2022-2023
Program Handbook
Ohio Wesleyan University
Teacher Education Unit

Mailing Address:	**Phone:** **740-368-3557**
61 S. Sandusky Street	**Fax:** **740-368-3553**
Delaware, Ohio 43015	**E-Mail:** **educ@owu.edu**
	Website: owu.edu.education

Teacher Education Department Mission Statement

The mission of the Teacher Education Department at Ohio Wesleyan University is to prepare *competent, committed, professional teachers for diverse, democratic societies who know* how to create developmentally appropriate programs for all learners in a variety of settings so that these students become self-disciplined, independent, lifelong learners who think critically and creatively. Specifically, the Unit's curriculum is designed to develop teachers who:

- are knowledgeable of and enthusiastic about content and how to effectively convey essential concepts and ideas in cognitively engaging ways.

- make effective decisions about curriculum, use of technology, and instructional methods, based on solid understanding of human development and content as well as knowledge of research on best practices in the education of all learners.

- interact and communicate effectively with all students.

- assess and evaluate the growth of all learners using multiple sources of data.

- communicate effectively and work cooperatively with all parents, school personnel and community agencies.

- believe all students can learn.

- affirm their commitment to democratic ideals as the foundation of all teaching and learning.

- act professionally and ethically.

- manifest commitment to self-reflection and life-long professional learning.

Candidates in the program are expected to demonstrate commitment to the intellectual, social, emotional, and physical growth of all learners as well as their own personal growth as a competent, committed, professional educator; to advocate on behalf of PK-12 students, families and the education profession; and to articulate the desire to become future educational leaders.

Program Handbook Table of Contents

Table of Contents

Message from the Department Faculty

Ohio Wesleyan University has been preparing teachers for the nation's schools for over one hundred years. Our chapter of the Kappa Delta Pi education honorary was established in 1923, making OWU one of the oldest member universities. In the context of Ohio Wesleyan's liberal arts tradition, the Education Department of today has blended our rich heritage in teacher education with the knowledge and innovations of the present to create a rigorous, practice-oriented program. We believe that teachers are not born, but rather can be developed through a high-quality teacher education program. This Handbook will help you understand the program, its procedures, and its policies. We encourage you to read it carefully.

Opportunities for Education Students

Loan Forgiveness Program for Teachers

The Federal Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, if you have federal student loans and you meet certain qualifications, you may be eligible for forgiveness of up to $17,500 on specified loans. For specific information, check out the link below.

https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher

Kappa Delta Pi

Kappa Delta Pi is the Education Honorary. The alpha alpha chapter at Ohio Wesleyan was founded in 1923. The mission of the alpha alpha Chapter is to promote scholarship, improvement in teaching, and promote a sense of community in the Education Department. Membership is by invitation. To be considered for membership, you must meet these criteria:

1. Be enrolled in an institution offering an education degree and have the intent to continue academically and professionally in the field of education.
2. completed at least 18 credit hours of course work; have at least 6 credit hours in education course work programmed, in progress, or completed;
3. cumulative GPA of 3.0 or greater for an undergrad;
4. demonstrate leadership attributes;
5. receive an invitation to membership from the chapter at the college currently attending.

Invitations for membership are sent to qualifying students prior to the initiation ceremony each semester. Interested invitees must complete the required application and pay all international and chapter dues online by the requested date. Initiation Ceremonies take place at least once per year.

Questions about KDP can be directed to the Faculty Counselor Dr. Nobel.

Education Department Student Board

Members of the Education Department Student Board are student leaders who desire to support and serve the Education Department. Board members are education majors and minors who are elected by their peers in their junior and senior years. Terms are one year.

Responsibilities of board members are intermittent; weeks or months may pass with relatively little required activity. However, when duties arise, they are very important and must be assigned a high priority.

Selection of Board Members

Student Board members are nominated and chosen by their peers. Students should vote for someone they feel

- embodies the values of the Education Department,
- can fulfill the responsibilities described below, and
- respects honesty and confidentiality.

Responsibilities of the Student Board

1) Participation in Faculty Evaluations

Student Board members are expected to provide evaluations of departmental faculty members up for review in that academic year. These evaluations, conducted by the Faculty Personnel Committee, are instrumental in determining whether professors are granted a contract for another year of employment, granted tenure (job security), given promotions in academic rank, or awarded merit raises (a pay bonus for being in the top 50% of OWU professors). To carry out this duty, the Faculty Personnel Committee gathers a great deal of information from the faculty member concerned, from other faculty members, and from students. The Student Board evaluations are an important part of this process. The Faculty Personnel Committee will hold a training session that Student Board chairs are expected to attend.

2) Participation in Faculty Searches

Whenever the department is authorized to recruit a new faculty member, a national search is launched. Finalists for a position are brought to campus for formal interviews, typically lasting one or two days. Members of the search committee regard student input as very valuable, and the Student Board has a crucial function (though students do not have an official vote). Students play a dual role: (a) they assess the qualifications of the candidates by meeting with them and by attending their teaching presentations, and (b) they serve as representatives of the OWU student body, showing the candidates what kind of students they would be interacting with here.

3) Participation in Admissions Events

The OWU Office of Admissions and the Education Department host several events for prospective students, typically in the spring semester. One or two student board members are expected to attend each event to welcome prospective students and their families and share their experiences at OWU and in the Department.

4) Organization of Elections of New Board Members

In the second week of classes each fall, the board members solicit nominations, publicize the event and conduct the elections. Board members from the previous year are eligible to run again.

5) Organization of Social Gatherings and Service Activities

Board members coordinate a fall meet-and-greet to welcome new freshman interested in education, and any other desired social or service events.

Curriculum Resource Center (CRC)

The CRC houses a collection of over 12,000 educational resources available for loan to Ohio Wesleyan students. Located in Phillips Hall room 211, the collection includes children's trade books, K-12 educational textbooks and periodicals, reference works, and teaching materials as well as audio visuals and equipment. The cataloging system is electronically connected to Beeghly Library. The Resource Center is staffed by student workers who provide assistance to students seeking resources to support their teaching.

Hours: 12:00 p.m. to 4:00 p.m. Monday – Thursday (subject to change)
For information, call: 740-368-3557

Education Department Contact Information

Department Faculty

Jamie Deitz
Visiting Assistant Professor of Education
740-368-3561
jldeitz@owu.edu

Kellie Hall
Instructor in Education
Director, Early Childhood Center
740-368-3935
klhall@owu.edu

Dr. Sarah J. Kaka, Department Chair
Assistant Professor of Education & Education Department Chair
Director of Middle Childhood, Adolescence to Young Adult and Multi-Age Teacher Education Programs
CAEP Coordinator & Accreditation Officer
740-368-3563
sjkaka@owu.edu

Dr. Bona Kang
Assistant Professor
740-368-3560
bkang@owu.edu

Dr. Michele M. Nobel
Assistant Professor of Education
Director of Elementary, Inclusive Elementary, & Special Education Programs
Licensure Officer
740-368-3559
mmnobel@owu.edu

Academic Departmental Assistant

Andrea Ryan
740-368-3557
educ@owu.edu

Fax: 740-368-3553
E-Mail: educ@owu.edu
Website: owu.edu.education
Facebook Link:
https://www.facebook.com/groups/142184159256306/

4

Summary of Conceptual Framework

The Ohio Wesleyan University teacher education program has been educating teachers for over one hundred years. Grounded in the liberal arts, the program is organized around three themes: **Content Knowledge**, **Teaching and Learning**, and **Character and Professionalism**. These themes are supported by current research and are aligned with state and national accreditation standards, including the Ohio Standards for the Teaching Profession, the Council for the Accreditation of Educator Preparation (CAEP), and various nationally recognized professional organizations (See Appendix A for how these standards are aligned with each other).

First, we believe that a strong liberal arts focus, coupled with an in-depth understanding of subject matter knowledge, is a vital prerequisite for successful teaching. This knowledge helps teachers conceptualize content so that it is comprehensible and cognitively engaging to all their students. Thus, successful teaching requires a broad, vigorous, and integrated liberal arts education.

However, knowledge of subject matter is not enough. We believe teachers must also possess a thorough knowledge of learners and the learning process. They need to master pedagogical skills and understand human development so they can make complex ideas and concepts accessible to all learners. They must know how to evaluate what they do so they can adjust their teaching to meet the ongoing needs of their students. They learn to value the necessity of developing an instructional context that is supportive and nurturing, yet filled with high expectations for student achievement. The judicious use of technology undergirds this process.

Finally, we believe teachers must be reflective practitioners who are convinced that all students can learn. They believe that the future of our society requires them to embrace a democratic mission founded on multiethnic, multiracial, and multinational relationships. They also are confident that they possess the essential knowledge, skills, and dispositions to ensure this mission is fulfilled.

In short, the ultimate goal of the Teacher Education Program at Ohio Wesleyan University is to foster learning in all students – pre-kindergarten through undergraduate –that will lead to the creation of informed, critical thinkers who will contribute meaningfully and ethically to our democratic society.

Ten Learning Outcomes for Teacher Candidates

We believe that becoming a *competent, committed, professional teacher for a diverse democratic society requires:*

1) *knowledge* of disciplines being taught and the *ability* to organize, integrate, and convey knowledge so that it is comprehensible to all students. (Theme One)

2) *knowledge* of human development, motivation, and learning, as well as the individual and contextual factors that guide one's *ability* to develop instruction that is appropriate for all students. (Theme Two)

3) *knowledge* of classroom organization, management, and curriculum, and the *ability* to design, implement, and manage the learning environment in ways that support active student learning and independence. (Theme Two)

4) *knowledge* of a variety of instructional strategies and materials, including technology, that encourage student problem-solving, critical thinking and independent learning, and the *ability* to select and implement instructional strategies that account for and adapt to all contexts, learners, and content. (Theme Two)

5) *knowledge* of a variety of assessment strategies that are embedded in instruction and the *ability* to use formative and summative assessments to monitor and evaluate student learning, as well as to inform one's own teaching. (Theme Two)

Additionally, candidates develop the following dispositions that characterize *competent, committed, professional teachers for a diverse, democratic society:*

6) commitment to teaching as a viable, honorable profession. (Theme Three)

7) the importance of fostering collaborative relationships with colleagues, families and the larger community. (Theme Three)

8) the importance of affirming one's efficacy as it relates to student learning. (Theme Three)

9) the understanding that the democratic ideals of a multicultural society are foundational to all teaching and learning. (Theme Three)

10) the importance of engaging in reflective practice and continuous professional development. (Theme Three)

Note: Themes are described on the previous page.

Education Department Programs

Ohio Wesleyan offers programs preparing students for teacher licensure at the elementary, middle, and high school levels. Students working toward the Elementary, Inclusive Elementary, Special Education, Middle Childhood and Integrated Science licenses pursue an OWU major in Education. Students pursuing one of the other two licenses, Multiage K-12, or Adolescent to Young Adult 7-12, will major in another department at Ohio Wesleyan and minor in Education. Ohio Wesleyan has programs leading to the following State of Ohio teacher licenses:

Majors:

Elementary Education leads to a Primary License, Grades PK-5.

Inclusive Elementary Education leads to Dual Licensure:
Primary License, Grades PK-5 AND Intervention Specialist, Grades PK-5

Special Education leads to an Intervention Specialist License, Grades K-12.

Middle Childhood leads to a Middle Childhood License, Grades 4-9.
Placement for field experiences and student teaching are in middle schools, grades 5, 6, 7, and 8.

The State Department of Education requires two of the following four concentrations:
Reading and Language Arts
Mathematics
Science
Social Studies

Integrated Science for Teachers leads to an Integrated Science License, Grades 7-12.

Adolescence to Young Adult Education: Grades 7-12 for ELA, Integrated Social Studies, Integrated Science and Mathematics

Multi-Age Licensure Education: Grades PK-12 for Drama/Theater, Visual Arts, Foreign Language

Educational Studies: Non-licensure Education major

Minors:

Multi-Age Licensure Programs: Grades PK-12 Music License

Educational Studies: Non-licensure Education minor

The Elementary Education Licensure Program

The Ohio Wesleyan University teacher preparation program in Elementary Education is committed to helping prospective teachers become knowledgeable, caring, competent professionals who are dedicated to nurturing the intellectual, social, and aesthetic growth of children. Students in our program are introduced to a core of knowledge that includes an understanding of child development from ages 3-10, a philosophy of teaching and learning which they can successfully put into practice, skill in nurturing family and community relationships, awareness of appropriate assessment and evaluation strategies, and special competence in working with children who have learning or physical challenges. The development of these understandings is a continuous, integrated process. Students are introduced to core concepts that are encountered repeatedly in subsequent courses. Knowledge is deepened by many opportunities to work directly with children in a wide variety of planned field and student teaching experiences. In this way students can clearly see how sound research and theory guide practice.

Preservice elementary education teachers pursue their general liberal arts education requirements while taking foundational education courses. Once accepted into the education program, preservice teachers will take a carefully sequenced set of discipline-specific courses and accompanying field experiences to prepare them for the roles and responsibilities of working in elementary schools. Preservice teachers will pursue in-depth study of educational theory, evidence-based instructional strategies, assessment of student learning, and differentiated support for academic and behavioral goals. Coursework includes an emphasis on strong reading and literacy instruction, subject specific instruction, classroom and behavior intervention, collaboration, and assessment. Pedagogy is made relevant by application in planned field experiences in elementary classrooms. The culminating experience for the Elementary Education licensure program is the 15-week student teaching experience supervised by both university faculty and experienced educators.

The Inclusive Elementary Education Licensure Program

The dual licensure program in Inclusive Elementary Education is committed to helping prospective teachers become knowledgeable, caring, competent professionals who are dedicated to nurturing the intellectual, social, and aesthetic growth of children in both traditional and inclusive PK-5 classroom settings. Students in our program are introduced to a core of knowledge that includes an understanding of child development from ages 3-10, a philosophy of teaching and learning which they can successfully put into practice, skill in nurturing family and community relationships, awareness of appropriate assessment and evaluation strategies, and special competence in working with children who have learning or physical challenges. The development of these understandings is a continuous, integrated process. Students are introduced to core concepts that are encountered repeatedly in subsequent courses. Knowledge is deepened by many opportunities to work directly with children in a wide variety of planned field and student teaching experiences. In this way, students can clearly see how sound research and theory guide practice.

Preservice inclusive elementary education teachers pursue their general liberal arts education requirements while taking foundational education courses. Once accepted into the education program, preservice teachers will take a carefully sequenced set of discipline-specific courses and accompanying field experiences to prepare them for the role and responsibilities of working in

elementary schools, specifically with general and special educator teams. Preservice teachers will pursue in-depth study of educational theory, evidence-based instructional strategies, assessment of student learning, and differentiated support for academic and behavioral goals. Coursework includes an emphasis on strong reading and literacy instruction, subject specific instruction, classroom and behavior intervention, collaboration, and assessment. Pedagogy is made relevant by application in planned field experiences in inclusive elementary classrooms. The culminating experience for the Inclusive Elementary Education licensure program is the 15-week student teaching experience that provides experience in both a traditional elementary setting as well as a special education setting, supervised by both university faculty and experienced educators.

The Middle Childhood Licensure Program

Ohio Wesleyan's interest in the modern concept of middle childhood education goes back to 1974 when OWU served as the host site of the first annual meeting of the Ohio Middle School Association. The middle childhood teacher preparation program at Ohio Wesleyan develops the intellectual, personal, and professional competencies, skills, and dispositions necessary to teach students in grades 4-9 by requiring preservice teachers to successfully complete general liberal arts courses and professional education courses. In addition, preservice teachers acquire in-depth knowledge in two disciplines, which are broad, multidisciplinary, and encompass the major areas of study within those disciplines. The purpose of the program is to develop *competent, committed, professional preservice middle school teachers for a diverse, democratic society* who understand young adolescent development, middle level curriculum, teaching and assessment, and the organization and philosophy of middle schools.

While preservice teachers are pursuing their general liberal arts education, they also begin to construct knowledge specific to their licensure program. Prior to acceptance into the Teacher Education Program, the preservice teachers, through social justice and psychological foundations courses, develop an understanding of the sociological, philosophical, and psychological foundations of schools as multi-dimensional social institutions, of learners as complex developing individuals, and of teaching as an intellectual endeavor. In addition, preservice teachers develop their understanding of the latest research on teaching and learning. Once preservice teachers are accepted into the Teacher Education Program, they continue their professional studies by taking courses specific to the middle level licensure. The pedagogical component of middle level teacher education program consists of general middle level pedagogy and content specific pedagogy for each concentration area.

The department believes that an in-depth knowledge of content is essential for a successful teacher. To provide flexibility and further enhance the teacher's grasp of the interdisciplinary nature of knowledge, two areas of concentration are required. Such concentrated study complements the knowledge in general studies by providing a specialized understanding of two disciplines, allowing them to perceive how two particular bodies of knowledge are organized and conceptualized. It is expected that teachers will develop an enthusiasm for the disciplines which they, in turn, will convey to young adolescents. Areas of concentration may be chosen from language arts, mathematics, science, or social studies. The department believes that education course content is most relevant to pre-service teachers when they can see its immediate application; therefore, each course is complemented by opportunities to work directly with young adolescents. Pedagogy is made relevant by application in planned field and student teaching experiences in middle level classrooms. Middle Childhood preservice teachers complete their

licensure program by participating in a 15-week student teaching experience which is supervised by both university faculty and middle school teachers.

The Special Education Licensure Program

The Ohio Wesleyan University teacher preparation program in Special Education aims to produce competent and passionate teachers dedicated to meeting the needs of _all_ students in today's schools. As more students with disabilities are supported in inclusive classroom settings, there is great need for knowledgeable and highly skilled Intervention Specialists who are able to assist the student and their family to achieve the highest quality of life possible. The program at OWU strives to prepare special education teacher candidates who have the knowledge, skills, and professional dispositions necessary to work collaboratively with students, families, general education teachers, and related services personnel. At OWU, preservice teachers can obtain a special education license in either Inclusive Elementary Education (Grades PK-5) or Special Education Mild/Moderate Intervention (Grades K-12).

Preservice special education teachers pursue their general liberal arts education requirements while taking foundational education courses. Once accepted into the education program, preservice teachers will take a carefully sequenced set of discipline-specific courses and accompanying field experiences to prepare them for the roles and responsibilities of working in special education. Preservice teachers will pursue in-depth study of educational theory, evidence-based instructional strategies, assessment of student learning, and differentiated support for academic and behavioral goals. In addition, preservice teachers will engage in collaboration and facilitation of educational teams during field placements, as well as exploration of legal and ethical standards for the profession. Coursework includes an emphasis on strong reading and literacy instruction, subject specific methods courses, classroom and behavior intervention, collaboration, and assessment. The culminating experience for preservice teachers is a 15-week student teaching placement with a fully licensed, experienced Intervention Specialist with supervision from both university faculty and experienced educators.

The Integrated Science for Teachers Licensure Program

Increasingly, school districts need science teachers who are highly qualified to teach across the science curriculum. Students who complete OWU's Integrated Science major will be eligible to earn Adolescent to Young Adult (AYA) Integrated Science Licensure, qualifying them to teach a broad range of science subjects in grades 7 through 12. When you major in Integrated Science for Teachers, you complete classes in life sciences (biology, microbiology, zoology); chemistry; geology and geography; physics and astronomy; and mathematics – along with your education and general course requirements.

In addition to completing the breadth of knowledge across the sciences, students in the Integrated Science program leading to adolescence and young adult licensure complete education courses, carefully planned and supervised field-based experiences, and student teaching in classrooms with certified, experienced teachers. Education faculty members coach preservice teachers during their teaching and plan and supervise their field experiences. Student teaching is supervised by both members of the education faculty and faculty in content area disciplines.

The teacher preparation program is based on current theories and research about teaching and learning. The Education Department adheres to standards that address issues related to the value and recognition of student diversity, to the depth of teachers' knowledge of content and pedagogy, and to the need for teachers to use a wide repertoire of instructional skills and approaches to plan, implement, and assess learning with multiple sources of data, including a variety of formal and informal strategies used to support and evaluate the processes and products of learning. In addition, there are varied educational and professional opportunities provided by the program for teacher preparation students to learn through experiences with a wide range of verbal, visual, technological, and creative media, to participate in classrooms that function as communities of learners, and to reflect on their own and other's processes of learning and teaching practices. The Integrated Science licensure component within the major consists of a 15-week secondary methods course with related field experience, a content-specific methods course, a professional seminar, and 15-weeks of student teaching.

The Adolescence to Young Adult and Multi-Age Licensure Programs

In addition to completing the requirements for a broad, integrated liberal arts education at Ohio Wesleyan, students in the teacher preparation programs leading to multiage PK-12 and to adolescence and young adult licensure (grades 7-12) in Social Studies, Mathematics, and Language Arts complete a major in their specific content area, education courses, carefully planned and supervised field-based experiences, and student teaching in classrooms with certified, experienced teachers. Education faculty members plan and supervise their field experiences. Student teaching is supervised by both members of the education faculty and faculty in content area disciplines.

The teacher preparation program is based on current theories and research about teaching and learning. The Education Department adheres to standards that address issues related to the value and recognition of student diversity, to the depth of teachers' knowledge of content and pedagogy, and to the need for teachers to use a wide repertoire of instructional skills and approaches to plan, implement, and assess learning with multiple sources of data, including a variety of formal and informal strategies used to support and evaluate the processes and products of learning. In addition there are varied educational and professional opportunities provided by the program so teacher preparation students can learn through experiences with a wide range of verbal, visual, technological, and creative media, to participate in classrooms that function as communities of learners, and to reflect on their own and other's processes of learning and teaching practices.

The adolescence to young adult licensure program consists of a 15-week secondary methods course with related field experience, a content-specific methods course, a professional seminar, and 15-weeks of student teaching. Candidates in the adolescence to young adult licensure fields of Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, and Integrated Science take general secondary methods and specialized content methods coursework in the Education Department. Foreign Language candidates take general teaching methods in the Education Department and complete content methods coursework online. Candidates in Theatre and Visual Arts take general teaching methods and complete related field experiences in the Education Department and content methods in the Theatre and Fine Arts Departments. The teaching and content methods courses for candidates in the preparation program for the multi-age license in Music occur in the Music Department. Candidates in all adolescence to young adult and multi-age licensure programs complete their teacher preparation by participating in a content area literacy class, a professional seminar, and student teaching as directed by faculty in the Education Department.

Progression through the Selected Licensure Program

Candidates should work closely with their faculty advisors to plan their coursework each term. It is strongly recommended that candidates in the Elementary, Inclusive Elementary, Middle Childhood, Special Education, and Integrated Science for Teachers Licensure programs have an Education faculty member as their primary advisor. AYA and MA licensure candidates should have an advisor in their content department when an Education faculty member is unable to advise them, but have periodic consultations with an Education faculty member. Candidates are encouraged to be proactive in planning their schedule. Although faculty members endeavor to help candidates progress through their program as efficiently as possible, it is the candidate's responsibility to see that graduation and licensure requirements are met.

The Teacher Education Program has developed course sequence lists for all teacher education majors. These should be used with the program checklists to schedule classes throughout a candidate's program. These resources are regularly updated so candidates should make sure to get new copies of these forms as they progress through the program.

Licensure Program Checklists (Advising Form/Checklist)

Each licensure program has a unique set of requirements, listed on "Licensure Program Checklists." Candidates and advisors use these lists to ensure all necessary requirements are met in an organized, timely fashion. Candidates should retain copies of these lists and take responsibility for ensuring all requirements have been met. Licensure Program Checklists are available in wall racks in the hallway across from the Education Department office and online on the education department website.

Professional Organizations for Licensure Programs

The Education Department faculty members are involved in many professional organizations and activities. We encourage each of our students to join professional organizations in their teaching area(s). Most organizations offer student rates at a considerable reduction. Benefits include journals, newsletters, and conferences.

Elementary Education Program
National Association for the Education of Young Children (NAEYC)   http://www.naeyc.org/
We suggest that you also join an additional two subject-specific organizations (see below)

Inclusive Elementary Education Program
National Association for the Education of Young Children (NAEYC)   http://www.naeyc.org/
Council for Exceptional Children (CEC)   https://www.cec.sped.org/
Division for Early Childhood (DEC)

Middle Childhood Program
Association of Middle Level Educators   http://www.amle.org
We suggest that you join the two subject-specific organizations in your areas of concentration (see below)

Special Education Program
Council for Exceptional Children (CEC)   https://www.cec.sped.org/
We suggest that when you join CEC you add at least one Special Interest Division within CEC such as:
Council for Children with Behavior Disorders (CCBD) Division
on Autism and Developmental Disabilities (DADD) Division for
Early Childhood (DEC)
Division for Learning Disabilities (DLD) Innovations in
Special Education Technology (ISET)
In addition, we suggest that you also join either the Elementary (NAEYC), Middle Childhood (AMLE) professional organization or a subject specific organization (see below).

Integrated Science Program
National Science Teachers Association   http://www.nsta.org/

Subject-Specific Organizations (Elementary, Middle School, and Adolescence to Young Adult Programs)
International Literacy Association   http://www./literacyworldwide.org
National Council for the Social Studies   http://www.ncss.org/
National Council of Teachers of English   http://www.ncte.org/
National Council of Teachers of Mathematics   http://www.nctm.org/

Subject-Specific Organization (Multi-Age Programs)
The American Council on the Teaching of Foreign Languages http://www.actfl.org/ Modern
Language Association   http://www.mla.org/
National Art Education Association   http://www.naea-reston.org/
Music Educators National Conference   http://www.menc.org/
American Alliance for Theatre & Education   http://www.aate.com/
Educational Theatre Association   http://www.edta.org/

Complaint Process

If you want to make a formal complaint about an education course, policy, professor, advisor, or administrator, you must follow the following procedures.

1. Discuss concerns with the individual directly involved with the situation. Complete the "Student Concerns Form" (purple) describing specifics of the concern. This form may be obtained in the Education office.

2. If the situation cannot be resolved, you should discuss the situation with the Chair of the Education Department (AYA and MA candidates may first need to meet with the Chair of the content area department, if the concern involves a faculty member in that department).

3. If the matter still cannot be resolved, appeals may be made at the Academic Affairs Office. The regular University Appeals procedure will then be followed.

Concerns Brought by Student Board

Occasionally, several candidates in a particular licensure program will have a common concern. Instead of the usual process, these concerns can be brought to student members of the Education Department Student Board. Board members can then submit these concerns in writing to the Education Department Chair. The issue will be addressed at a meeting with the Department Chair and the Student Education Board.

Background Check Information

Background checks are required to work with students of all ages. If you are registered for a course that includes field observations and/or working directly with students in a childcare center or school, you will need to have a current and valid background check on file with the Education Department. **You are responsible for getting background checks completed prior to going into schools/centers for any field experience hours and student teaching.**

What does this mean for you?
- You will need to complete and pay for a required background check from both the Bureau of Criminal Investigation (BCI) and the Federal Bureau of Investigation (FBI). You can do this on campus on selected dates or on your own.
- Background check results must be sent to the OWU Education Department.
- Student teachers must have their results sent to the Ohio Department of Education (ODE) in addition to the OWU Education Department.
- Background check reports <u>must indicate that you are cleared to work with children</u>. In the event that a background check report indicates <u>you are not cleared, you will not</u> be permitted to go into the field and you will need to meet with OWU's Licensure Officer to discuss your options. You can also contact the ODE [Office of Professional Conduct](#).

Background Checks on Campus
- For your convenience, the OWU Education Department schedules Biometric Identification Management (BIM) to come to campus at the beginning of each semester to process both BCI and FBI background checks.
- A flyer with more information will be distributed by faculty and will be posted around Phillips Hall.
- If you are unable to complete your background check with BIM when they are on campus, <u>it is your responsibility to find another agency to have your background check completed</u>.

Important Things You Need to Know About Background Checks
- The cost of fingerprinting is paid directly by students, typically <u>cash or money order only</u>. Cost will be announced when the on campus dates are circulated each semester. The education department does not want the cost of fingerprinting to be a barrier for students to take education courses. Please contact the OWU Licensure Officer if you need assistance.
- Most agencies use a live WebCheck system that captures your fingerprints through scanning. In rare cases, your fingerprint scan may not be high enough quality to be captured. If that applies to you, additional directions will be provided for how to complete an ink card.
- Electronic processing of background reports can be returned quickly or take over a month for the results to be returned.
- BCI and FBI reports are only <u>good for one year</u>, which means you will need to have your fingerprints taken several times while completing your licensure program at OWU.
- You should not go into schools or childcare centers until your report has been received and verified by the OWU Licensure Officer. You will receive a copy of your report via email, which will indicate you are cleared to visit schools and centers.
- Schools and centers typically require a background check (both Ohio BCI <u>and</u> FBI) to enter their facilities. If you are asked to provide your report, you can make a copy of the report the Education Department has emailed to you.
- For graduates applying for a teaching license in Ohio, the Department of Education will not issue a teaching license until they receive your background check results (within a year from the date on your report). You can verify your background check status in the CORE system where you apply for your license.
- To be licensed in Ohio, you will need to adhere to the [Licensure Code of Conduct](#)
- There are separate fingerprinting requirements for working in early childhood centers and licensing through ODE. This means that some elementary and inclusive elementary majors may need two separate fingerprint reports during student teaching and licensure experiences. Contact the OWU Licensure Officer with questions.
- Please see the Ohio Department of Education [website](#) or the Ohio Attorney General [website](#) for additional information.

Unable to have your background check completed at OWU? Here's what you need to do:

You will need to find another agency that can complete your background check and **distribute the results to OWU's Education Department and ODE, and/or Ohio Department of Jobs and Family Services (ODJFS).** It may cost you an additional fee to have more than one report sent. Also, each agency sets their own pricing, which may mean another agency could charge more or less than the cost to be fingerprinted by BIM on campus. Also, most agencies, including BIM, only accept cash or money orders.

1. Determine which agency you will use to complete your background check. See below for suggested agencies.
2. Call ahead to see if you need an appointment, confirm which documents are required, and what forms of payment will be accepted.
3. Be sure to use the correct fingerprint codes & have reports sent to the correct agencies and OWU:

	BCI Code	FBI Code	Direct Results Sent to:	Mailed Results to:
Field Experience EDUC 251; 300.5; 300.18	3319.39B3 School Employees - Teachers Only	3319.39 Public School District or Chartered Non-Public School Employees and School Bus Drivers	Ohio Department of Education (ODE)	Ohio Wesleyan University Education Department % Michele Nobel 61 South Sandusky Street Delaware, OH 43015
Student Teaching & Licensure EDUC 359; 300.20; MUS 373/374	3319.291 School Employees - Licensure with Ohio Department of Education	3319.291 School Employees - Licensure with Ohio Department of Education	Ohio Department of Education (ODE)	Ohio Wesleyan University Education Department % Michele Nobel 61 South Sandusky Street Delaware, OH 43015
Early Childcare Center & EDUC 105/100.8	5104.013 An Employee, Owner, Licensee, Administrator or Person Residing in a Type A or Type B Home, or an In-Home Aide	CCDBGA - Child Care and Development Block Grant Act of 2014 employee, for ODJFS use only	Child Care Ctr/Type A-ODJFS	Ohio Wesleyan University Education Department % Michele Nobel 61 South Sandusky Street Delaware, OH 43015

Suggested Background Check Locations:

The information provided below is current as of July 2021, but is subject to change. For all locations, call ahead to confirm information, what you need to bring, forms of accepted payments, and to schedule your appointment.

Agency	Hours	Cost	Appointment
Delaware County Sheriff's Office Concealed Carry Office 844 US Hwy 42 North Phone: (740) 833-2801	Mondays, Tuesdays, Thursdays & Fridays 8:00 am to 3:00 pm Wednesdays 8:00 am to 5:30 pm	BCI & FBI - $70 Exact Cash or Money Order only	Required - Call for appointment
Delaware Police Department 70 N. Union Street Phone (740) 203-1151	Thursdays 8 am-12:30 pm & 1:30-4:30 pm	BCI & FBI - $60 Exact Cash or Check	Walk-in - Call first due to COVID protocols
Biometric Information Management (BIM) Dublin Office 6059 Frantz Rd Dublin, OH 43017 (614) 456-1296 (option 3)	Varies - Limited Days/Hours	BCI & FBI - $65 Exact Cash or Money Order only Credit Card option with online registration	Required - Schedule online here or call

More questions?

Contact OWU Licensure Officer - Dr. Michele Nobel (mmnobel@owu.edu)

Licensure Information

edTPA

edTPA is a preservice performance-based assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" **You must complete an edTPA in your licensure area during student teaching.** The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers
- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students' needs;
- consider research and theory about how students learn; and
- reflect on and analyze evidence of the effects of instruction on student learning

edTPA is a national assessment which is scored by national trained evaluators.

Beginning, July 1, 2020 the Ohio Department of Education has approved the edTPA performance-based assessment as a requirement for licensure.

If you don't meet the total cut-score on the edTPA (37 total points 15-rubric handbooks, 32 points 13-rubric handbooks), you will need to either: a. Revise and Resubmit to your Licensure Program Director (This path depends on which rubrics/tasks for which you were unsuccessful on and whether a written revision will addresses that deficiency); or b. Retake the edTPA. (This path depends on which rubrics/tasks, such as the videotaping of PK-12 students, that you were unsuccessful on and which can NOT be remediated through written revision.).   If you are unable to reach the required cut score on the second try (either a or b above), then a meeting of all relevant individuals (Program Director, Department Chair, and you the student teacher) will be scheduled to discuss options for completing the licensure program. This could include completing student teaching, but not being recommended for licensure; returning to OWU to redo student teaching, or other viable options.

Ohio Assessment for Educators

The Ohio Assessments for Educators (OAE) is the State of Ohio's required examination system for initial licensure. In September, 2013, the OAE replaced the Praxis II series as the required Ohio educator licensure assessment, except for world languages, which will continue to utilize the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). You are responsible for registering for all exams required in your selected licensure area.

The Ohio Assessments for Educators assess the content area and professional (pedagogical) knowledge of individuals who seek Ohio educator licensure or add a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. The list of required exams in each licensure area is available on the next page; please check the OAE website to ensure the information for your licensure area is up to date. Test requirements, test centers, and state/agency code information is also available at the OAE Website. **All required tests must be passed and an original score report sent to the Ohio Department of Education and the OWU Education Department before the OWU Licensure Officer can approve your licensure application.**

This table maps each Ohio licensure type to its corresponding assessment in the Ohio Assessments for Educators program. For more information regarding Ohio licensure requirements, visit the Educator Licensure page on the Ohio Department of Education website.

OAE Website: www.oh.nesinc.com

**Tests and qualifying scores listed in the following chart
are subject to change by the State Board of Education of Ohio.**

Licensure Type and Code	Required Tests	Code Number	Qualifying Score
Primary (P-5)	Pearson Foundations of Reading	090	220
	OAE Elementary Education (Subtest I) **and**	018	220
	(Subtest II)	019	220
Primary Intervention Specialist (P-5)	Early Childhood Special Education (A new assessment is under development)	013	220
	Pearson Foundations of Reading	090	220
Middle Childhood (4-9)	Pearson Foundations of Reading **and**	090	220
Area of Licensure & Code:	**License specifies areas of concentration in at least two :**		
MC Lang. Arts and Reading (62-050150)	Middle Grades English Language Arts	028	220
MC Mathematics (62-110100)	Middle Grades Mathematics	030	220
MC Science (62-130102)	Middle Grades Science	029	220
MC Social Studies (62-150003)	Middle Grades Social Studies	031	220
Special Education (K-12)			
Intervention Specialist (65-no code)	Pearson Foundations of Reading	090	220
	Special Education	043	220
Mild/Moderate Needs (K-12) (65-196140)			
Adolescence to Young Adult (7-12)	**Select appropriate content assessments:**		
Integrated Language Arts (63-050145)	English Language Arts	020	220
Integrated Mathematics (63-110094)	Integrated Mathematics	027	220
Integrated Science (63-132010)	Integrated Science	024	220
Integrated Social Studies (63-150004)	Integrated Social Studies	025	220
Multi-Age (PK-12)	**Select appropriate Content Assessment:**		
Modern Language Spanish (64-060265) French (64-060230) German (64-060235)	ACTFL Oral Proficiency Interview and Writing Proficiency		Int. –High
Music (64-120050)	Music	032	220
Visual Arts (64-020012)	Art	006	220
Drama/Theater (64-050338)	Theater	048	220

Gateways

The Ohio Wesleyan Education Department (termed EPP) has created a series of Gateways to mark your progress through a licensure program. You must show progress in developing the necessary knowledge, skills, and dispositions to be a *competent, committed, professional teacher for a diverse, democratic society* in order to progress through the Gateways and eventually licensure. You must also show commitment to the PK-12 students as well as your own progress.

Gateway I: Admission to Licensure Program

All Ohio Wesleyan students are eligible to take the introductory courses:

- EDUC 105 – Introduction to Early Childhood Education
- EDUC 110 – Role of the School
- EDUC 115 – Teaching for Equity and Social Justice
- EDUC 120 (formerly 100.7) – Introduction to Exceptionalities

However, to enter into a specific licensure program and continue taking courses within the Education Department, you must formally apply for admission to a specific licensure program. You are given written information about the Admission Process and Requirements during a **formal meeting** as part of EDUC 251. During this formal meeting, you are given this **Program Handbook**, which contains information about the gateways, the admission process and procedures, the application essays, the requirements for Admission as well as copies of the Admission Application, and the Admission Application Feedback Form. You will complete the Admission Application Form and apply in Blackboard.

During the introductory courses, the department faculty have been observing your intellectual capacity, communication and interpersonal skills, dispositions toward the profession, commitment, and ability to adjust to the role of educator in various educational settings as this information is used to inform the Education Department about your readiness for the teaching profession.

Next, the academic assistant enters all of the required Admission Information (test scores, overall academic record as well as performance in Education courses, field experience evaluations from EDUC 105 or EDUC 110 and EDUC 251, recommendations from arts and science faculty members, and scores on written application essays) into a spreadsheet.

Department faculty then review your Admission Information and make a general decision (admit, deny, or discuss). A formal Admission Meeting is held approximately two weeks after the end of each academic semester; at this meeting, the Education Department reviews and discusses at length each application to the program.

At this meeting, you can either be admitted fully to the Teacher Education Program (TEP), provisionally admitted to the TEP, or denied admission to the TEP. You will receive a **formal letter** letting you know of your admission status.

Additionally, if you were *provisionally admitted or denied admittance, you will be given the Application Feedback Form* which indicates the areas in which you did not meet or only partially met the admission criteria.

Gateway II: End of Methods Courses and Field Experiences: Admission to Student Teaching

Admission to the program does not guarantee completion of it. Throughout each licensure program your acquisition of pedagogical knowledge, constructed during methods courses and the corresponding field experiences, is carefully monitored and evaluated by faculty in each licensure program. The Gateway II assessments are aligned with learning outcomes at the Unit and Program level. In turn, these are aligned with the professional organizations' standards. Assessments in each professional education course are designed to measure your progress in acquiring the essential knowledge, skills, and dispositions for teaching students in your licensure area. Additionally, the Education Department have selected several key assessments to analyze to determine whether you can continue on to Student Teaching. These key assessments consist of

- Pre-CPAST field assessment and the Dispositional Assessment completed by the cooperating teacher and university supervisor,
- an ELL Lesson Revision Assessment,
- a self-reflection paper that is organized around OWU's three themes and corresponding learning outcomes,
- a technology integration assignment,
- and an evaluation regarding your ability to use research and theory to inform your practice.

Additionally, continuation in the teacher education program is contingent on the maintenance of a 2.8 GPA (overall, in licensure area, and in education courses) as well as successful completion of the methods courses and field experiences (B- or above). The Education Department conducts this review at the end of each academic semester; if you fall below the minimum requirements, then you will be notified in writing about the expectations for progress in order to continue in the TEP.

Gateway III: End of Student Teaching

This gateway occurs at the conclusion of Student Teaching. The Student Teaching Experience is a 15-week experience in which you have at least six observations and follow- up discussions with your two university supervisors. Your progress during Student Teaching is monitored through a collaborative process, involving your Cooperating Teachers and the University Supervisors. Throughout the semester, you are provided with both formative (continuous) and summative (at the conclusion of the experience) information. Additionally, you will participate in a midpoint conference and exit conference with your university supervisors where you present your evidence of meeting all Unit and Licensure Program Learning Outcomes. This includes evidence of your completion and passing of the educative Teacher Performance Assessment (edTPA), student teaching self-evaluations, a final Self-Reflection Paper, a technology integration lesson plan, and an evaluation regarding your ability to use research and theory to inform your practice. Lastly, evidence from the CPAST evaluations and Dispositional Assessments completed by the cooperating teachers and university supervisors will also be discussed at the conferences.

Gateway IV: Eligibility for Licensure

You must successfully complete student teaching, and pass all required OAE examinations, complete all academic requirements needed to graduate from Ohio Wesleyan University, and the academic requirements mandated by the state of Ohio to be eligible for licensure. Additionally, you must complete a criminal background check, exit surveys, and the necessary paperwork required for licensure. Once you have satisfactorily completed all of these requirements, you are eligible to be recommended for a Four-Year Resident Educator License

Requirements for Admission to the Teacher Education Program

Approved admission requirements for those that apply beginning in fall 2022:

- Meet one of the following grade criteria
  - **Satisfactory completion (B- or higher) of introductory education coursework:**
    - Elementary and Inclusive Elementary:
      - EDUC 120 (100.7), EDUC 105/100.8, EDUC 115, & EDUC 251
    - Middle Childhood:
      - EDUC 115 & EDUC 251
    - Adolescent to Young Adult, Multi-Age, Integrated Science for Teachers:
      - EDUC 110 & EDUC 251
    - Special Education:
      - EDUC 120 (100.7), EDUC 110 & EDUC 251
  - 3.0 GPA in all Education courses taken to date

- **A B- or higher in ENG 105, or university-approved exemption:**
  - transferred course credit
  - SAT Reading 37+
  - ACT Eng. Score 30+
  - AP Score 4-5 on Eng. Language + Comp
  - AP Score 4-5 on Eng. Lit + Comp

- **For IEE, EE, and SPED candidates, fulfill one of the following:**
  - A B- or higher in MATH 104, 105, 108, or 110, or university-approved transfer course credit
  - SAT Math 528+
  - ACT Math 19+
  - AP Score 4-5 on Calculus AB or BC

- **2.8 GPA overall**

- **For MC, MA, and AYA candidates, 2.8 GPA in content area major**

- **Score of 2 on each item on Field Experience Evaluation form EDUC 110, EDUC 100.8, & EDUC 251**

- **Two positive non-Education faculty evaluations**

- **A score of 3 or better on both application essays**

- **Complete self-Dispositional Assessment, including comments and examples**

- **Removal of any U grades for unsatisfactory writing**

*If you do not meet any of the above requirements, you may submit a petition explaining why you did not meet the specific requirements and how you will address the deficiency(ies) going forward.

Provisional Admission:

- If you meet most, but not all, of the Admission criteria (such as having a low overall GPA between 2.5 and 2.8) you may be Provisionally Admitted to the Teacher Education Program. If you are provisionally admitted, you will receive a formal letter notifying you of your Provisional Admittance to the Teacher Education Program along with your Application Feedback Form that specifies the areas in which you partially met the Admission criteria.

- Within three weeks of the start of the following semester, you must submit a written petition explaining why you did not meet the specific requirements and how you will address the deficiency(ies) going forward. The petition document can be found here: Teacher Education Program Admission Petition Please make a copy of the Google Doc and share it with the Department Chair at educ@owu.edu

- Upon submission, the petitions are reviewed by the Education Department at a department meeting; if the petition is insufficient you will be asked to revise it. The petition will also be reviewed again at the end of each semester along with your work in the methods courses and field experience for which you were provisionally admitted. If you have met the Admission criteria and were successful in your methods courses and field experiences, you will be fully admitted to the Teacher Education Program. If you are making progress, but still only partially meet the criteria, you will remain provisional. If you did not make sufficient progress toward the criteria and/or were unsuccessful in your methods courses and field experience, you will be denied admission to the Teacher Education Program. After each progress check, the Education Department notifies you in writing of your progress towards full admittance.

Denied Admission:

- If you have not met the majority of the Admission criteria when you apply to the Teacher Education Program, you will be *Denied Admittance*. **If you are denied admittance, you will receive a formal letter notifying you of the Denied Admittance to the Teacher Education Program along with your Application Feedback Form that specifies the areas in which you did not meet the Admission criteria**. You may reapply at the time when you have met the Admission criteria.

Appeal Process Admission/Retention Decisions

You have the right to appeal any decisions made by the Educator Preparation Program related to your admission or retention in a licensure program. Such appeals must be made in writing within 14 days of the date on your letter. The Educator Preparation Program will consider the appeal and make a recommendation to maintain or change their original decision. If the appeal is successful and you are admitted provisionally, you must submit an Action Plan within three weeks of the start of the following semester. The Action Plan should detail the steps you will take to earn full admission to the selected licensure program.

Revocation of Admission

Admission to the Teacher Education Program does not constitute automatic completion of it. Students must remain in good academic standing, and earn at least a B- or better in all Field and Methods classes to persist to student teaching. If at any point an admitted student fails to meet these requirements, admission to the Teacher Education Program will be revoked.

Application Essays

Directions: Respond to the following essay questions; each essay should be approximately one to two (1-2) pages in length (double spaced with 12-point font). Essays will be scored by the Education Department faculty, and will be used when considering your application to the teacher education program.

If you are seeking licensure in the Elementary, Inclusive Elementary, or Middle Childhood Programs, you should respond to the following two prompts.

1. Identify an "ism" and explain how "privilege and oppression" (partner concepts) play out in schools on an individual level and on an institutional level. Then provide at least 2 suggestions for how schools can address the identified "ism."

2. How does a teacher's belief that "All Students Can Learn" impact his/her behavior in the classroom? Provide at least three different examples to support your position.

If you are seeking licensure in the Adolescent to Young Adult, Integrated Science for Teachers Major, Multi-Age or Special Education Program, you should respond to the following two prompts.

1. Citing what you read and learned in EDUC 110, Role of the School, discuss the ways in which society shaped the development of schooling over time. Think about this with regards to what was happening historically and philosophically from the mid-1600s. Then discuss the converse question—how has education changed society over time (i.e. what has been the role of the school on society)? Be sure to provide specific examples throughout.

2. How does a teacher's belief that "All Students Can Learn" impact his/her behavior in the classroom? Provide at least three different examples to support your position.

Application Essays Scoring Rubric

EXCELLENT (4)

> The central purpose/argument of the essay is clear and readily apparent to the reader; demonstrates well-developed understanding of (EDUC 115 or EDUC 110 and EDUC 251) course content; essay is almost entirely free of spelling, punctuation, and grammatical errors.

PROFICIENT (3)

> The central purpose/argument is present, but has minor lapses in development; demonstrates a good understanding of (EDUC 115 or EDUC 110 and EDUC 251) course content; essay may contain a few errors; but the errors don't impede understanding.

ADEQUATE (2)

> The central purpose/argument is not consistently clear throughout the essay; provides some references to (EDUC 115 or EDUC 110 and EDUC 251) course content; essay has many errors that distract the reader and temporarily impede understanding.

UNSATISFACTORY (1)

> Fails to address the essay question; few or inaccurate references to the (EDUC 115 or EDUC 110 and EDUC 251) course content; numerous spelling, punctuation and grammatical errors such that the essay's meaning is obscured.

Ohio Wesleyan University
Application to Teacher Education
Program

Name:_____

Home Mailing Address:

_____
Street Number & Name

_____
City, State, Zip Code

OWU E-Mail: _____

Advisor's Name: _____

Advisor's Building: _____

Student Id#: _____

HWCC Box #: _____

Birth date (mm/dd/yyyy): _____

Social Security Number (xxx-xx-xxxx) _____

Cell # (xxx) xxx-xxxx _____

Anticipated Graduation Year: _____

Anticipated Licensure (check below)

☐ **Elementary Education (Grades PK-5 license)**

☐ **Inclusive Elementary Education (Elementary Educ. PK-5 license + Special Education PK-5 license)**

☐ **Middle Childhood (Grades 4-9 license)**
   Choose two Areas of Concentration:
   ☐ **Reading and Language Arts**
   ☐ **Mathematics**
   ☐ **Science**
   ☐ **Social Studies**

☐ **Special Education (Grades K-12 Intervention Specialist License)**

Adolescence to Young Adult (AYA) Licensure Programs

☐ English for Educators (Grades 7-12) AYA Integrated Language Arts

☐ Integrated Mathematics (Grades 7-12)

☐ History for Teachers (Grades 7-12) AYA Integrated Social Studies

☐ Integrated Science for Teachers (Grades 7-12) AYA Integrated Sciences

Multi-age Licensure Programs

☐ Multi-age (Grades PK-12) Drama/Theater License

☐ Multi-age (Grades PK-12) French License

☐ Multi-age (Grades PK-12) Spanish License

☐ Multi-age (Grades PK-12) Music License

☐ Multi-age (Grades PK-12) Visual Arts License

Ohio Wesleyan University
Waiver of Access
to Letters of Recommendation

The Family Educational Rights and Privacy Act (FERPA) of 1974 provide enrolled students with the right to view the contents of their files. Because FERPA gives these rights, you are being asked to sign a **voluntary** waiver of access to the letters of recommendation written on your behalf.

You must provide names and contact information for at least two OWU faculty members who would be willing to provide a reference for you. These faculty members must be able to comment on your performance in the classroom. *Do not include faculty members from the Education Department. It is your responsibility to contact the professors you list and ask them whether they would be willing to complete a recommendation on your behalf. If you need to update your list, please contact the Academic Assistant for the Education Department.			
Name * Do not include Education Department faculty.	**Department**	**E-mail Address**	**Course taken or other connection with the professor**

By signing (typing electronic signature) below, **I voluntarily agree** to waive my rights to access and examine, now or at any time in the future, the letters of recommendation (or copies) written by the recommender's named above.

_____
Student's electronic Signature and Date

Teacher Education Program - OWU Faculty Recommendation

If at all possible, we would like to have all recommendations by "DATE".

* Required

1. Student Name *

_____

2. How long and in what capacity have you known this student? *

_____

_____

_____

_____

_____

3. Demonstrates Punctuality *

Mark only one oval.

- ( ) Reports on time for class
- ( ) Inconsistently reports on time for class
- ( ) Does not report on time for class

4. Meets Deadlines and Obligations *

Mark only one oval.

- ( ) Meets deadlines and obligations established by the professor AND Informs professor of absences prior to the absence
- ( ) Most of the time meets deadlines and obligations established by the professor AND Informs professor of absences prior to the absenc
- ( ) Frequently misses deadlines or obligations established by the professor AND/OR Does not inform professor of absences prior to the absence

26

5. Collaboration *

   Mark only one oval.

   ⬭ Demonstrates collaborative relationship with professor AND Attempts to work with and learn from professor in planning and implementing instruction

   ⬭ Demonstrates collaborative relationship with professor

   ⬭ Does not demonstrate collaborative relationship with professor

6. Responds Positively to Feedback and Constructive Criticism *

   Mark only one oval.

   ⬭ Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback from professor to improve performance

   ⬭ Is receptive to feedback, constructive criticism, and supervision AND/OR Incorporates feedback inconsistently

   ⬭ Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback

7. In your opinion, should this student continue in an education program? *

   Mark only one oval.

   ⬭ YES

   ⬭ NO

8. PLEASE EXPLAIN #7 *

   _____

   _____

   _____

   _____

Field Experiences

Field Experiences at Ohio Wesleyan provide teacher candidates with multiple opportunities to observe, tutor students, assist teachers, participate in education-related community events, and finally to work as teachers with full responsibility for classroom events. Field experiences begin with the first professional education course and continue with each subsequent course, culminating in Student Teaching. All candidates complete a minimum of 100 hours in field experiences prior to Student Teaching. Following are some sample field experiences you will likely have in your courses:

EDUC 100.8: Introduction to Early Childhood Education Lab: Opportunities to work with local community agencies that provide educational support for young children. Some typical experiences include: the OWU Early Childhood Center, Buckeye Valley Reads, the Columbus Initiative, and the Delaware County Courts. (Elementary Education and Inclusive Elementary Education))

EDUC 110: Role of the School: Opportunities to work with local community agencies that provide educational support. Some typical experiences include: the OWU Early Childhood Center, Buckeye Valley Reads, the Columbus Initiative, and the Delaware County Courts. (AYA, MA, & Special Education)

EDUC 251: Educational Psychology: Weekly tutoring one-on-one or in small groups with students. Typically field experiences in this course involve work with diverse students. (ALL)

EDUC 255 Classroom Management: Work collaboratively with a general or special education teacher to collect data, design, and implement an intervention to address a challenging student behavior, conduct an ecological assessment that informs Functional Behavior Assessment/Behavior Intervention Plan development, and design a classroom management plan. (Elementary, Inclusive Elementary, and Special Education)

EDUC 300.18: Initial Field Practicum: The first of two field experiences that emphasize the integration of theory and practice. Candidates complete 50 hours in a supervised classroom setting. (Elementary, Inclusive Elementary, Middle Childhood, and Special Education).

EDUC 300.20: Advanced Field Practicum: The second of two field experiences that emphasize the integration of theory and practice. Candidates complete 50 hours in a supervised classroom setting. (Elementary, Inclusive Elementary & Special Education).

EDUC 352: Corrective Reading: Tutor several children experiencing reading difficulties. (Elementary, Inclusive Elementary, Middle Childhood, and Special Education)

EDUC 359: Secondary Field Practicum: Plan and teach lessons to adolescent students in grades 7-12. (Adolescent to Young Adult, Integrated Science for Teachers, and Multiage: Art, Drama/Theatre, Foreign Language)

MUS 373, 374; Methods Courses in Music: Plan and implement lessons in relevant content field. (Multi-Age)

Student Teaching: Gradual assumption of responsibilities for full schedule of teaching students in selected licensure area. (ALL)

Candidate Eligibility for Student Teaching

Enrollment in Student Teaching (clinical practice) is open only to those teacher education candidates who have successfully met all the Gateway 2 requirements prescribed by the Education Unit for their licensure program and who have obtained *Full Admission* to their licensure program. These requirements include the following:
- Minimum cumulative GPA of 2.8
- Minimum cumulative GPA of 2.8 in teaching area
- Minimum cumulative GPA of 2.8 in professional education courses
- Successful completion (B- or higher) of all methods courses
- Satisfactory completion of field experiences(s)
- Pre-CPAST Assessment Criteria: All Pedagogy items scored "Emerging" or higher; all Dispositional items scored "Meets Expectations." Scores below this level require a meeting of relevant persons (e.g. candidate, professor, program chair, advisor) to discuss the viability of the candidate's continuation in the Education department and/or development of a written action plan for improvement.
- Adequate or higher score on the Field Experience Self-Reflection Paper
- Appropriate Ratings on the Dispositional Assessment: **One or more** "Partially meets Expectations" or below requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor) to discuss the viability of the candidate's continuation in the Education Department, and a written action plan for improvement.
- ELL Lesson Revision Assessment: All categories must be scored at "Adequate" level or above.

Field Experience Policies

Attendance Policy

Faculty members of the Education Department consider attendance in courses as well as field experiences an important indication of your dedication to the teaching profession. In addition, absent students miss peer interaction, class discussion and course content. As a result, consistent attendance and prompt arrival to class is a requirement for continuation in the teacher education program. When a student misses more than 10% of the classes in an OWU course, the faculty member may lower the final grade or fail the student. Students who have poor attendance in their Field Experiences in local schools risk being removed from their placement and from the Teacher Education Unit. Of course, there are legitimate reasons for missing a class, e.g., illness, a field trip in another class, or university athletic contest. If you will be absent, however, you should contact your professor or cooperating teacher in advance. Please also arrange for another student to pick up course material for you and inform you of the content and experiences from the day's class that you missed. It is important to remember that even when absences are excused, you are missing content essential to your success.

Professional Behavior/Ethical Conduct

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. (From: National Education Association, *Code of Ethics of the Education Profession*.) http://education.ohio.gov/Topics/Teaching/Professional-Conduct

It is the expectation of Ohio Wesleyan University that no student will be involved in any personal impropriety. Specifically, we advise all students involved in field experiences and student teaching to follow these expectations:

- Maintain a professional relationship with students. Create a supportive atmosphere, but avoid becoming overly familiar. Because a casual demeanor may be misinterpreted, be especially careful with all students. Information about your home address, phone number, and/or social networking accounts should **not** be shared with any student.
- Notify the counselor, teacher, or university faculty of any personal problems students may discuss, e.g., drugs or abuse. Also, notify these same people if you perceive a student is responding inappropriately to you.
- Never leave the school building with a student.
- Avoid being alone in a closed room with a student. An interpretation of some incident unwitnessed by others can put your career at risk.
- Avoid sharing any digital images with students either directly or by posting to a social networking site.

Professional Attire and Behavior

You are expected to wear professional attire when working in the schools. Professional attire includes: slacks/pants, (no jeans), shirts/blouses (no revealing tops, no bare midriffs, no t-shirts), dresses/skirts (at or longer than fingertips when arms are extended at the side), and appropriate shoes, (no flip-flops, no athletic shoes). If you have difficulty obtaining the appropriate professional attire, please notify the director of your licensure program.

Smoking/Vaping Policy

Please refrain from any use of alcohol, tobacco, tobacco products, vaping devices, or illegal drugs prior to or during your placement.

Transportation to Field Experience

You are expected to provide your own transportation to field experience placements and student teaching. If you do not have access to a car, every attempt will be made to secure a field placement that is within walking distance.

Summary: Expectations for Field Experience
(EDUC 300.18, 300.20, 359)

General Expectations for Candidates (Additional expectations are determined by licensure area.)

- Conduct focused observations, learn students' names, and assist their cooperating teacher with tasks such as tutoring students, working with groups, and preparing materials;
- **Plan and teach a minimum of 6 lessons (lessons may be all or a portion of the class period.)** - All lessons need *prior approval* from the cooperating teacher, should be planned in conjunction with the cooperating teacher, and must fit the curriculum;
- Spend a minimum of ½ hour per week with the cooperating teacher in planning/conference time;
- Submit the "Weekly Record of Field Experience Activities;"
- Participate in mid-term and final conferences with the University Supervisor;
- Prepare a "Self-Reflection Paper" at the end of the experience; and
- Complete a Dispositional Assessment.

Expectations for Cooperating Teachers

- Mentor/Supervise the field experience candidate by providing access to the district curriculum plan, and by identifying the topic (WHAT content is to be taught) and the best methods of instruction (HOW content should be taught);
- Review all lessons before they are taught, allowing sufficient time for preparation and revision;
- Spend a minimum of ½ hour per week with the field experience candidate in planning/conference time;
- Evaluate the field experience candidate at the end of the experience by completing the online Pre-CPAST assessment*;* and
- Complete the Disposition Assessment.

Expectations for University Supervisors

- Work collaboratively with the field experience candidate and the cooperating teacher;
- Serve as a resource for the field experience candidate;
- Observe the field experience candidate a minimum of twice during the experience and review the "Field Experience Observation Form;"
- Conduct mid-term and final conferences with the field experience candidate;
- Evaluate the field experience candidate at the end of the experience by completing the online Pre-CPAST assessment*;* and
- Complete a Disposition Assessment.

Field Experience Assessments

Pre-CPAST Criteria (used during Field Experience)

The Pre-CPAST assessment is an online form. We are not allowed to publish the form due to proprietary rights, however, the criteria for the assessment is provided below.

Criteria for successful completion of Field Experience as measured by the pre-CPAST Assessment

- All Pedagogy items scored "Emerging" or higher;
- All Dispositional items scored "Meets Expectations."

Scores below this level require a meeting of relevant persons (e.g. candidate, professor, program chair, advisor) to discuss the viability of your continuation in the Education department and/or development of a written action plan for improvement.

APPENDIX A: EPP Conceptual Framework Alignment with Standards

Ohio Wesleyan University
EPP CONCEPTUAL FRAMEWORK: ALIGNMENT WITH STANDARDS

Our completers attain the qualities of a *competent, committed, professional teacher* for *a diverse, democratic society* by meeting the Ohio Wesleyan University Teacher Education Unit's learning outcomes. The three themes provide the framework for organizing the ten Learning Outcomes, which are aligned to state and national standards shown here. See individual programs for the alignment to specialize professional organizations (SPAs).

THEME I: CONTENT KNOWLEDGE

OWU Learning Outcome 1) *knowledge* of disciplines being taught and the *ability* to organize, integrate, and convey knowledge so that it is comprehensible to all students.	
Ohio Standards for the Teaching Profession	**CAEP Standard**
Standard 2: Teachers know and understand content area for which they have instructional responsibility.	Standard 1: Content and Pedagogical Knowledge

THEME II: TEACHING AND LEARNING

OWU Learning Outcome 2) *knowledge* of human development, motivation, and learning, as well as the individual and contextual factors which guide one's *ability* to develop instruction that is appropriate for all students.	
Ohio Standards for the Teaching Profession	**CAEP Standard**
Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.	Standard 1: Content and Pedagogical Knowledge
OWU Learning Outcome 3) *knowledge* of classroom organization, management, and curriculum, and the *ability* to design, implement, and manage the learning environment in ways that support active student learning and independence.	
Ohio Standards for the Teaching Profession	**CAEP Standard**
Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.	Standard 1: Content and Pedagogical Knowledge
OWU Learning Outcome 4) *knowledge* of a variety of instructional strategies and materials, including technology, that encourage students' problem-solving, critical thinking and independent learning, and the *ability* to select and implement instructional strategies that account for and adapt to all contexts, learners, and content.	
Ohio Standards for the Teaching Profession	**CAEP Standard**
Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.	Standard 1: Content and Pedagogical Knowledge
OWU Learning Outcome 5) *knowledge* of a variety of assessments strategies that are embedded in instruction and the *ability* to use formative and summative assessments to monitor and evaluate student learning, as well as to inform one's own teaching.	

Ohio Standards for the Teaching Profession	CAEP Standard
Standard 3: Teachers understand and use varied assessments to inform instruction, evaluation and ensure student learning.	Standard 1: Content and Pedagogical Knowledge

THEME III: CHARACTER AND PROFESSIONALISM

Dispositions for all OWU preservice teachers reflect a belief in the following qualities:
OWU Learning Outcome 6) commitment to teaching as a viable, honorable profession.
OWU Learning Outcome 7) the importance of fostering collaborative relationships with colleagues, families and the larger community.
OWU Learning Outcome 8) the importance of affirming one's efficacy as it relates to student learning.
OWU Learning Outcome 9) the understanding that the democratic ideals of a multicultural society are foundational to all teaching and learning.
OWU Learning Outcome 10) the importance of engaging in reflective practice and continuous professional development.

Ohio Standards for the Teaching Profession	CAEP Standard
The dispositions OWU identifies in our institutional standards are similar to the dispositions identified in the OSTP. The following standards are particularly relevant. Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach. Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. Standard 7: Teachers assume responsibility for professional growth, performance and involvement as individual and as a member of a learning community.	Standard 1: Content and Pedagogical Knowledge

The OWU Learning Outcomes are derived from the Unit's Conceptual Framework, found on p. 5-6 of the 2017-2018 Program Handbook, and available on the department website:
https://www.owu.edu/files/resources/educationprogramhandbook.pdf

The Ohio Standards for the Teaching Profession:
https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf.aspx

Revised 2-6-2018

APPENDIX B: Field Experience Evaluation Forms

Forms can also be found online at:
owu.edu.education

Education 100 8: Introduction to Early Childhood Education
Evaluation Form
Community Field Experience

Student's Name: _____

Dispositions Evaluation

Item	Meets Expectations 2	Emerging 1	Does Not Meet Expectations 0	Row Score
Professional Commitment and Behaviors				
Demonstrates Punctuality	*Reports on time* for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)	*Inconsistently reports* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	*Does not report* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	
Meets Deadlines and Obligations	*Meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor AND Informs *all* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Most of the time meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor *AND* *Informs some* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Frequently misses* **deadlines or obligations** established by the cooperating teacher, instructor, and/or supervisor AND/OR *Does not inform* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) *of absences prior to the absence*	
Professional Relationships				
* Collaboration	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) *AND* *Attempts to work with and learn from colleagues in planning and implementing instruction*	*Demonstrates* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	*Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	
Critical Thinking and Reflective Practice				
Responds Positively to Feedback and Constructive Criticism	Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally* AND Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice*	*Is receptive to* **feedback, constructive criticism,** and supervision AND/OR *Incorporates* **feedback** *inconsistently*	*Is not* receptive to **feedback, constructive criticism,** and supervision AND/OR *Does not incorporate* **feedback**	

In your opinion, should this student continue in an education program?   Yes   No

Please explain:

Name of Agency: _____

Supervisor: _____

Date: _____

STUDENT COMMUNITY SERVICE DOCUMENTATION FORM
Education 100.8: Introduction to Early Childhood Development

Student Name: _____

Service Site: _____

Date of Service	Time In/Out =	#Hours	Program/Agency Confirmation (Signature of Site Supervisor Required)
	/		
	/		
	/		
	/		
	/		
	/		
	/		
	/		
	/		
	/		

At the completion of the experience, please mail or fax this form to:	Ohio Wesleyan University Education Department 61 S. Sandusky Street Delaware, OH 43015 Fax: 740-368-3553
Return by _____	
Or put in envelope, seal, and sign across the seal if form is returned to student.	

Education 110: Role of the School
Evaluation Form
Community Agency Experience

Student's Name: _____

Dispositions Evaluation

Item	Meets Expectations 2	Emerging 1	Does Not Meet Expectations 0	Row Score
Professional Commitment and Behaviors				
Demonstrates Punctuality	*Reports on time* for experience *AND* Additional teacher engagements (e.g., IEPs, teacher committees)	*Inconsistently reports* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	*Does not report* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	
Meets Deadlines and Obligations	*Meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor AND Informs *all* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Most of the time meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor *AND* *Informs some* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Frequently misses* **deadlines or obligations** established by the cooperating teacher, instructor, and/or supervisor AND/OR *Does not inform* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) *of absences prior to the absence*	
Professional Relationships				
* Collaboration	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) *AND* *Attempts to work with and learn from colleagues in planning and implementing instruction*	*Demonstrates* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	*Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	
Critical Thinking and Reflective Practice				
Responds Positively to Feedback and Constructive Criticism	Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally* *AND* Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice*	*Is* receptive to **feedback, constructive criticism,** and supervision AND/OR *Incorporates* **feedback** *inconsistently*	*Is not* receptive to **feedback, constructive criticism,** and supervision AND/OR *Does not incorporate* **feedback**	

In your opinion, should this student continue in an education program?   Yes   No

Please explain:

Name of Agency: _____

Supervisor: _____

Date: _____

STUDENT COMMUNITY SERVICE DOCUMENTATION FORM
Education 110: Role of the School

Student Name: _____

Service Site: _____

Date of Service	Time In/Out =	#Hours	Program/Agency Confirmation (Signature of Site Supervisor Required)
	/		
	/		
	/		
	/		
	/		
	/		
	/		
	/		
	/		
	/		

At the completion of the experience, please mail or fax this form to:	**Ohio Wesleyan University Education Department 61 S. Sandusky Street Delaware, OH 43015 Fax: 740-368-3553**
Return by _____	

Or put in envelope, seal, and sign across the seal if form is returned to student.

Education 251: Psychological Foundations of Education
Tutoring Experience Evaluation Form

Date: _____ Name of Student: _____

Participating Teacher: _____ School: _____

Name of Person Completing this form: _____ _____

Please rate the student's performance by <u>Circling One Number</u> for each question below according to the following key:

1 - Never	**2** - Seldom	**3** - Occasionally	**4** - Frequently	**5** - Always

1. Was a careful observer of student behavior.   1   2   3   4   5

2. Demonstrated a willingness to listen to and understand students.   1   2   3   4   5

3. Displayed a willingness to learn from you, other teachers and staff.   1   2   3   4   5

4. Attempted to become familiar with various learning materials used
   in the classroom and available in the school.   1   2   3   4   5

Dispositions Evaluation

Item	Meets Expectations 2	Emerging 1	Does Not Meet Expectations 0	Row Score
Professional Commitment and Behaviors				
Demonstrates Punctuality	*Reports on time* for experience *AND* Additional teacher engagements (e.g., IEPs, teacher committees)	*Inconsistently reports* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	*Does not report* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	
Meets Deadlines and Obligations	*Meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor AND Informs *all* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Most of the time meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor *AND* *Informs some* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Frequently misses* **deadlines or obligations** established by the cooperating teacher, instructor, and/or supervisor AND/OR *Does not inform* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) *of absences prior to the absence*	

Item	Meets Expectations 2	Emerging 1	Does Not Meet Expectations 0	Row Score
Professional Relationships				
* Collaboration	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND *Attempts to work with and learn from colleagues in planning and implementing instruction*	*Demonstrates* **collaborative** *relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)*	*Does not demonstrate* **collaborative** *relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)*	
Critical Thinking and Reflective Practice				
Responds Positively to Feedback and Constructive Criticism	Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally* AND Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice*	*Is* receptive to **feedback, constructive criticism,** and supervision AND/OR *Incorporates* **feedback** *inconsistently*	*Is not* receptive to **feedback, constructive criticism,** and supervision AND/OR *Does not incorporate* **feedback**	

In your opinion, should this student continue in an education program?   Yes   No

Please explain:

At the completion of the experience, please mail or fax this form to:

Ohio Wesleyan University
Education Department
61 S. Sandusky Street
Delaware, OH   43015
Fax: 740-368-3553

Return by _____

Or put in envelope, seal, and sign across the seal if form is returned to student.

OWU Department of Education
Dispositional Assessment

Candidate: _____ Date: _____

Program Admittance ____ **Methods** ____ **Student Teaching** ____ **Other** __

Name of person completing this form: _____

Purpose of Assessment

The Ohio Wesleyan University Department of Education expects its candidates to demonstrate the professional attitudes, values, and beliefs reflective of excellent teachers, as stated in Theme Three of the OWU Department of Education Conceptual Framework: Character and Professionalism. Likewise, the Ohio Department of Higher Education, State Board of Education, and Council for the Accreditation of Educator Preparation (CAEP) requires educators to behave in ways that positively represent the teaching profession.[1] (Local, state, and national standards addressed by this assessment are listed on the final page.) Therefore, the OWU Department of Education has prepared this dispositional assessment of its education students ("candidates").

Dispositions are not simply values and attitudes, but *the ways in which those are habitually demonstrated*.[2] **It is these outwardly expressed behaviors (e.g., verbal and non-verbal communication, actions, demeanor), their demonstration through teaching, and their impact on student outcomes that are assessed here.**

This assessment is completed at a minimum* of three points.

GATEWAY I: Admittance to Licensure Program
- Completed by candidate as a self-assessment; **must include comments/examples**

GATEWAY II: End of Methods Courses and Field Placements
- Completed by cooperating teachers and methods professors
- Completed by candidate as a self-assessment; **must include comments/examples**
- **One or more** "Partially meets expectations" or below requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor) to discuss the viability of the candidate's continuation in the education department, and a written action plan for improvement.

GATEWAY III: End of Student Teaching
- Completed by cooperating teachers and university supervisors
- Completed by candidate as a self-assessment; **must include comments/examples**
- **Three or more** "Partially meets expectations" *or* **one or more** "Falls short of expectations" requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor, cooperating teacher) to discuss the viability of the candidate's continuation in student teaching, eligibility for licensure, and/or a written action plan for improvement.

*A professor, supervisor, or advisor may complete the dispositional assessment at other times as well, and/or ask the candidate to complete it as a self-assessment.

Dispositions are not simply values and attitudes, but *the ways in which those are habitually demonstrated*. **It is these outwardly expressed behaviors (i.e., verbal and non-verbal communication, actions, demeanor) that are assessed here.**

Please complete this form based on your experience with the candidate over the course of the semester. Please note that the examples are intended to clarify the dispositions. They are neither comprehensive nor prescriptive: criteria are not limited to the following examples, and not all examples will apply to all students. (E.g., students in EDUC 110 and EDUC 251 are not expected to write plan lessons.)

1. Candidate communicates clearly, effectively, and positively (OWU 7; OSTP 6.1)

3 Meets All Expectations *(Expected Professional Behaviors)*	2 Partially Meets Expectations *(Baseline/Beginning Professional Behaviors)*	1 Falls Short of Expectations *(Unprofessional Behaviors)*
Verbal and non-verbal communication conveys respect, confidence, and enthusiasm – smiles, makes eye contact, speaks clearly, offers ideas & information as appropriate	Verbal and non-verbal communication conveys a basic degree of respect and engagement – smiles, makes eye contact, speaks clearly	Verbal and non-verbal communication conveys disrespect and a lack of confidence and enthusiasm – slouches, doesn't make eye contact, mumbles
Written communication is respectful, clear, and reflects the appropriate level of formality for the situation; uses a greeting, closing, and proper spelling & punctuation	Written communication conveys a basic degree of respect and clarity, and reflects the appropriate level of formality for the situation; typically uses a greeting, closing, and proper spelling & punctuation	Written communication is disrespectful, unclear, or too casual for the situation; does not include a greeting or closing, uses "text" language
Communicates directly, honestly, and fairly without prompting; expresses concerns constructively	Communicates directly, honestly, and fairly when prompted or invited; may have trouble expressing concerns productively	Gossips, complains frequently; complains about school problems, staff, or students in unacceptable forums

Comments/Examples:

2. Candidate works well with peers, cooperating teachers/school staff, and OWU faculty/staff (OWU 7; OSTP 6.3; CAEP 1; InTASC 10)

3 Meets All Expectations *(Expected Professional Behaviors)*	2 Partially Meets Expectations *(Baseline/Beginning Professional Behaviors)*	1 Falls Short of Expectations *(Unprofessional Behaviors)*

Works well with others; seeks out opportunities to collaborate with peers, cooperating teachers and other school personnel, and OWU faculty/staff as appropriate; others are willing and eager to work with candidate	No overt difficulty working with others; does not seek out opportunities to collaborate beyond requirements	Has difficulty working with others; others are unwilling and unenthusiastic about working with candidate
Demonstrates initiative routinely; recognizes ways to participate that are helpful and productive	Demonstrates limited initiative; has difficulty identifying how to be helpful and productive	Does not demonstrate initiative; routinely needs to be asked to participate, or oversteps professional boundaries
Proactive and respectful in addressing and responding to problems	Respectful in addressing and responding to problems	Passive, disrespectful, and/or defensive in addressing or responding to problems
Focus is routinely on others' needs, convenience, and best interests (e.g., plans lessons based on students' interests & needs, and cooperating teacher's guidance)	Focus is sometimes on others' needs, convenience, and best interests; may not intentionally consider students' or teacher's needs, convenience, and best interests	Focus is routinely on own needs, convenience, and best interests (e.g., schedules make-ups for field placement around own schedule rather than cooperating teacher & students' schedule)
Comments/Examples:		

3. Candidate follows State, School, and other relevant standards for ethical conduct (OWU 6, 9; OSTP 7.1)

3 Meets All Expectations *(Expected Professional Behaviors)*	2 Partially Meets Expectations *(Baseline/Beginning Professional Behaviors)*	1 Falls Short of Expectations *(Unprofessional Behaviors)*
Candidate is familiar with and adheres to code of ethical conduct for his/her licensure area	Candidate may not be familiar with code of ethical conduct for licensure area, but adheres to generally accepted standards for ethics	Candidate is not familiar with and does not adhere to code of ethical conduct for his/her licensure area
Candidate addresses ethical concerns through appropriate channels	Candidate addresses ethical concerns through appropriate channels with guidance	Candidate ignores ethical concerns
Candidate always maintains PK-12 students' confidentiality; is thoughtful and careful when sharing private information in appropriate contexts	Candidate mostly maintains PK-12 students' confidentiality; may be too casual with some non-private information	Candidate violates PK-12 students' confidentiality; shares private information casually
Comments/Examples:		

4. Candidate demonstrates commitment to learning and professional growth (OWU 10; OSTP 7.2; CAEP 1; InTASC 10)

3 Meets All Expectations *(Expected Professional Behaviors)*	2 Partially Meets Expectations *(Baseline/Beginning Professional Behaviors)*	1 Falls Short of Expectations *(Unprofessional Behaviors)*
Attends class/field placements with zero unexcused absences; arrives on time (in the classroom ready to work at start time); keeps appointments; may volunteer beyond requirements	Attends class/field placements with zero unexcused absences; arrives on time; may rarely arrive late; notifies professor/cooperating teacher of absences/tardies	Misses class; arrives late; leaves early; doesn't notify professor/cooperating teacher of absences/tardies or does so at the last minute
Assignments and lesson plans are completed by due date; attends to tasks and responsibilities without prompting	Assignments and lesson plans are completed by due date; requires infrequent prompting	Assignments and lesson plans are late; fails to attend to tasks and responsibilities, or requires repeated prompting
Contributes in class and meetings with cooperating teachers/school personnel regularly with meaningful questions and comments; listens carefully and actively	Sometimes contributes in class or in meetings with cooperating teachers/school personnel; may be a passive observer	Does not contribute in class or meetings with cooperating teachers/school personnel, or questions and comments are extraneous/distracting, or is disrespectful when others are speaking
Candidate's appearance is neat, professional, and appropriate for the circumstances	Candidate's appearance is typically neat, professional, and appropriate for the circumstances; may need a reminder	Candidate's appearance is disheveled, unprofessional, or inappropriate for the circumstances (e.g., too casual)
Open to and seeks out new methods and ideas; conveys enthusiasm about being in class and field placement	Open to new methods and ideas	Apathetic towards or disdainful of new methods and ideas; class or field placement is treated as a burden or "something to get though"
Thoughtfully, intentionally, and routinely applies principles and strategies learned in coursework to field experiences	Attempts to apply principles and strategies learned in coursework to field experiences	Does not apply what is learned in coursework to field experiences

Comments/Examples:

5. Candidate uses constructive feedback and self-reflection to grow and improve (OWU 10; OSTP 7.2; CAEP 1; InTASC 9; 10)

3 Meets All Expectations *(Expected Professional Behaviors)*	2 Partially Meets Expectations *(Baseline/Beginning Professional Behaviors)*	1 Falls Short of Expectations *(Unprofessional Behaviors)*
Welcomes and seeks out constructive feedback with an open mind; asks questions; puts effort toward improvement and growth	Receptive to constructive feedback	Closed to constructive feedback; defends/justifies behavior, choices, work, etc.
Thoughtfully, intentionally, and reflectively changes behavior, written work, etc., in response to feedback	Changes behavior, written work, etc., with some reflection in response to feedback	Does not change in response to feedback, or reverts back to old patterns

Comments/Examples:

6. Candidate seeks opportunities to learn about and positively impact teaching quality, school improvements, and student achievement (OWU 8, 9; OSTP 1.3, 7.3; CAEP 1; InTASC 9, 10)

3 Meets All Expectations *(Expected Professional Behaviors)*	2 Partially Meets Expectations *(Baseline/Beginning Professional Behaviors)*	1 Falls Short of Expectations *(Unprofessional Behaviors)*
Candidate observes carefully and asks thoughtful, relevant questions of field supervisor/cooperating teacher	Candidate observes, and asks some relevant questions of field supervisor/cooperating teacher	Candidate watches passively and does not ask questions of field supervisor/cooperating teacher
Candidate attends to the needs of all learners routinely	Candidate attends to the needs of most learners; may be hesitant with some students at times	Candidate defers or does not accept responsibility for some-to-all students' learning needs
Candidate persists in helping students who struggle, and does so with patience, care, and intentionality	Candidate persists in helping students who struggle; may need guidance or encouragement to do so	Candidate does not persist in helping students who struggle, and/or expresses impatience or disdain
Candidate provides multiple opportunities and entry points for students to learn, particularly for students experiencing difficulty	Candidate provides some opportunities and few entry points for students to learn; may need guidance and support	Candidate provides few opportunities and a single entry point for students to learn, even with guidance and support

Comments/Examples:

Additional Comments:

OWU Department of Education
Dispositional Assessment
Standards Addressed

Council for the Accreditation of Teacher Preparation

CAEP Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions (1.1)

Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

CAEP Standard 2: Clinical Partnerships and Practice

Clinical Experiences (2.3)

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

CAEP Standard 3: Plan for Recruitment of Diverse Candidates who Meet Employment Needs

Additional Selectivity Factors (3.3):

Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Interstate Teacher Assessment and Support Consortium

InTASC Standard 9: Professional Learning and Ethical Practice

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.

InTASC Standard 10: Leadership and Collaboration

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.

OWU Learning Outcomes for Teacher Candidates

Candidates develop the following dispositions that characterize competent, committed, professional teachers for a diverse, democratic society:

6) commitment to teaching as a viable, honorable profession.

7) the importance of fostering collaborative relationships with colleagues, families and the larger community.

8) the importance of affirming one's efficacy as it relates to student learning.

9) the understanding that the democratic ideals of a multicultural society are foundational to all teaching and learning.

10) the importance of engaging in reflective practice and continuous professional development.

Ohio Standards for the Teaching Profession

OSTP Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.

1.2: Teachers expect that all students will achieve to their full potential.

OSTP Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

6.1: Teachers communicate clearly and effectively.

6.3: Teachers collaborate effectively with other teachers, administrators and school and district staff.

OSTP Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

7.1: Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

7.2: Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3: Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

APPENDIX C: General Forms Field Experience

Forms can also be found online at:
owu.edu.education

Lesson Plan Template

(When using this template delete the text in parentheses and replace it with your own text. Remember, your lessons plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.)

Student Teacher:
Date:
Grade/Subject:
Estimated Lesson Duration:

PRE-INSTRUCTIONAL PLANNING	USE OF ONLINE RESOURCES
(What do your students know about the topic? Where does this fit in the context of the unit with regards to previous content/skills taught? What pre-assessment data do you have access to that will allow you to determine exactly what your students know about the topic prior to instruction?)	(Provide the URL to the online resources that you reviewed on effective teaching strategies or resources related to the content being taught)
CENTRAL FOCUS	**STANDARDS**
(Identify the important understanding(s) and core concepts(s) that you want students to develop within the learning segment. In other words, what is the big idea?)	(List Ohio Learning Standards as they align with the learning objectives. Include the number and text of each standard being addressed. If only a portion of a standard is being addressed, then only list the part(s) that are relevant.)
LEARNING OBJECTIVE(S)	**ASSESSMENT(S)**
(Objectives should be measurable and aligned with the standards. Be specific and begin with a Bloom's verb—for example, *analyze, compare, describe, explain, interpret, locate, present*. What will your students know and do as a result of this lesson, and how will you assess it?)	(List the formal and informal assessments that will be used to assess student learning. Explicitly connect to standards and learning objectives.)

ACADEMIC LANGUAGE
(Identify the language function that this lesson supports)
(Identify the key <u>content specific</u> vocabulary, terminology, and concepts [academic language] that students need to understand to participate fully in this lesson.
(Identify the instructional supports (learning tasks) that will allow students to learn and use the identified academic language, and identify as syntax or discourse.)

INSTRUCTIONAL RESOURCES and MATERIALS
(List pertinent materials/resources needed for this lesson, including technology.)

SUPPORT FOR DIVERSE STUDENT NEEDS
(List how you will differentiate instruction in order to make the lesson accessible for all students, including those who may or may not have special needs. Consider students with IEPs or 504 Plans, ELLs, students at risk of failing, and advanced learners. Intelligence, learning style, gender, etc. may also need to be considered. This may include access to academic language demands, content modification, assessment accommodation, etc.)

LEARNING TASKS

A. Hook/Launch/Warm-up: [ ] minutes
(Describe how you will engage students' attention and activate their prior knowledge. Use this section to tell students what they will learn (state objective) and why it is important.)

B. Instructional Strategies: [ ] minutes
(Write steps/activities out in sequence. What will you say and do? What content and/or procedural knowledge will you provide? How will you deliver it? What examples/models will you offer? What questions will you ask? When and how will you check for understanding? What instructional materials will you distribute and when? How will you structure opportunities for students to work with partners or in groups? What criteria will you use to form groups? What will you do if some students finish more quickly than others?)

C. Closure: [ ] minutes
(Describe how you will summarize the lesson's activities and how they relate to the learning objectives. How will you forecast what happens next? Is there homework? How will you end your lesson?)

Post-Observation Reflection	
AFTER you teach your lesson (by the beginning of the next class), complete this reflection	
Teacher Candidate:	**School:**
Subject/Content:	
Post Conference Date:	**Time:**

Discuss what worked, what didn't, and for whom?
What instructional changes do you need to make as you prepare for the lesson tomorrow, if you were going to teach the next lesson?
If you could teach this lesson again to this group of students what changes would you make to your **instruction**?   *Whole class:*   *Groups of students:*   *Individual students:*
Why will these changes improve student learning?   What research/theory supports these changes?   Revised 11/19

Self-Reflection Paper

(Completed at the end of each Field and Student Teaching experience)

The purpose of this assessment in your professional preparation is to help you develop the habit of mind of reflecting on how your pedagogical practices impact student learning.

You will receive feedback on your self-reflection paper at the end of your field experience(s) and student teaching. Substantive feedback is provided for you to improve your future pedagogical practices as well as your ability to reflect on your teaching.

*The minimum rating on all criteria is "Adequate," except for "Writing" where the minimum rating is "Proficient."

If you earn less than the minimum rating on any criterion you must rewrite your self-reflection paper. At the Field Experience level, you can rewrite your Self-Reflection paper twice. If on the third attempt you are still unable to earn the minimum ratings, then you will be unable to continue in the program. At the Student Teaching, level you can rewrite your Self-Reflection paper once. If on the second attempt you are still unable to earn the minimum ratings, then you will not be recommended for licensure.

Referring to either the Program or Student Teaching Handbook, review the three OWU Teacher Education Program themes (Content Knowledge, Teaching and Learning, and Character and Professionalism) and corresponding learning outcomes. Then, type a four to five page, double-spaced, paper that responds to the following reflective prompts. Please respond to each prompt independently.

- Briefly describe the class you worked with in your placement (e.g., the school, the grade, the subject area(s) taught).
- Analyze your teaching in regards to student learning. What do you feel good about? What do you wish had gone better? Provide specific evidence/examples to support your statements.
- What connections have you made between your teaching and the three OWU Themes, readings (from this course and others), discussions and/or assignments?
- After reflecting on this teaching experience, identify both short-term goals and long-term goals that support your continued growth as a professional.

Criteria	Excellent – Exceeds Expectations (4 points)	Proficient – Meets Expectations (3 points)	Adequate – Partially Meets Expectations (2 points)	Unsatisfactory – Fails to Meet Expectations (1 point)
Focus of Analysis CAEP 1; InTASC 9(c), 9(g); OSTP 7.3; OWU 10	Focus is on students. Uses assessment and interactions with students to interpret what and how students are learning to help them, especially concerned with struggling students.	Focus is on students. Uses interactions with students generally to interpret what students are learning.	Focus is on specific teaching tasks such as planning and management, but does not consider connections between these tasks and student learning.	Focus is on self (i.e., how does this affect me?) or on issues that do not involve a personal stake. Primary concerns may include control of the students, time at school and workload, gaining recognition for personal successes (including grades), and/or blaming others for failure.

Evidence of Analysis CAEP 1; InTASC 9(l); OSTP 7.3; OWU 10	Analyzes and cites detailed, specific evidence of both growth and shortcomings as related to teaching.	Analyzes and cites general evidence of both growth and shortcomings as related to teaching.	Discusses growth and shortcomings; evidence is cursory, lacks depth.	Identifies growth or shortcomings, but not both.
Connections CAEP 1; InTASC 9(n); OSTP 7.3; OWU 10	Includes thoughtfully drawn connections between one's own teaching and the three themes as well as class readings, discussions, and assignments from this and past semesters.	Includes some connections to the three themes between ones' own teaching and class readings, discussions, and/or assignments from this and past semesters.	Mentions class readings, discussions, and/or assignments; however, connections between the three themes and one's own teaching are vague or superficial.	Does not include connections to readings, discussions, and/or assignments.
Goals CAEP 1; InTASC 9(k); OSTP 7.3; OWU 10	Long- and short-term goals are specific, personalized, and achievable.	Long- and short-term goals are set and reasonable.	Long- and short-term goals are simplistic, or too broad for progress to be recognized.	Either long-term or short-term goals are set, but not both, or no goals stated.
Writing	Paper is almost entirely free of spelling, punctuation, and grammatical errors; any errors present don't impede understanding.	Paper may contain a few errors; but the errors don't impede understanding.	Paper has many errors that distract the reader and temporarily impede understanding.	Paper has numerous spelling, punctuation, and grammatical errors such that the paper's meaning is obscured.

This assessment aligns with the following standards:

CAEP Standard 1 – Candidate Knowledge, Skills, and Professional Dispositions

- 1.1 – Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level (s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

InTASC Standard Category 9 – Professional Learning and Ethical Practice

- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g. systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(g) The teacher understands and knows how to use a variety of self-assessment, and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptions/adjustments.
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance and school- and system-wide priorities.
- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

Ohio Standards for the Teaching Profession (OSTP) Standard 7 – Professional Growth

- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

OWU Learning Outcome

- **10** – Candidates understand and demonstrate the importance of engaging in reflective practices.

APPENDIX D: General Forms Student Teaching

Forms can also be found online at:
owu.edu.education

Application for Student Teaching
(All Licensure Programs)

Name:	Email:
Local Address:	Cell Phone:
If you are from Ohio, what high school/district did you attend?	Advisor:

Licensure Program:
____Elementary Education   ____Inclusive Elem. Education____Middle Childhood   ____Special Education
____Integrated Science for Teachers   ____Adolescent to Young Adult   ____Multiage

Cumulative GPA:	Education Courses GPA:
If MC, AYA, MA Content Area:_____ GPA: _____	MC Content Area #2: _____ GPA: _____

Have you been fully admitted into the Teacher Education Program?   ☐ Yes   ☐ No
If no, please explain:

Please note schools, grade level and subject area for your previous field experiences:

EDUC 251	EDUC 300.5	EDUC 300.18	EDUC 300.20	EDUC 359

Other:

Do you have a car? ☐ Yes ☐ No	Are you willing to drive another student to a placement? ☐ Yes ☐ No

(Check all that apply) For your student teaching placement, are you interested in: ☐ Preschool ☐ Elementary ☐ Middle ☐ High School ☐ Career Tech Center	Grade Level Preference: ☐ PK ☐ 6th ☐ K ☐ 7th ☐ 1st ☐ 8th ☐ 2nd ☐ 9th ☐ 3rd ☐ 10th ☐ 4th ☐ 11th ☐ 5th ☐ 12th

(Check all that apply) Which types of schools interest you? ☐ Public School ☐ Private School ☐ Charter School ☐ Urban ☐ Rural ☐ Suburban ☐ I don't know which type of school ☐ I am interested in student teaching in Chicago	Are you planning to play a sport, work, or take classes while student teaching? If yes, please explain:

Is there anything else you would like me to know that is relevant to, and would help me place you in your student teaching placements?

Off-Campus/Study Abroad Student Teaching Information Sheet
Completed Form DUE at the start of the semester prior to Student Teaching

Candidate's Name:_____**ID#:** _____

Today's Date:_____**Anticipated** semester of graduation: _____

Name of the Off-Campus/Study Abroad Program: _____

    Contact person for the Program: _____

    Dates Off-Campus/Study Abroad Student Teaching Experience

    Beginning Date_____End Date _____

Please explain your plan for completing the educative Teacher Performance Assessment (edTPA) during your student teaching experience:

_____

_____

_____

_____

_____

_____

_____

If you have not already taken and passed the OAE licensure exams required for your licensure, please explain your plan for meeting this requirement:

_____

_____

Completed Form DUE at the start of the semester prior to Student Teaching

_____

_____

_____

_____

_____

Off-Campus/Study Abroad Student Teaching Information Sheet Page 2

All student teachers are required to complete the following in order to complete licensure program requirements and be recommended for licensure.

- **Self-Reflection Paper**

- **Self-Assessment – CPAST and Dispositional Assessment**

- **4-year Resident Educator Licensure Paperwork – completed on-line with a credit card to pay licensure fee ($160 subject to change without notice)**

- **Exit Surveys – completed online**

- **Exit Interview – conducted in person, on phone, or via the internet**

Signatures Supporting this Request:

Signature – Advisor: _____

Signature – Director Licensure Program: _____

- -

Criteria: (For Education Department Only)

_____Transcript Attached   _____Student Teacher: Full Admittance

_____Completion: All licensure coursework   _____Completion: All University Coursework

Final Decision:
_____Approved   _____Not Approved

Signature Education Department Chair: _____