

TEACHER PREPARATION PROGRAM

The Division of Education attempts to share changes in policy, procedures, and protocols well in advance. Modifications or regulations may be imposed by other external sources. The Division of Education reserves the right to immediately change program requirements without prior notice. Education candidates seeking Ohio licensure must apply for Teacher Preparation and meet requirements in the designated sequence.

Transition Points in the Teacher Preparation Program

Education licensure candidates should be familiar with the five major transition points in the Teacher Preparation Program. The first occurs during successful completion of EDUC 107 School and Society; the second during the sophomore year when students are officially accepted into the program; the third occurs during the junior year when students are accepted into the pre-clinical/clinical practice program and become candidates; the fourth is exit from the clinical practice semester; the fifth follows candidates' progress after graduation and into their first years of teaching, continuing to assess candidate satisfaction through the use of surveys for program follow-up.

Data are collected at each point to measure program effectiveness and to determine improvements to the curriculum thus ensuring each teacher candidate adequately meets the minimum standard for seven candidate proficiencies. Assessments of the proficiencies affirm the unit's expectation that candidates will:

- Demonstrate knowledge of student learning and development and respect in the diversity of the students they teach.
- Apply knowledge in the areas for which they have instructional responsibility.
- Demonstrate knowledge on the use of varied assessments to inform instruction, evaluate, and ensure student learning.
- Plan and deliver effective instruction that advances the learning of each individual student.
- Create learning environments that promote high levels of learning and achievement for all students.
- Collaborate and communicate with other educators, administrators, students, parents, and the community to support student learning.
- Assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Candidates should be aware of deadlines and program requirements for each transition point and should work closely with their advisors to ensure all pre-conditions are met in a timely basis. More detailed information about the transition points in the Teacher Preparation Program can be found in the Division of Education's Student Handbook.

Transition Point #1: EDUC 107 school and society course

The Division of Education Handbook is reviewed in this course. Candidates will review the Ohio Department of Education (ODE) guidelines for licensure eligibility and sign the ODE Office of Professional Conduct's *Good Moral Character Statement of Assurance*.

Candidates must successfully complete the introductory course with a B- or better. This includes successful completion of the required field experience. The candidate must also receive an acceptable score on the Disposition Rubric. Division of Education policy states a candidate may take EDUC 107 no more than two times to achieve the B- or better course grade.

Candidates are responsible for the payment and completion of the BCI&I and FBI fingerprinting at the beginning of the course semester. Results must comply with the Ohio Department of Education licensure eligibility requirements.

DOE Student Undergraduate Handbook Signature Page Signed by Candidate signifying he/she read and understands policies and procedures of the Division of Education.

Transition Point #2: Entry into TEACHER PREPARATION

Candidates pursuing licensure must be formally accepted into the Teacher Preparation Program. Transition point #2 for students usually occurs during the second semester of their sophomore year or after the completion of the four core Education courses. Acceptance into the program is a prerequisite for enrollment in higher-level (300 and 400) Education courses, including pre-clinical/clinical practice. The deadline for application to the Teacher Preparation Program is the third Friday of each semester/session: Fall, Spring, Summer I, and Summer III in which requirements will be completed. Applications and other related materials for the Teacher Preparation Program are available in the Division of Education Licensure Office. The deadlines for submission are clearly stated.

Criteria for Admission to Teacher Preparation

- GPA = 2.7, overall and education content coursework
- Completion of a minimum of 40 total credits

4 core courses (*minimum grades of B- in each course*)*

- EDUC 107, School and Society
- EDUC 208, DM: Instructional Technology
- EDUC 206, Exceptionalities and Multiculturalism in a Global Society
- EDUC 264, Educational Psychology

*No core courses may be taken more than two times

- Acceptable scores on Dispositions Rubric in 4 core courses
- Pass ENG 102 or Honors English HON 120, or English Dept. Course recommendation minimum, course grade of B-, or Praxis I Writing with a passing score of 162
- Pass MATH 104 or higher (minimum grade of B-) or Praxis I Math with a passing score of 150
- Academic Skills Test Requirement:
 - Minimum score of 20 ACT composite score and 20 in English, Mathematics, and Reading ACT Subtests OR
 - Minimum score of 1130 SAT composite score (reading and math) with minimum subscores of 530 in Reading and Mathematics OR
 - Praxis Core Academic Skills tests: Math (5732) score of 150, Reading (5712) score of 156, and Writing (5722) score of 162 *

*If you have met the minimum composite scores on the ACT or SAT test but one of the content subtest scores is lower than the required minimum, you may take just that Praxis Core content subtest.

- Current, clear BCI&I & FBI background report indicating “employable” status based on Ohio Department of Education guidelines
- Essay Review (with a passing score by two faculty reviewers)
- Interview by Division of Education faculty (with a passing score by two faculty reviewers, which may include a follow-up interview or additional recommendations required for admission)
- Division of Education Faculty Recommendation based on review of application materials

Candidates are notified by letter by the Coordinator of Licensure of their application status: either approved, conditionally approved, or denied.

A student who is conditionally approved may continue to resolve the issue(s) until approved.

A student who is denied admission into the Teacher Preparation Program:

- Will not be permitted to enroll in 300/400 level education classes
- May be referred to Division Chair for guidance to explore Professional Education Program or other majors outside of the Division of Education
- May be advised by Division Chair not to remain in Education and be referred to Walsh University Office of Career Services for guidance
- May appeal to the Division of Education Teacher Candidate Development Committee (must be submitted in writing within two weeks of the denial letter and must be accompanied by appropriate documentation)
- May appeal (see Catalog for Academic Appeals) if dissatisfied with the decision of the Educator Candidate Development Committee

Transition Point #3: Entry into Clinical Practice

Application for acceptance to Pre-clinical/Clinical practice program is usually made the semester prior to pre-clinical practice. Placements are coordinated by the Office of Field Placements with local school districts and are generally made in Stark and surrounding counties. Candidates are required to have their academic advisor’s signature for approval to move forward. The following specific requirements must be satisfied:

Pre-Clinical (Pre-Student Teaching)

- 2.7 GPA, overall and in education content coursework
- Clearance by the Coordinator of Field & Clinical Placements
- Current, clear BCI&I and FBI Background checks
- Teacher Work Sample complete with a 2 or Better on Rubric
- Cooperating teacher and Supervisor recommendation to move forward to Clinical Semester

Clinical (Student Teaching)

- 2.7 GPA, overall and in education content coursework
- Clearance by the Coordinator of Field & Clinical Placements
- Current, clear BCI&I and FBI Background checks
- Complete Pre-Clinical (Pre-Student teaching) with B- or better

Transition point #4: Exit from Clinical Practice and Application for Professional License

- To satisfactorily complete Clinical Practice, candidates must receive a minimum rating of 2 on the clinical evaluations completed by their cooperating teacher and university supervisor. Division rubrics are aligned with INTASC Standards, C-PAST, and Teacher Performance Assessment (edTPA).
- Candidates must participate in Mock Interviews with administrators from local partner schools. Feedback will be provided from the administrators. The Office of Career Services will provide resume assistance and reviews, interview preparation and follow-up services.
- Candidates must also complete the Reflective Portfolio (aligned with INTASC Standards).

Candidates must successfully complete Clinical Practice and Clinical Seminar with a minimum grade of B-. Candidates are eligible to apply for a State of Ohio teaching license upon completion of the following:

- All University and Division of Education coursework (cleared by the University Registrar)
- Completion of all required Ohio Assessments for Educators (OAE) for appropriate licensure area(s)
- Completion of C-PAST evaluation
- Completion of edTPA Teacher Performance Assessment with scores filed
- Current, clear BCI&I and FBI Background checks on file with the Ohio Department of Education
- Appropriate licensure application and required fee
- Recommendation by Division of Education Coordinator of Licensure or Division Administrator

Transition Point #5: Program Follow-Up

Surveys are used to follow candidates into their first year of teaching.

The Division of Education will gather information from the candidates themselves and their employers.

Professional Licensure

- All educational coursework, all content area courses, completion of all required Ohio Assessments for Educators (OAE) for appropriate licensure area(s), and current BCII & FBI background checks are required for licensure. Candidates should be aware that prior criminal convictions, whether or not the conviction has been expunged, can affect the student’s ability to obtain a license to teach in the State of Ohio and/or affect the student’s ability to obtain employment in a pre-school program, public school district or chartered non-public school. It is the student’s responsibility to determine whether he or she is eligible for licensure and/or employment as a teacher in the state of Ohio.
- **Applying for Licensure and/or Endorsements and Time Limits**

Candidates are highly encouraged to apply for their licensure or endorsement at the time they graduate (or within 1 year). If they choose to delay applying for their licensure or endorsement and requirements change, they must meet the new approved program/ licensure requirements as they are at the time they are applying for their license or endorsement. Candidates should consult with the Director of Licensure Field and Clinical Placement if they have questions about licensure applications.

Title II Information: Ohio Assessment of Education Data (OAE) - 2020-2021

OAE Tests are taken by individuals entering the teaching profession as part of the licensure process required by the state of Ohio. The test measure teacher candidates' knowledge and skills. Specifically, the OAE assessment series measure subject-specific content knowledge, as well as general and subject-specific teaching skills that a beginning teacher needs. Pass rates are reported by OAE for tests with 10 takers or more. The scores below are for initial licensure, endorsement and school counseling for 2017 – 2018.

Scores reported are for all initial licensure OAE tests for 2020-2021. For those initial licensure tests with and N lower than 10 only the N is reported.

Teacher Education Performance Data - Walsh University (<https://www.walsh.edu/ed-data/>)