumulative GPA remains above a 3.0, constitutes dismissal from the GCT program. Any grade below a B- result in a meeting with the program director and possibly academic probation. *Only classes for which letter grades are given are counted in the program of study with the current exception of student teaching which is currently a CR/NC course. Transfer credits must be a B or higher.*

### GPA Requirements for all GCT Students

Following admission to the GCT programs, students must maintain a 3.0 cumulative grade point average. Regardless of admission status, students must earn at least a B- in all licensure courses. In the event a candidate receives less than a B- in a core or licensure course, candidate must seek remediation within six months on any grades that are not up to the required standard of B-.

### Retention/Dismissal Policy

The University Code will be followed (see Policies and Procedures Manual – [Student Code 6-22](#)). A faculty member may refer a student on the basis of professional or ethical dispositions, for academic deficiencies, or concerns about the candidate’s ability to teach (see Appendix C). The faculty member will inform the student of the referral. Documentation of the problem will be made. The faculty and/or staff member is responsible for writing the referral and submitting to the Admissions and Retention Committee. If a student fails a course, the referral process will begin with a meeting between the student and the M.Ed. program director.

Additionally, all teacher candidates (teacher education students) must model the highest ethical standards. Therefore, the teacher education faculty will assess the ethical, dispositional, professional, and attitudinal behaviors of all students in the GCT licensing programs at all times. If concerns arise, the any or all of following steps could be taken as part of the WSU EPP:

### Student Notice

Any student who fails to adhere to Teacher Education Professional Standards may be placed on notice by any faculty or staff member. A student receiving notice will meet with the faculty/staff member in a timely manner to address dispositional issue. The notice and notes from the meeting will be sent to the A & R Committee Chair.

## Student Referrals

Any student who fails to adhere to Teacher Education Professional Standards may be formally referred by any faculty or staff member. Teacher education students and candidates referred for cause may have their admission status revoked by the Teacher Education Retention Committee.

1. **Initial Referral** - Student Referrals are submitted directly to the A & R Committee Chair who sends a letter to the student informing him or her of the referral and giving direction to meet with the GCT advisor, who meets with the referred student to discuss plans for resolving concerns addressed in the referral. In the event that a student's advisor is the referring faculty member, an alternate advisor will be assigned.
2. **Serious or Multiple Referrals** - Student Referrals of a serious nature (i.e. student's admitted status could be in jeopardy) or from multiple faculty/staff members (during the entire period of teacher education admission) are automatically forwarded to the Retention Committee for Preliminary Review. When serious or multiple referrals are received, the faculty advisor will notify the student of issues reported in the referral(s) and inform her/him that the Retention Committee will conduct a Preliminary Review of the issues in its next meeting. The purpose for a Preliminary Review is to determine whether or not formal involvement of the Retention Committee is warranted. Thus, the referred student is not invited to participate. **Referrals of a serious nature will result in the student being immediately suspended from the teacher licensure program pending Retention Committee review.**
3. **Referrals during Student Teaching** – Referrals during or following practicum or student teaching may be made by a University Supervisor, Collaborating Teacher, and/or the Coordinator of Clinical Practice/Field Experience. A referral will be made to the Retention Committee in the following cases:
  - a. The Student Teacher Candidate is removed from the assigned placement when it is determined that the situation is damaging to the pupils and/or the reputation of Weber State University, and/or the Student Teacher Candidate is incompetent in fulfilling assigned teaching responsibilities.
  - b. The Student Teacher Candidate receives a grade of no credit (NC), or retrain (RT). When a single referral is made, the Coordinator of Clinical Practice/Field Experience will (a) meet with the referred student teacher candidate to discuss plans for resolving concerns addressed in the referral, or (b) request that the Retention Committee conduct a Preliminary Review of the issues in its next meeting to determine whether or not formal involvement of the Retention Committee is warranted.
  - c. Student Referrals of a serious nature or from multiple faculty/staff members are automatically forwarded to the Retention Committee for Preliminary Review, and will be treated as Item 2 above.

## Retention Committee Action

The A/R Committee is responsible to monitor student performance and assure that Teacher Education Standards are maintained.

1. **Preliminary Review** - Major issues addressed in the referral(s) will be summarized for the Committee to determine if there is sufficient cause for Committee involvement.

2. **Retention Hearing** - When the Committee determines that concerns reported in the referral have sufficient merit to potentially jeopardize the student's continuation in the Teacher Education Program, a retention hearing will be conducted in general compliance with WSU established procedures. A retention hearing is a WSU Teacher Education Department action not a legal proceeding. A referred student will be notified in writing at least 10 working days before the hearing date of his/her right to appear before the Committee. The notification will inform the student of the date, time, and place of the hearing and invite him/her to attend. To assure that all explanations and points of rebuttal are clearly understood by the Committee, the student is encouraged to present a written response addressing each of the allegations to the Chair of the Committee at least two working days prior to the hearing. Though counsel (personal or legal) may attend the hearing with the student, such counsel may not speak for the student at the hearing. Students only may represent themselves in the hearing through written or verbal statements. Should a referring faculty member be appointed as the Chair of the A/R Committee, an alternate chair shall be assigned to conduct the Retention Hearing. If a referred student has no desire to continue in the Teacher Education program, a written request for withdrawal of admission may be submitted to the Admission and Retention committee. A retention hearing would then not be conducted.
3. **Notification of Findings and Decision** - The student shall be notified in writing of the decision of the Committee within ten (10) working days of the hearing. As a minimum, the notification shall include a statement of findings as pertain to the allegations, the decision of the committee, and indication of the student's right of appeal.
  - a. If the action is to remove the student from the program, that action will be reported to the Utah Professional Practices Advisory Commission (UPPAC) at USOE. UPPAC may wish to pursue further action.

### **Appeal Process**

A student who wishes to appeal a ruling of the Retention Committee shall communicate such appeal in writing to the Dean of the College of Education, with copies forwarded simultaneously to the director of the GCT program and the chair of the Retention Committee. To be valid, an appeal must be received by the Dean of the College within 10 working days from when the student received notification from the Retention Committee and must include a thorough explanation of issues the student wishes to be considered, along with documentation to support any and all assertions.

## STUDENT RIGHTS AND RESPONSIBILITIES

### University Student Code

The University Student Code will be followed. You may access it through this link: [Student Code](#).

### Ethical Practices and Dispositions

Teacher candidates must maintain the highest ethical standards and academic honesty including the avoidance of cheating, plagiarism, collusion, and falsification of documents. Failure to maintain these ethical and academic standards will result in an **E** grade for the particular course and could result in a referral to the Retention Committee (refer to information above).

All assignments and written work turned in for credit must be the candidate's work, unless otherwise directed by the instructor. Candidates must use their own language and document any text taken from another source. Plagiarism is defined in *Webster's Universal College Dictionary* (1997) as "the unauthorized use of the language and thoughts of another author and the representation of them as one's own."

### Grievance Procedure

Candidates should attempt to resolve grievances with the person/professor directly involved. If this step is unsuccessful or if candidates cannot approach that person/professor, they may appeal progressively to the next higher administrative body: (a) program director, (b) M.Ed. Program and Policy Committee, then (c) Dean of the Moyes College of Education. If the personal grievance is with the M.Ed. director, the first person to contact is the chair of the Teacher Education Department. If the grievance is related to grades, a policy for the Moyes College of Education is outlined in the University Catalog. That policy must be followed to have a grade grievance heard in the proper channels.

### Coursework Deadlines

It is the responsibility of candidates to complete all coursework counting toward the GCT degree or MED degree within a six-year time period, unless revalidated according to policy. These courses also any transfer credits that the candidate wishes to use towards the degree.

### Curriculum Renewal /Course Revalidation

Occasionally, with the approval of the M.Ed. Policy Committee, a candidate may renew/revalidate a course that has aged (past the six year deadline). The instructor currently teaching the course designs a revalidation plan for the candidate. The plan may include readings and field work in the particular area of study. A completed and approved course revalidation is effective for no more than three years. A maximum of two (2) Weber State University Master of Education courses can be revalidated for the M.Ed. degree. Candidates must register for MED 6990 - *Continuing Graduate Advisement* (1 credit hour) - to complete the revalidation and must re-register for MED 6990 every term the revalidation is incomplete. MED 6990 is graded Credit/No Credit and does not count in the program of study. The contract for course revalidation approval can be obtained from the M.Ed. assistant or program director.

## Course Evaluations

Courses/instructors in the GCT programs are assessed using the *Instructional/Course Evaluation* administered through Chitester. Every course and instructor is evaluated. Candidates are asked to complete the evaluation during the thirteenth or fourteenth week of the semester while the instructor is not present. The results of these evaluations are available to the instructor the following semester. The results are also given to the program director and the chair of Teacher Education. If the evaluation is not completed during class time, **we urge all students to complete the evaluation through Chitester** on their own time. This feedback is important to the instructors and to the program as a whole.

## Financial Assistance

### Tuition Waivers

The Weber State University GCT programs have a very limited number of waivers for the academic year (fall and spring semesters) for those admitted into the program and who are U.S. citizens. Scholarships are based on available funds and the student's GPA. Determination of scholarships will be made by July 1 for the following academic year. The following policies and procedures apply.

### Conditions and Instructions for Tuition Waivers\*

To qualify for the next academic year, complete the on-line application by the second Monday in January through the Financial Aid Department. The M.Ed. office works with the Financial Aid and Scholarship Office (SC 120) to assure compliance with the guidelines. In addition to the on-line tuition waiver application, students must also fill out a Federal Student Aid (FAFSA) application ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) for the purpose of declaring citizenship. The Financial Aid and Scholarship Office will determine if a GCT student qualifies for a scholarship. Other considerations for tuition waivers are as follows:

- Candidates must not have exceeded the six-year limit for completing the program.
- Scholarships are awarded competitively on the basis of GPA.
- Academic year scholarships are limited to a specific dollar amount. Application, submission, notification, and acceptance of a waiver are completed through your WSU student portal. Recipients may utilize the awarded waiver in one semester or divide it over two semesters (fall and spring), recognizing that if the waiver is spread over more than one semester, the number of paid credit hours is decreased. In the event a waiver is not used during the academic year of the award, it cannot be carried over to summer or the next academic year. Awards pay for tuition only; they do not pay activity, registration, differential, or other student fees.
- Tuition waivers for summer are granted through the Financial Aid and Scholarship Office. Watch for announcements, guidelines, and application deadlines through the WSU website. Application, submission, notification, and acceptance of the waivers are through your WSU student portal. Be aware that announcements of these waivers appear to relate only to undergraduate students; however, graduate students can also apply for summer tuition waivers and must be enrolled in a minimum of one class during summer.
- Scholarship recipients must maintain a minimum of 3.5 GPA each semester the award is given.
- Applications for renewal are considered on the same basis as first-time awards.

**Non-Resident Graduate Student Tuition Waivers\***

Non-resident tuition waivers exempt only the out-of-state portion of the tuition. Waivers do not pay activity, registration, differential, or other student fees. These waivers are based on specific criteria set by the GCT programs, including maintaining a 3.5 GPA. During summer term, all candidates pay resident fees and tuition.

*\*The conditions and instructions cited above are subject to modification by the current Weber State University Scholarship Committee, or by the Master of Education Program and Policy Committee. You are encouraged to check the WSU Financial Aid website on a regular basis as that site may be updated in regards to scholarship information more often than this handbook.*

**Conditional Hire**

Candidates must notify the GCT program director if a school district or charter school wants to hire them. The program has a contract that needs to be filled out by the program director and signed by the candidate, program director, student teaching coordinator, and the human resources director from the school district (or principal at a charter school). This contract supports all entities involved in the hiring process.

## APPENDIX A

Table 1

## Crosswalk of Utah Effective Teaching Standards and InTASC Standards

Utah Effective Teaching Standards	InTASC
<p><b><u>The Learner and Learning:</u></b> Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.</p> <p><b>Standard 1: Learner Development</b> The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.</p> <p><b>Standard 2: Learning Differences</b> The teacher understands individual learner differences and cultural and linguistic diversity.</p> <p><b>Standard 3: Learning Environments</b> The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.</p>	<p><b><u>The Learner and Learning</u></b></p> <p><b>Standard 1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard 2: Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Standard 3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
<p><b><u>Instructional Practices:</u></b> Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.</p> <p><b>Standard 4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and <a href="#">structures of the discipline</a>.</p> <p><b>Standard 5: Assessment</b> The teacher uses multiple methods of <a href="#">assessment</a> to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p> <p><b>Standard 6: Instructional Planning</b> The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core</p>	<p><b><u>Content Knowledge</u></b></p> <p><b>Standard 4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Standard 5: Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b><u>Instructional Practice</u></b></p> <p><b>Standard 6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><b>Standard 7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by</p>

<p>Standards, instructional best practices, and the community context.</p> <p><b>Standard 7: Instructional Strategies</b> The teacher uses various <u>instructional strategies</u> to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.</p>	<p>drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the continuity context.</p> <p><b>Standard 8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<p><b>Professional Responsibility:</b> Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.</p> <p><b>Standard 8: Reflection and Continuous Growth</b> The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p> <p><b>Standard 9: Leadership and Collaboration</b> The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p> <p><b>Standard 10: Professional and Ethical Behavior</b> The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in <u>Utah State Board Rule R277-515</u></p>	<p><b>Professional Responsibility</b> <b>Standard 9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Standard 10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

**APPENDIX B**

**Content Eligibility Form for Elementary or Special Education Licenses**

Official form should be filled out by either the program director or the administrative assistant. List all applicable courses, credits, and grades received. Only count up to the maximum allowed credits. Courses must be applicable to teaching elementary-aged students. Not all courses on a transcript apply. General Education courses are most applicable.

Your transcript must show between 27-38 total semester credits and each subject area must have at least one applicable course. To be counted, grades must be a “C” or higher. Grades posted on the quarter system must be converted into semester credits by multiplying by .66.

Maximum Credit Hrs.	Required Subjects	Transcripts Courses	Semester Credits	Grade	Credits
6 max.	<b>Science:</b> *Earth Science, Physical Science or Biology, Chemistry, Physics				
9 max.	<b>English:</b> *Writing and Literature				
9 max.	<b>Mathematics:</b> *Minimum of a QL course (1030, 1040, or 1050, or higher) <i>(Course must be from the Math Department; Statistics Dept. courses will not count.)</i>				
9 max.	<b>Social Studies:</b> *History, Government, Geography, Economics, Political Science <i>(Psychology, sociology, philosophy, and anthropology courses do <u>not</u> count!)</i>				
3 max.	<b>Fine Arts:</b> *Dance, Drama, Music, Art				
2 max.	<b>Physical Education or Health:</b> *PE Fitness for Life, Health, Nutrition <i>(Must be applicable to elementary education core curriculum. Specific sports courses such as basketball, bowling, swimming, etc. do <u>not</u> count.)</i>				
Total must be between 27-38 semester credit hours.					

**APPENDIX C****Weber State University  
Teacher Education Standards of Ethical Conduct**

Based on

Utah Educator Standards (<http://www.rules.utah.gov/publicat/code/r277/r277-515.htm#E3>)  
Weber State University Student Code (PPM 6-22)

Weber State University Teacher Education students shall adhere to the Utah Educator Standards as found in the Utah Administrative Code, Rule R277-515 and the Weber State University Student Code (PPM 6-22). Additionally, students' conduct in the classroom and field should adhere to the following Teacher Education Professional Standards.

**Standard I: Professional Behavior and Ethical Conduct** such as (but not limited to):

1. Respect personal, academic, and professional rights and responsibilities of others.
2. Maintain dignity of the teaching profession by respecting/obeying laws, exemplifying honesty and integrity.
3. Accord just and equitable treatment to all members of the profession, including all individuals associated with the teacher preparation program.
4. Demonstrate respect for the dignity, individuality, culture, and values of each person.
5. Cooperate with teacher education established policies and procedures.
6. Work compatibly with other students, staff, and faculty.
7. Demonstrate commitment and dedication in preparing to teach.
8. Assume personal responsibility for actions and consequences.
9. Be responsible for timely attendance.
10. Maintain professional dress while in the field setting.
11. Demonstrate professional behavior in class or field assignments.
12. Do own work on assignments and exams (unless specifically directed to collaborate) including accurately citing work and avoiding plagiarism
13. Exhibit a positive attitude toward the education profession and course content area.
14. Develop and adhere to appropriate professional boundaries in all relationships with field experience students.
15. Safeguard others from conditions detrimental to learning, emotional or physical health, or safety.
16. Comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
17. Use technology appropriately (at WSU and field) including
  - a. using email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.
  - b. using computing resources in a responsible, ethical and professional manner and refraining from using computers in ways such as
    - Displaying sexually explicit or other inappropriate materials
    - Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind,
    - Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person's password or user account
    - Any other illegal actions, including copyright violations.
  - c. Adhering to technology-use policies during class time.

**Standard II: Academic Responsibilities** such as (but not limited to):

1. Maintain teacher education academic standards including full participation in all course activities, compliance with attendance policies, and completion of assignments.
2. Demonstrate commitment to learning, openness to new ideas, and tolerance for ambiguity.
3. Demonstrate competence in written and oral English language.
4. Maintain pattern of exceeding minimum requirements in course and field work.
5. Demonstrate ability to apply knowledge and skills in classroom settings with school-aged students.