



# Marietta College

## Teacher Education Handbook



Information, Policies, and Procedures  
for  
Individuals Pursuing Teaching License Programs



2010 - 2011

## Intent to Pursue Professional Education Licensure Program

( Complete this form and submit it to the Education Department Office.)

Name \_\_\_\_\_ Date \_\_\_\_\_

Permanent Address \_\_\_\_\_

Permanent Phone Number: \_\_\_\_\_

High School Name \_\_\_\_\_

Location \_\_\_\_\_

High School G.P.A. \_\_\_\_\_ High School Class Rank \_\_\_\_\_

Composite ACT Score \_\_\_\_\_ SAT Score \_\_\_\_\_

### License Area: Mark the teaching license area or areas you intend to pursue.

\_\_\_\_\_ Early Childhood (PreK-3)

\_\_\_\_\_ Middle Childhood (Grades 4 - 9, 2 concentration areas):

\_\_\_\_\_ Language Arts                      \_\_\_\_\_ Science  
\_\_\_\_\_ Math                                      \_\_\_\_\_ Social Studies

\_\_\_\_\_ Adolescent Young Adult (Grades 7 -12):

\_\_\_\_\_ Chemistry  
\_\_\_\_\_ Biology/ Life Science  
\_\_\_\_\_ Integrated Language Arts  
\_\_\_\_\_ Integrated Mathematics  
\_\_\_\_\_ Integrated Social Studies

\_\_\_\_\_ Intervention Specialist (multi-age)

Projected Semester of Student Teaching:      \_\_\_\_\_ Fall      \_\_\_\_\_ Spring      20\_\_\_\_\_

Projected Date of Graduation:                      \_\_\_\_\_ Fall      \_\_\_\_\_ Spring      20\_\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_

### Ethnic Background (*this section is optional*)

\_\_\_\_\_ Asian American      \_\_\_\_\_ Caucasian      \_\_\_\_\_ Native American  
\_\_\_\_\_ Asian/Pacific Islander      \_\_\_\_\_ African American      \_\_\_\_\_ Hispanic/Latino  
\_\_\_\_\_ Other

*I have read the policies and procedures contained in the Marietta College Teacher Education Handbook dated \_\_\_\_\_ and understand that these policies and procedures apply to me.*

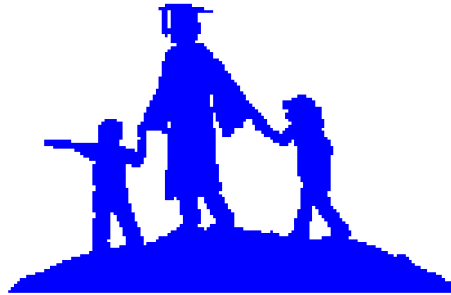
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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## Teacher Education at Marietta College: A Conceptual Framework



### *Preparing Educators as Leaders for 21<sup>st</sup> Century Schools*

Marietta College endeavors to provide teacher candidates with the experiences that will enable them to become Educator Leaders who

- I. Demonstrate effective pedagogy through the use of appropriate and fair instructional practices, varied assessment tools, and technology for teaching and learning.
- II. Demonstrate content knowledge in their discipline areas.
- III. Demonstrate efficacy by believing all students can learn, understanding and respecting student diversity, and making accommodations to ensure that all students will learn.
- IV. Act as change agents who are willing to try new approaches to solve problems and who are willing to take risks to challenge the status quo.
- V. Develop professional relationships that enable them to collaborate with colleagues, families, communities, and professional organizations for the purpose of facilitating student learning.
- VI. Engage in reflective practice including the ability to analyze current issues in education, teaching performance, and student learning.

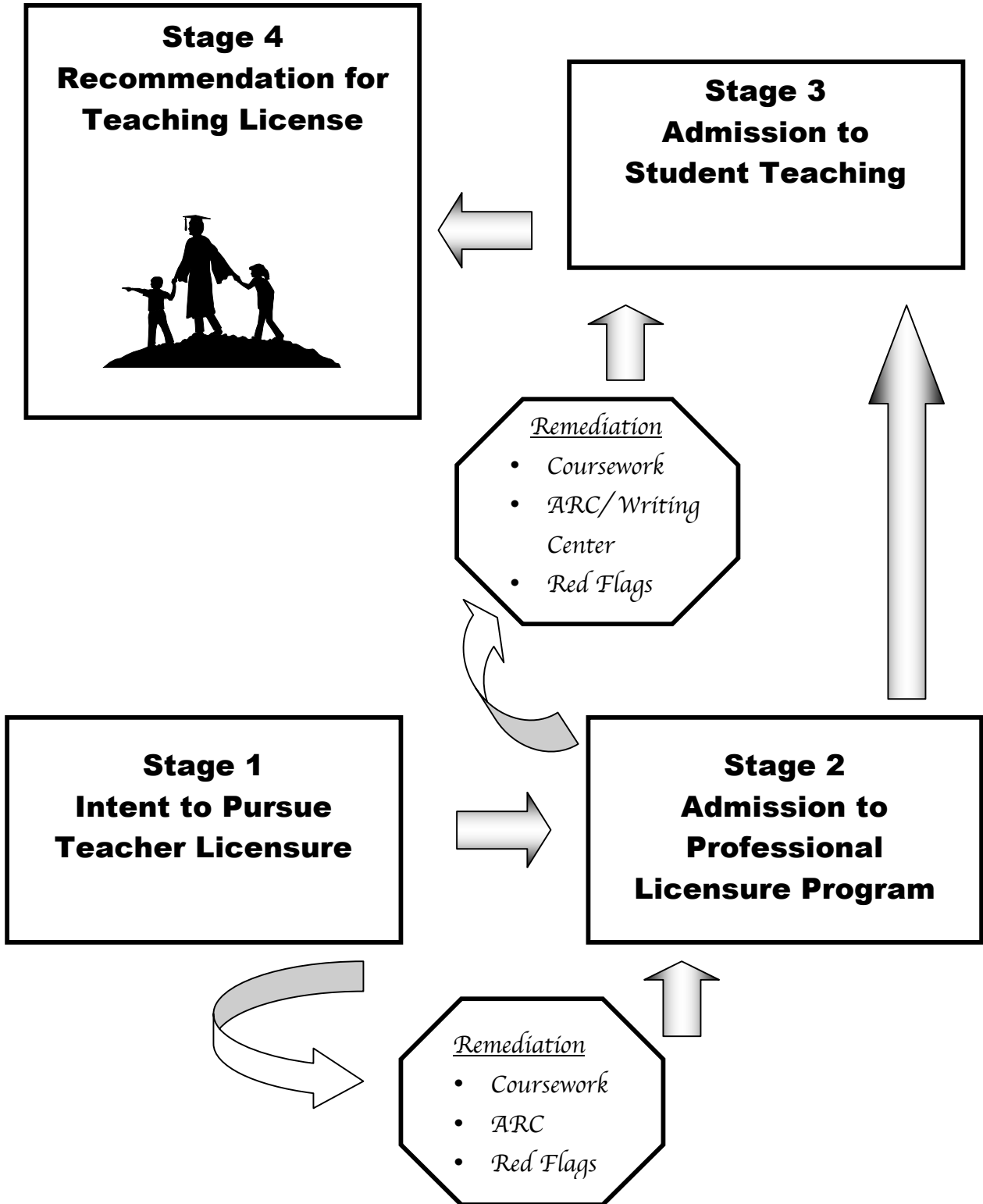
**The *Educator as Leader* framework serves as the context for the teacher education program outcomes. These outcomes constitute the knowledge, skills, and dispositions that all successful teacher candidates demonstrate.**

**MARIETTA COLLEGE EDUCATION DEPARTMENT  
PROGRAM OUTCOMES**

Candidate Outcome	Educator As Leader Conceptual Framework Component
<i>Marietta College teacher education candidates will be able to . . .</i>	
<b>KNOWLEDGE</b>	
1. Demonstrate thorough knowledge of content within their disciplines.	II
2. Articulate an understanding of the scope and sequence of knowledge as outlined in P-12 academic content standards.	I, II
3. Demonstrate knowledge of general concepts, theories, and research in effective teaching and knowledge of pedagogy within their content areas to promote student learning.	I
4. Demonstrate knowledge of cultural, racial, ethnic, socioeconomic, gender, and learning style diversity and its implications for professional practice.	I, III
5. Demonstrate knowledge of a wide range of technology that can be used to enhance professional practice and promote student learning.	I, III
<b>SKILLS</b>	
6. Develop clear learning goals appropriate for all students.	I, II, III
7. Select and utilize appropriate methods, materials and instructional activities that align with goals and accommodate diversity in students' backgrounds, abilities, and learning styles.	I, II, III
8. Use effective instructional approaches to positively impact student learning.	I
9. Demonstrate a variety of approaches to monitor and assess student learning.	I, II, III
10. Communicate appropriate learning expectations <u>for all students</u> .	I, III
11. Create a classroom environment that promotes fairness and is safe and physically conducive to learning.	I
12. Integrate technology as a learning and teaching tool throughout the curriculum.	I, II, IV
13. Utilize reflection as a tool for self-assessment and continued learning.	VI
14. Utilize a variety of techniques for collaboration with families to promote student learning.	V

15. Utilize professional collaboration and school and community resources to promote student learning.	V
<b>DISPOSITIONS</b>	
16. Demonstrate responsible and ethical behavior in college and P-12 settings.	
17. Model professional dress, language, and demeanor in school settings.	
18. Respect cultural diversity of students and their families and diversity in student backgrounds, experiences, and abilities.	I, III
19. Exhibit fairness in the treatment of all children and their families.	I, III
20. Exhibit a belief that all children can learn	III
21. Exhibit a willingness to collaborate with professional colleagues.	V
22. Appreciate the role of families in facilitating student learning.	V
23. Exhibit a willingness to try new methods and technologies to enhance student learning.	IV
24. Appreciate current issues in the field of education.	VI
25. Demonstrate a willingness to assume leadership roles in the college and P-12 classroom.	IV

• *Steps to Teacher Licensure*



## Description of Steps to Pursuing a Teaching License at Marietta College

<b>Stage</b>	<b>Requirements</b>	<b>Description</b>
<b>I Intent to Pursue Licensure</b>	<ul style="list-style-type: none"> <li>• Complete intent to Pursue Licensure form in Education 110/ 210 or MUED 110</li> <li>• A grade of C or better in Educ 110/MUED 110 is required for 100/200 level field experience placements and for registration in Educ 253, Diverse Learners</li> </ul>	During this stage candidates take 100 and 200 level education courses and other course requirements outside of education
<b>II Admission to Professional Education</b>	<ul style="list-style-type: none"> <li>• Completion to 45 semester hours</li> <li>• Completion of Praxis I with minimum required scores: Math:174 Reading: 175 Writing: 173 (or 23 ACT / 1060 SAT)</li> <li>• Completion of Comm 101 and Engl 101 with grades of C or above</li> <li>• Overall cumulative G.P.A. of 2.75</li> <li>• Education G.P.A. of 3.0</li> <li>• Completion of all 100/200 level education courses with grades of C or better</li> <li>• Grade of B or better in Educ 111/131/or 151 and satisfactory completion of 211/231/ or 251</li> <li>• Essay</li> <li>• Music Education: Successful completion of music education requirements (see Music Education Handbook)</li> </ul>	During this stage, the candidate is permitted to take 300 and 400 level education courses
<b>III Admission to the Student Teaching Semester</b>	<ul style="list-style-type: none"> <li>• Formal admission and good standing in the Professional Education Licensure Program</li> <li>• Satisfactory performance in all field experiences</li> <li>• Completion of all prerequisite courses for licensure</li> <li>• Overall G.P.A of 2.75</li> <li>• Education G.P.A. of 3.0</li> <li>• Passage of required Praxis II content exams</li> <li>• Passage of Praxis II Principles of Learning and Teaching exam</li> <li>• G.P.A of 2.67 in licensure area content courses for AYA and Middle Childhood</li> <li>• Grade of C or better in Math 113 requirement for Early Childhood</li> <li>• Music Education: Successful completion</li> </ul>	During this stage, the candidate completes a 12-week, supervised student teaching experience in the licensure area(s), completes the Educ 452 course and multicultural field experience, and submits a capstone portfolio

	of music education requirements (see Music Education Handbook)	
<b>IV Recommendation for a Provisional Ohio Teaching License</b>	<ul style="list-style-type: none"> <li>• Completion all courses required in the licensure program</li> <li>• Fulfillment all requirements for a bachelor's degree</li> <li>• Overall G.P.A. of 2.75</li> <li>• Acceptable scores on Student Teaching Evaluation rubric</li> <li>• Acceptable scores in all areas of the Capstone Portfolio rubric</li> <li>• Passage of all Praxis II examinations required for the license</li> <li>• Passage of criminal background check</li> <li>• Completion of Ohio Teaching License Application</li> </ul>	Candidates are eligible to be hired in the their license area and to complete an entry year program

## **Remediation**

Upon application to the Professional Licensure Program (Stage 2), Application to Student Teaching (Stage 3), and prior to Recommendation for the Provisional Ohio Teaching License (Stage 4), it may be necessary for the candidate to undergo remediation if all requirements are not satisfactorily met. Remediation is handled on an individual basis and may include any of the following:

- Repeated coursework and field experiences when performance is unsatisfactory
- Referral to the Academic Resource Center for assistance in preparing for Praxis I or tutoring assistance in content coursework
- One on one assistance from college supervisors and cooperating teachers to improve on unacceptable performance in field or clinical/student teaching assignments
- Extended time in field or clinical/student teaching assignments to work on improving performance
- Red flag remediation plan to address skills or dispositions observed to be unacceptable
- One on one assistance from education faculty to address areas of Praxis II performance

If remediation efforts are unsuccessful, the candidate will be advised to pursue alternative career options.

## **Completion of the Early Childhood, Middle Childhood, or Intervention Specialist Education Major without Licensure**

While education majors are expected to meet a great number of performance expectations prior to admission to student teaching, occasionally there are problems that do not appear until the candidate's final semesters of the education program. Sometimes the problem may

involve a candidate who does not meet final criteria for admission to student teaching, a candidate who fails to perform up to expectations during the actual student teaching semester or a candidate who wishes to drop student teaching because it is not what he or she anticipated. Occasionally, these problems cannot be successfully addressed to allow for a successful student teaching experience. In these cases, the candidate will be able to graduate without completing the student teaching experience if the candidate has completed the required number of credit hours for graduation and the minimum of 30 credit hours at the 300/400 level. **Students who graduate without successfully completing student teaching are not be eligible for an Ohio teaching license.**

## **I. ADMISSIONS POLICIES AND PROCEDURES**

### **A. NON-DISCRIMINATION POLICY**

Marietta College admits students of any age, race, color, handicap, sex, and national ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of socioeconomic status, age, race, color, handicap, sex, sexual orientation, political or religious affiliation, and national and ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school administered programs.

### **B. ADMISSIONS STATEMENT**

a. The following admissions procedures are in conformance with the Teacher Education and Licensure Standards adopted by the Ohio State Board of Education and apply to all Marietta College approved teacher education programs and to all candidates seeking an Ohio license. This includes students receiving their Baccalaureate Degree from Marietta College and those already holding degrees from an accredited college or university.

b. Any waivers or exceptions to the stated policies and procedures must be done in writing by the Education Department Chair. One copy of the waiver and/or exception must be given to the candidate and a second copy included in the candidate's file.

### **C. POLICIES & PROCEDURES FOR MARIETTA DEGREE STUDENTS**

#### ***Steps in Pursuing Professional Licensure***

The teacher licensure programs at Marietta College involve stages where the candidate is assessed and decisions are made regarding the teacher candidate's status in the program. These stages are listed below and policies and procedures at each stage are fully explained on the following pages.

- Stage 1: Notice of Intent to Pursue Licensure
- Stage 2: Application and Admission to the Professional Licensure Program
- Stage 3: Application and Admission to the Student Teaching Semester
- Stage 4: Completion of Student Teaching and Recommendation for the Ohio Provisional Teaching License

## *Steps in Pursuing Professional Licensure*

### **Stage 1: INTENT TO PURSUE LICENSURE**

When a teacher education candidate enrolls in the first education course, Education 110/ 210 or Music Education 110, typically during the first or second semester at Marietta College, the candidate will be classified as pursuing a licensure program. During Education 110/210 or Music Education 110, the teacher candidate receives a copy of the *Marietta College Teacher Education Handbook* and completes an Intent to Pursue Licensure form. At this point, a file for the candidate is created in the Education Department office and the teacher education database. These files are used to collect ongoing assessment data on the candidate's performance.

The following information is housed in the candidate's Education Department file:

- Intent to Pursue Licensure form
- Field experience assessment forms
- Praxis I score report or ACT/SAT score information
- Application for Admission to Professional Licensure form
- Application to the Student Teaching semester form
- Letters of admission, denial, or probation
- Letters of appeal (if necessary)
- Student transcripts
- Red Flag Warning forms (if necessary)
- Praxis II score reports
- Student Teaching assessment forms
- Final Capstone Portfolio evaluation

During Education 110/210 or Music Education 110, the candidate begins the Marietta College Capstone Portfolio that is used to collect artifacts and documentation of the candidate's content knowledge, skill in planning and teaching, ability to impact student learning, and professionalism. Components of the portfolio are reviewed during education courses and the final Capstone Portfolio is submitted and assessed during the student teaching experience.

Upon successful completion of Education 110 (C or higher), the candidate is permitted to enroll in the initial field experience. Candidates must receive a B or better in the initial field experience to enroll in Educ 253 and its associated field experience.

## **ADDITIONAL POLICIES FOR ALL TEACHER EDUCATION STUDENTS**

### **Marietta College Education Department LiveText Policy**

All students enrolled in education courses must purchase a subscription to *College LiveText*. This is a one-time expense for all students. The subscription needs to be activated by the end of the second week of the semester.

Students are expected to use LiveText to

- submit designated course assignments
- save artifacts for possible inclusion in the capstone portfolio (eg. papers, lesson plans, unit plans, photos, video, student work samples)
- construct and submit the capstone portfolio
- utilize materials that may be required by particular course instructors

Candidates must withdraw from education classes if the LiveText subscription is not purchased by the deadline.

### **Background Check Requirement**

All candidates placed for field experience in local P-12 schools must have a criminal background check prior to beginning field work. The background check needs to be completed by the date indicated by the Field Experience Director.

## *Steps in Pursuing Professional Licensure*

### **Stage 2: APPLICATION AND ADMISSION INTO THE PROFESSIONAL EDUCATION PROGRAM**

Upon completion of the following requirements and at least 45 hours of college credit, the candidate may apply for admission into the Professional Education Licensure Program (see Appendix for Application Form). Program admission entitles the candidate to enroll in education courses numbered 300 level and above in order to complete course requirements for licensure. Successful candidates for professional licensure must meet the following requirements:

#### **Requirements for Admission into Professional Education**

1. Completion of the Praxis I Assessment \* and submission of scores to the education department office - Minimum scores required for admission are:
  - Math 174
  - Reading 175
  - Writing 173

\* In lieu of Praxis I, students may submit an ACT composite score of 23 or a composite score of 1060 on the SAT. Official score reports or documentation from the College Registrar must be submitted to the Education Department office.

2. 2.75 cumulative grade point average while enrolled at Marietta College
3. 3.0 average in education courses at Marietta College
4. Completion of English 101 with a grade of “C” or better
5. Completion of Communications 101 with a grade of “C” or better
6. Completion of initial field experience (Education 111, 131, or 151) with a grade of “B” or better and satisfactory completion of diverse learners field experience (Education 211, 231, or 251)
7. Completion of all other required 100 and 200-level Education courses with a grade of “C” or better
8. Essay explaining why the student wishes to enter the field of education
9. Successful completion of music education requirements (see Music Education Handbook)

The Education Department will either accept or reject the candidate's application into the Professional Education Licensure Program based on the candidate's qualifications and the Education Department's vote of confidence in the candidate's ability to successfully complete the Professional Education Licensure Program.

**Enrollment in 300 and 400 level education courses is not permitted without admission to the professional licensure program. Students who preregister for 300 and 400 level education courses will be required to drop these courses if they are not admitted to the professional licensure program.**

### **Denial of Admission**

Students denied admission to the Professional Education Licensure Program may appeal this decision according to the criteria set forth in the *Marietta College Teacher Education Handbook* (Section III.B.5). Students are encouraged to meet with an advisor and take advantage of remediation opportunities (see examples on page 3). Students should resubmit the Application to Licensure when the G.P.A is at the required level or when other criteria have been met.

### **Program Probation**

Once admitted, if the candidate's grade point average falls below a 2.75, the candidate will be placed on program probation for one semester. If, at the end of the probationary semester, the candidate's grades are still below 2.75, the candidate will no longer be permitted to enroll in 300/400-level education courses. Candidates on probation are encouraged to work with the Academic Resource Center and the Writing Center to develop strategies for improving performance in courses.

The candidate's right to appeal is outlined and fully explained in the *Marietta College Teacher Education Handbook* (Section III.B.5).

## Red Flag Warning System

During the candidate’s licensure program, faculty members and school-based supervisors retain the right to issue a warning flag to a candidate who engages in behavior that the faculty member feels would jeopardize the candidate’s ability to successfully fulfill the responsibilities of a professional educator. The behavior necessitating a red flag may be an academic issue or an issue that indicates the candidate does not possess the dispositions Marietta College has identified as being essential for effective teachers. These dispositions and related behaviors that may necessitate a red flag are listed below.

<b>Marietta College Disposition</b>	<b>Red Flag Behaviors</b>
Responsible and ethical professional behavior	<ul style="list-style-type: none"> <li>• A pattern of poor attendance in class and/or field experience</li> <li>• Repeated late assignments or failure to submit required work</li> <li>• Dishonesty or plagiarism</li> <li>• Unprofessional conduct at school sites documented by cooperating teachers or college supervisors</li> </ul>
Professional dress and demeanor in school settings	<ul style="list-style-type: none"> <li>• Inappropriate clothing worn to field experience site</li> <li>• Inappropriate interactions or relationships with staff, students, or families</li> </ul>
Respect for cultural diversity	<ul style="list-style-type: none"> <li>• Ethnic or racial slurs voiced in class or in a field setting</li> <li>• Unequal treatment of culturally diverse students</li> </ul>
Appreciation of diversity in student backgrounds, experiences, and abilities.	<ul style="list-style-type: none"> <li>• Negative attitude demonstrated toward students whose backgrounds or abilities may be different than the candidate’s</li> </ul>
Belief that all students can learn.	<ul style="list-style-type: none"> <li>• Negative attitude about student potential demonstrated in the field or voiced to supervisor or cooperating teacher</li> </ul>
Willingness to collaborate with peers and professional colleagues	<ul style="list-style-type: none"> <li>• Failure to contribute or play an active role in the completion of group projects</li> <li>• Failure to work cooperatively with teachers in a field setting</li> </ul>
Appreciation of the role of families in facilitating student learning	<ul style="list-style-type: none"> <li>• Negative interaction with parents or guardians of student in a field or clinical setting</li> </ul>
Willingness to try new methods and technologies	<ul style="list-style-type: none"> <li>• Lack of response or negative response to suggestions from</li> </ul>

	instructors, supervisors or cooperating teachers
Positive attitude toward learning	<ul style="list-style-type: none"> <li>Negative attitude toward learning displayed in class or in field setting</li> </ul>
Willingness to assume leadership roles in the college and P-12 classroom.	<ul style="list-style-type: none"> <li>Lack of initiative observed by course instructors or cooperating teachers</li> </ul>

If the candidate accumulates 3 warning flags, the candidate is required to meet with the Education Department Chair and is given an opportunity to present a plan to remediate the area(s) of concern. If remediation is not successful within the stipulated time frame, the candidate will forfeit his admission to the teacher education licensure program. Forfeiture of admission will result in denial of the candidate's right to register for 300/400-level education courses, including student teaching.

Steps involved in the Red Flag Warning System are listed on the following page.

The following steps occur in the warning flag system.

1. The faculty member obtains a warning flag form from the Education Department secretary.
2. The faculty member outlines the issue or area of concern about the candidate.
3. A signed and dated copy of the warning is sent to the candidate and a second copy is placed in the candidate's file in the Education Department Office.
4. If the candidate receives 3 warning flag forms, the candidate is asked to appear before a meeting of Education Department Chair and concerned faculty members in order to address the issues and concerns outlined in the warning flags.
5. During this meeting, the Education Department Chair reviews the warning flag documentation with the candidate.
6. The candidate presents a remediation plan and timeline that the candidate feels would successfully address the department's concerns.
7. The department votes on whether to accept the candidate's remediation plan or whether to suspend the candidate from the program. The candidate is then notified of this decision.
8. If the candidate's remediation plan is accepted, the candidate is placed on program probation for one semester. At the conclusion of the semester, the candidate's remediation plan is reviewed by the department and a vote is taken to allow the candidate to continue to pursue teacher licensure or to permanently suspend the candidate from the program.
9. If suspended from the program, the candidate may no longer enroll in 300/400 level education courses, including student teaching.

## *Steps in Pursuing Professional Licensure*

### **Stage 3: APPLICATION AND ADMISSION TO THE STUDENT TEACHING SEMESTER**

With the successful completion of all other required education coursework, the candidate is entitled to apply for admission to the student teaching semester. This application should be submitted during the spring semester of the academic year preceding the student teaching semester.

#### **Requirements for Admission into the Student Teaching Semester**

1. Formal admission and good standing in the Professional Education Licensure Program
2. Satisfactory evaluations in all field work
3. Completion of all prerequisite courses in the candidate's licensure field
4. Minimum cumulative GPA of 2.75 or higher
5. Minimum G.P.A. of 2.67 in licensure content courses for the AYA and Middle Childhood License
6. Passage of the required Praxis II content exam:
  - Early Childhood License- *Education of Young Children* (0021)
  - Middle Childhood License – two of the following: *Middle School English Language Arts* (0049), *Middle School Mathematics* (0069), *Middle School Science* (0439), *Middle School Social Studies* (0089)
  - AYA License - *English Language, Literature, and Composition: Content Knowledge* (0041), *Mathematics: Content Knowledge* (0061), *Social Studies: Content Knowledge* (0081), *Biology: Content Knowledge* (0235)
  - Intervention Specialist – *Education of Exceptional Students; Core Content Knowledge* (0353)
  - Music: *Music: Content Knowledge* (0113)
7. Passage of the Praxis II Principles of Learning and Teaching exam
8. Grade of C or better in Math 113 (Early Childhood majors only)
9. Minimum G.P.A. of 3.0 or higher in education courses
10. Completed recommendation form from a faculty member in the candidate's licensure area(s) for AYA, Middle Childhood, and Music.
11. Completion of music education requirements (see Music Education handbook)

After the Application for Admission to the Education Semester is completed and submitted to the Education Department, the application will be reviewed by the department faculty to insure that all criteria for admission are met and that the candidate's record indicates a disposition for success in student teaching as evidenced by data in the student's permanent file. Conditional admittance may be given if there is insufficient data supplied for any of the admission criteria. (eg. grades for required courses are not yet on file or grades of incomplete exist on the student's transcript) Conditional admittance may require the submission of additional evidence that the candidate has met the criteria stated above. The candidate will be notified in writing by the Education Department indicating full admittance, conditional admittance or denial to the Student Teaching Semester. Full admission to student teaching is required prior to beginning the student teaching experience.

### **Denial of Admission to Student Teaching**

Candidates denied admission to the Student Teaching Semester may appeal this decision according to the criteria set forth in the *Marietta College Teacher Education Handbook* (Section III.B.5). A copy of this document is given to each student in Education 110 or 210; additional copies are available in the Education Department office and on the Education Department website. Candidates are encouraged to meet with an advisor and take advantage of remediation opportunities (see examples on page 3). Candidates should resubmit the Application to Student Teaching when criteria have been met.

### **Completion of Early Childhood or Middle Childhood Education Major without Licensure**

When an early or middle childhood candidate has been admitted to the professional education program but does not meet final criteria for admission to student teaching, fails to perform up to expectations during the actual student teaching semester or wishes to drop student teaching because it is not what he or she anticipated, the candidate may elect to graduate in education without recommendation for teacher licensure. In order for the candidate to meet the requirements for the early or middle childhood major, an alternative experience can be arranged to replace the student teaching course and the candidate will be able to graduate without completing the student teaching experience. Arrangements for an alternative experience will be made individually with the candidate. **Students who finish under this option are not eligible for an Ohio teaching license.**

## Steps in Pursuing Professional Licensure

### Stage 4: COMPLETION OF STUDENT TEACHING AND RECOMMENDATION FOR OHIO PROVISIONAL TEACHING LICENSE

The application for initial licensure is distributed to candidates during a student teaching seminar meeting. At this time, an Education Department representative will explain the application process. Upon successful completion of the student teaching semester and completion of all other program requirements, the candidate becomes eligible for recommendation for a provisional Ohio teaching license. The candidate's license application must be signed by the Chair of the Education Department to indicate that the candidate has met all of the criteria listed below.

To be recommended for a two year Ohio provisional teaching license candidates must :

1. Complete all courses required for the licensure
2. Fulfill all requirements for graduation from Marietta College or hold a bachelor's degree from an accredited four-year institution.
3. Earn a minimum cumulative G.P.A of 2.75
4. Receive acceptable scores in each area of the final student teacher evaluation rubric
5. Complete and submit the Marietta College Capstone Portfolio
6. Successfully complete all Praxis II examination(s) required for the license by the Ohio Department of Education
7. Complete a fingerprint and background check
8. Sign the Ohio licensure application form and submit it to the Education Department office along with the required license fee

## D. POLICIES & PROCEDURES FOR TRANSFER STUDENTS

Students transferring to Marietta College from another institution of higher education who have not met the prerequisite course requirements at Marietta College are required to submit the following in order to be accepted into the Professional Education Licensure Program.

1. Satisfactory completion of Education 210, *Introduction to Educators as Leaders* if Education 110 is not taken at Marietta College.
2. Completion of the Praxis I Assessment\* and submission of scores to the education department office with the following minimum passing scores:
  - Math 174
  - Reading 175
  - Writing 173

\* In lieu of Praxis I, students may submit an ACT composite score of 23 or higher or an SAT score of 1060 or higher.

3. Evidence of successful completion of experiences comparable to the Marietta College initial field experiences (Education 111,131, or 151 and 211, 231, or 251) A teacher evaluation form or letter from previous institution must be submitted.
4. Minimum G.P.A. of 2.75 in licensure area(s) content courses, including transfer courses, for AYA and Middle Childhood candidates.
5. **AYA and Middle Childhood candidates must pass Praxis II content exams prior to admission to the professional licensure program if content coursework was completed at another institution.**
6. **Professional education coursework (300 level and higher) must be completed at Marietta College.**

Admission to the Student Teaching Semester will follow procedures set forth in Section I.- C of this document.

## **E. POLICIES & PROCEDURES FOR STUDENTS HOLDING BACCALAUREATE OR POST-BACCALAREATE DEGREES**

Any student holding a Baccalaureate or Post-Baccalaureate Degree from an accredited institution must fulfill the program requirements for the appropriate licensure area.

1. All previous collegiate work will be evaluated by the Chair of the Education Department to determine what courses and experiences are comparable to those in the Marietta College Teacher Education Program.
2. Completion of the Praxis I Assessment\* and submission of scores to the education department office with the following minimum passing scores:
  - Math 174
  - Reading 175
  - Writing 173

\* In lieu of Praxis I, students may submit an ACT composite score of 23 or higher or an SAT score of 1060 or higher.

3. **AYA and Middle Childhood candidates must pass the Praxis II content area exam(s) for their licensure areas if content coursework was completed at another institution.**
4. A detailed plan specifying the courses and experiences needed to fulfill the program requirements will be given to the student. A copy of the plan will be placed in the student's file.
5. Admission to the Student Teaching Semester will follow procedures set forth in Section I.- C of this document.

## **F. POLICIES & PROCEDURES FOR CANDIDATES PURSUING THE GRADUATE INTERVENTION SPECIALIST LICENSE**

Candidates for the Intervention Specialist, Mild/Moderate license at the graduate level must hold an initial teaching certificate in early childhood education, middle childhood education, elementary education, or a secondary (AYA) content field. Graduate Intervention Specialist Candidates complete the following program stages.

### **Stage 1: ADMISSION TO THE INTERVENTION SPECIALIST PROGRAM**

Admission to the Intervention Specialist Program is required prior to beginning coursework in the program.

#### **Requirements for Admission to the Graduate Intervention Specialist Licensure Program**

1. Proof of a valid teaching license or proof of eligibility for a teaching license, including successful completion of student teaching (letter from an institution approved to offer teacher licensure programs)
2. 2.75 cumulative undergraduate grade point average
3. Passing score on Praxis II AYA content test or Introduction to the Teaching of Reading Test
4. Successful completion of the 12 semester hour Ohio reading core (AYA candidates will receive conditional admission until the reading core is completed)

## **Stage 2: GRADUATE INTERVENTION SPECIALIST ADMISSION TO THE INTERNSHIP EXPERIENCE**

Admission to the Internship is required prior to beginning the required internship experience. The Intervention Specialist candidate will complete the 8-week internship with mild to moderate special education students under the supervision of a licensed cooperating teacher and a college supervisor.

### **Requirements for Admission to the Graduate Intervention Specialist Internship**

1. Completion of all required intervention specialist courses
2. G.P.A. of 3.0 in intervention specialist courses completed at Marietta College
3. Grade of B or higher in Field Experiences I and II

### **Stage 3: GRADUATE INTERVENTION SPECIALIST PROGRAM COMPLETION AND APPLICATION FOR LICENSURE**

The application for the Intervention Specialist License is available online through the Ohio Department of Education website. Assistance in completing the application is available in the Education Department office. Upon successful completion of the internship and completion of all other program requirements, the candidate becomes eligible for recommendation for the Ohio teaching license. The candidate's license application must be signed by the Chair of the Education Department to indicate that the candidate has met all of the criteria listed below.

#### **Requirements for Program Completion and Ohio Licensure**

To be recommended for the Ohio Intervention Specialist Mild/Moderate license, the candidate must :

1. Complete all courses required for the licensure.
2. Earn a minimum I.S. program G.P.A of 3.0
3. Receive acceptable scores in each area of the final internship evaluation rubric
4. Complete and submit the Intervention Specialist Capstone Portfolio
5. Successfully complete the Praxis II Education of Exceptional Student Core Content Knowledge
6. Successfully complete the Praxis II PLT test
7. Successfully complete a Praxis II AYA content test or the Introduction to the Teaching of Reading test.
8. Submit an FBI/BCI background check to the Ohio department of Education
9. Sign the Ohio licensure application form and submit it to the Education Department office along with the required license fee

## II. CANDIDATE RESPONSIBILITY

It is recognized that the faculty and staff will provide guidance and help to the candidate pursuing a teacher education program at Marietta College. However, it is the ultimate responsibility of each candidate to read and understand the policies of the *Marietta College Catalog* and the *Marietta College Teacher Education Handbook* and plan and execute a licensure program in accordance with those policies. While the candidate's advisor may help to facilitate the candidate's progress by providing advice on course selection, it is the candidate's ultimate responsibility to be aware of requirements for graduation and licensure and to make sure that these requirements are completed.

**Candidate's need to be aware that, in the event that class or field experience performance is not acceptable, the candidate may be required to repeat courses or experiences in order to continue to progress in the teacher education program. Repetition of courses and/or field experiences may result in the extension of the candidate's program beyond the usual four-year time frame.**

## III. DUE PROCESS

### A. Marietta College

1. A candidate majoring in early childhood and middle childhood education or seeking Ohio licensure through the Marietta College Education Department is protected by the Academic Due Process Procedures and Sexual Harassment Procedures as set forth in the *Marietta College Catalog*.

### B. Education Department

1. A student upon enrolling in the first education course, usually EDUC 110 or 210, will be provided with a copy of the *Marietta College Teacher Education Handbook*. This handbook will be thoroughly discussed with the student. The student will sign and date an "Intent to Pursue Licensure" form that will be placed in the student's file. The date of this form will determine the candidate's program requirements for an Ohio teaching license.

2. When a candidate makes application for admission into the Professional Education Licensure Program, the Education Department Chair, in a timely manner, will notify the student in writing of the results. This written notification will contain any necessary remediation plans if a student is conditionally admitted or denied admission to the program.

3. Upon receipt of the Application for Student Teaching, the Education Department Chair will notify the student in writing as to the student's eligibility and student teaching placement. This written notification will contain any necessary remediation plans if a student is conditionally admitted or denied admission to student teaching. Any candidate denied admission has the right to appeal.

4. Uncomputed Semester: In cases where the cumulative GPA is less than 2.75, the candidate may file a written petition to the Education Department, asking that the grades from one semester be removed when computing the “Admission to Professional Education” GPA. To grant this petition for the uncomputed semester, the following conditions must be met: (a) the GPA in the proposed uncomputed semester must be an extreme deviation from other semesters and (b) conditions for such a deviation must be clearly established in writing by the candidate.

The uncomputed semester pertains only to admission to the Professional Education Program and has no effect on any other college activity or procedure.

5. Appeal Process: Candidates denied admission to the Professional Education Licensure Program or to the Student Teaching Semester, candidates not recommended for licensure, or candidates who believe that they have been treated unfairly while pursuing the program can appeal the decision to the Education Department. In appealing to the Education Department, the candidate must submit a written request to the Chair of the Department, stating the grounds for the appeal. The Education Department Chair, will convene a special meeting of the department to hear the appeal. The candidate will be given the opportunity to submit material and/or appear on her/his behalf at the appeal meeting.

Subsequent appeals can be made to the Provost/Dean of the College, and to the President of the College. All appeals must be submitted to the Education Department within thirty days after the decision under question has been made.

6. Candidate files are housed in the Education Department Office. Candidates may review their files, providing a request to review is made in writing at least twenty four hours before the review is to take place. Files must be reviewed in the Education Department Office during regularly scheduled office hours.

7. A candidate’s academic information, such as grades, performance in class, and test scores, will not be shared with parents, prospective employers or any other entity outside this institution unless written permission is given to the Department Chair. All inquiries of such a nature will be directed to the candidate. This includes the sharing of Praxis I and II test scores. When the candidate passes the Praxis II exam, the name of the exam and its successful passage is indicated on the student’s transcript. Neither the Education Department or Marietta College will provide scores to perspective employers or other interested persons without the written permission of the candidate.

## IV. AREAS OF LICENSURE

### APPROVED PROGRAMS

Marietta College has approval from the State of Ohio Department of Education to offer the following undergraduate teacher license programs:

<b>Ohio License</b>	<b>Marietta College Major</b>
Early Childhood Education (Preschool – Grade 3; Age 3 – 8)	Early Childhood Education
Middle Childhood Education (Grades 4 – 9) <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> </ul>	Middle Childhood Education
Adolescent Young Adult (Grades 7 – 12) Biology/Life Science	Biology
Adolescent Young Adult (Grades 7 – 12) Integrated Language Arts	English
Adolescent Young Adult (Grades 7 – 12) Integrated Mathematics	Mathematics
Adolescent Young Adult (Grades 7 – 12) Integrated Social Studies	History
Intervention Specialist, Mild to Moderate (K-12)	Intervention Specialist Education
Intervention Specialist, Mild to Moderate (K-12) – graduate level	Prior completion of an initial teaching license - Graduate Level Coursework
Reading Endorsement (Grades K - 12)	May be added to any license
Early Childhood Generalist Endorsement (Grades 4-5)	May be added to the early childhood license

## V. MULTIPLE LICENSES

Candidates may be licensed in more than one teaching field. However, candidates must do student teaching in each area for which they are seeking licensure. In the case where a candidate seeks licensure in more than one area, the student teaching experience will be extended to provide additional classroom time. For example, one who is to be certified in middle childhood and early childhood, must have a longer student teaching period than the normal semester can provide. In order to make provision for the extended student teaching experience candidates must file appropriate Applications for Student Teaching and discuss the arrangements with the Student Teaching Director and the Department Chair.

## VI. STATE TESTING AND APPLICATION FOR LICENSURE

Teacher candidates in the State of Ohio must receive passing scores on the Praxis II test in the following areas:

- a) a test of professional knowledge (PLT Test)
- b) a test of curriculum content or specialization (Specialty Area Tests)

Teacher education candidates are eligible to take one or all of the examinations after they have completed at least 75 percent of their approved program. Exams must be taken and passed prior to the student teaching semester. Exams are offered seven times per year at multiple locations. Information is shared during the spring meeting for prospective student teachers and is also available in the Education Department office. Candidates should go to [www.ets.org](http://www.ets.org) to register for the tests and to obtain additional information

**The candidate must request that Praxis II results are sent directly to Marietta College and to the Ohio Department of Education.** The candidate will also receive a copy of the scores.. The Education Department keeps a record of examination results and the registrar lists those examinations successfully completed on candidates' transcripts. Upon successful completion of all the required test(s), as well as all other criteria listed in the "Recommendation for Licensure" section, application for the Ohio Resident Educator license will be sent to the Ohio Department of Education.

Candidates may pick up Praxis II registration information, Praxis II study guides, and teacher license applications in the Education Department office. Questions about registering for the Praxis II and completing the license application process should be addressed to the Education Department secretary.

## **VII. THE STUDENT TEACHING SEMESTER**

### **A. STUDENT TEACHING FEE & COSTS FOR LICENSURE**

During the student teaching semester, the student teacher is assessed a student teaching fee. This fee is typically billed at the beginning of the semester along with the tuition and fee charges for the semester. The student teaching fee is used to help offset expenses for student teaching including mileage reimbursement paid to supervisors, adjustment to faculty course loads to insure the 16 to 1 candidate-supervisor ratio, and payment for cooperating teachers. Information about the amount of the student teaching fee may be obtained by contacting the college business office prior to the beginning of the academic year.

Candidates need to plan for additional costs associated with obtaining a teaching license. These costs are as follows:

- Fee for the FBI background check – All candidates for teaching licenses need to undergo a background check. The current fee associated with this is available from the education department secretary.
- Ohio License Application Fee – Applicants for an initial Ohio provisional license must pay an application fee. The current fee associated with this is available from the education department secretary.

### **B. WEEKLY PLANS**

The college supervisor will require copies of weekly lesson plans to be handed in to the Education Department during the student teaching experience. College supervisors will inform each student teacher of the required format for lesson plans.

### **C. ABSENCES**

No unexcused absences will be tolerated during the student teaching semester. In emergency situations, however, the cooperating teacher and the Education Department should be notified immediately.

### **D. MAKE-UP TIME**

The Chair of the Education Department has the responsibility to guarantee to the state that all standards for licensure are met. Therefore, make-up time shall be required for instances of excessive absence regardless of cause and for all unexcused absences. Student teachers must be full participants in the classroom during make-up days.

### **E. PROFESSIONAL DAYS**

Two excused absences for the purpose of attending professional conferences, job fairs, or job interviews are allowed during the student teaching semester. These absences must be cleared in advance with the cooperating teacher and the college supervisor. Spring semester student teachers are excused for one day to attend the Spring Recruiting Consortium in Athens.

### **F. CALENDAR**

Student teachers are required to complete a minimum of 12 weeks teaching in the area of licensure. At least 30 days of the 12 weeks must involve full time responsibility for planning

and teaching. The student teacher and cooperating teacher should plan for the student teacher to transition out of full responsibility during the final week of the student teaching experience.

Student teachers will follow the calendar of the school district during the student teaching semester. When this school district calendar differs from the Marietta College calendar, the students will be required to student teach during the college vacation. In such case, student teachers are responsible for securing their own lodging and meals. The office of residential life may be contacted for help in securing lodging during these periods.

#### **G. SCHOOL POLICY**

Each cooperating school has its own policy concerning rules and regulations. It is the responsibility of the student teacher to consult the faculty handbook and the cooperating teacher early in the semester concerning these policies. Student teachers are required to follow the policies of the cooperating schools.

#### **H. PROFESSIONAL CONDUCT**

It is important that student teachers establish and maintain a positive professional relationship with students. Therefore, a personal or social relationship with students and outside curricular and extra-curricular activities with students should be entered into with extreme care. For example, dating or similar social engagements with a student(s) in the cooperating school is considered inappropriate professional conduct. Student teachers who engage in inappropriate professional conduct will be removed from the student teaching placement.

#### **I. THE STUDENT TEACHER AS SUBSTITUTE**

Student teachers may not act as substitutes for their cooperating teachers. Candidates cannot accept financial remuneration for activities that constitute the student teaching experience.

#### **J. THE LEGAL STATUS OF THE STUDENT TEACHER**

Legal precedent indicates that student teachers in the performance of their assignment assume the same legal status as the cooperating teacher.

#### **K. STUDENT TEACHER LIABILITY**

All student teachers have liability protection under the College insurance policy.

#### **L. PLACEMENT OF STUDENT TEACHERS**

To insure proper supervision, all student teachers are placed in an elementary, middle, or senior high school in the Washington/Wood County area. Teachers are trained in the use of assessment criteria in order to insure that candidate performance is accurately and fairly evaluated and appropriate feedback is shared with the candidate.

In order to insure a variety of experiences, the candidate's prior field experience placements are considered when the student teaching placement is made. Candidates are not permitted to student teach in a building where they attended school as a P-12 student.

The Education Department will consider candidate requests to do student teaching outside the greater Marietta area on an individual basis. A decision to allow a candidate to student teach off campus may be justified by any of the following circumstances.

- The candidate is a fifth year student at Marietta College.
- The candidate has experienced a dire change in financial circumstances that necessitate living at home during student teaching.
- The candidate desires a student teaching placement in a location that represents cultural diversity relative to the Marietta area.
- Exceptional family circumstances require the candidate to live at home.

The decision to permit a candidate to student teach off campus is made by consensus of the Education Department faculty and consideration is given both to the candidate's reason for the request and evidence that the candidate will be able to successfully achieve the stated outcomes of the student teaching experience. **Candidates who have demonstrated marginal work in education courses, field experiences, or academic content areas are not permitted to student teach outside the Marietta College supervision area.**

If a candidate is given permission to student teach off campus, the candidate is responsible for contacting a local institution of higher education for placement and supervision of the experience. **The candidate is responsible for reimbursing the supervising institution's costs for the supervisor's stipend, mileage, and any other associated costs, including remuneration for the cooperating teacher if this applies.**

#### **M. CONFERENCES**

Conferences with the cooperating teacher and the college supervisor are an integral part of the student teaching experience. Informal conferences occur frequently between the student teacher and cooperating teacher.

The cooperating teacher's primary function is to encourage and guide the student teacher toward a successful experience. He/She will provide opportunities to experiment with different teaching techniques and will observe and evaluate growth in teaching.

The college supervisor's primary function is to observe the student teacher on a weekly basis, offer constructive suggestions for improvement and encourage the student teacher to perform to his/her fullest potential. Conferences between the college supervisor and the student teacher are also scheduled. These conferences take place at various intervals throughout the semester. A final conference is scheduled for the end of the semester.

#### **N. EVALUATION**

At the midpoint of the student teaching semester and at the conclusion of the student teaching period, both the cooperating teacher and the college supervisor will complete an evaluation rubric that will become a part of the student teacher's permanent file. In all cases the college supervisor will consult with the cooperating teacher in determining the final grade for student teaching. College policy requires that the college supervisor be responsible for assigning the

final grade in student teaching. To be licensed, student teachers must receive a grade of “S” in student teaching. This grade is based on acceptable ratings in all rubric areas.

If areas of the midterm evaluation are unacceptable, the college supervisor and cooperating teacher should work with the candidate to develop an improvement plan. If any area of the final evaluation is unacceptable at the conclusion of the student teaching semester, the college supervisor will meet with the education department chair and one of the following options will be implemented:

- The student teacher will be required to complete two to three additional weeks of student teaching in order to work on unacceptable areas and demonstrate competence in these areas.
- The student teacher may be given the opportunity to repeat the student teaching semester in order to demonstrate acceptable performance.

Failure to achieve an acceptable rating in all rubric areas will result in a grade of unsatisfactory for the student teaching course and the candidate will not be eligible for a teaching license.

In cases where unacceptable performance leads to a request from the school to remove the student teacher from the placement, the student teacher is required to withdraw from student teaching. The student teacher is not entitled to a new student teaching placement.

Candidates who are denied licensure by the Education Department may appeal by using the steps described in the *Marietta College Teacher Education Handbook* (Section III.B.5).

## **O. STUDENT TEACHING SUPERVISION**

All students are supervised by a qualified member of the Marietta College faculty who has contemporary experience at the appropriate level. College supervisors visit the student teacher’s classroom a minimum of once a week and share feedback with the student teacher and the cooperating teacher.

## **VIII. TEACHING LICENSES**

When all requirements for licensure are completed and the final grades are published by the registrar, the Education Department mails candidates' signed licensure forms to the State of Ohio Department of Education. The issued licenses are then returned to the Marietta College Education Department and sent via registered mail to candidates. This process takes four to six weeks from the time grades are issued.

Candidates are responsible for submitting the Application for Initial Ohio Teaching License to the Education Department Office. This application will be sent by the Education Department to the Ohio Department of Education when the following conditions have been met:

- The candidate has completed all course requirements for the license and has been granted the bachelor's degree
- The candidate has submitted the Capstone Portfolio.
- The candidate has submitted proof of a successful FBI check to the Education Department.
- The Education Department has received notification of the candidate's passage of all required Praxis II exams.

Realizing that students are in search of teaching positions prior to receiving the official license document, the Education Department, upon request, provides students with a letter, stating that all requirements have been fulfilled and that licensure has been recommended. The issuance of licenses can in no way be hurried or altered and most school districts understand this process. When making application for employment, students should indicate that their teaching license is, "in process."

## **IX. OHIO LICENSES**

The State of Ohio provides the following teaching licenses.

### **RESIDENT EDUCATOR LICENSE (VALID FOR FOUR CALENDAR YEARS)**

- a. This is the initial Ohio teaching license and is issued to one who holds at least a Baccalaureate Degree and who has completed an approved teacher preparation program.
- b. Requires the license holder to participate in a K-12 residency program under the supervision of a mentor teacher.
- c. May be used for substituting

**PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)**

- a. Successful completion of an entry year program
- b. Requires the candidate to have successfully completed a residency program

**SENIOR PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)**

- a. Requires the candidate to hold at least a masters degree, to have previously held a professional educator license, and to meet criteria for the accomplished or distinguished level of performance as described in the Ohio Standards for the teaching Profession

**LEAD PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)**

- a. Requires candidate to hold at least a master's degree; to have previously held a Professional Educator License or Senior Professional Educator License; to meet the criteria for the Distinguished level of performance as described in the Ohio Standards for the Teaching Profession; to either hold National Board Certification or meet Master teacher criteria or other criteria for a Lead Teacher adopted by the Educator Standards Board.

# Forms

Note to Candidates:  
Please use actual forms available online or in hard copy  
in the Education Department Office.



**Marietta College Education Department**  
**Application for Admission into Graduate Intervention Specialist Licensure Program**

Name \_\_\_\_\_

Projected Completion Date: \_\_\_ Fall \_\_\_ Spring 20\_\_\_\_\_

Home Address \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_ Home Phone \_\_\_\_\_  
 (area code)

**Undergraduate Information**

Institution	Dates Attended	Degree Received

Teaching License(s) currently held:

Field \_\_\_\_\_ State \_\_\_\_\_

Field \_\_\_\_\_ State \_\_\_\_\_

(This section to be completed by Education Department)

Undergraduate Cumulative GPA \_\_\_\_\_ Institution \_\_\_\_\_

Praxis II Scores

\_\_\_\_\_ Introduction to the Teaching of Reading, or

\_\_\_\_\_ AYA Content: \_\_\_\_\_

**Reading Core Requirement**

Educ 321, Foundations of Reading \_\_\_\_\_

Educ 322, Phonics \_\_\_\_\_

Educ 361, Diagnosis and Correction \_\_\_\_\_

Educ 360, Content Area Reading \_\_\_\_\_

or

Educ 362, Instructional Strategies \_\_\_\_\_

**Education Department Action:**

Accepted  Provisionally Accepted \_\_\_\_\_

Rejected because \_\_\_\_\_

\_\_\_\_\_  
 Director, Intervention Specialist Program

\_\_\_\_\_  
 Date

**APPLICATION FOR STUDENT TEACHING  
EARLY CHILDHOOD LICENSURE**

Name \_\_\_\_\_ Graduation Date: \_\_\_ Fall \_\_\_ Spring 20 \_\_\_\_\_

Campus Address \_\_\_\_\_ Campus Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_ Home Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Semester and Year of Student Teaching Fall \_\_\_ Spring \_\_\_ Year: \_\_\_\_\_

**To be filled in by Education Department:**

Date of Admission to Professional Licensure \_\_\_\_\_

Cumulative G.P.A. \_\_\_\_\_ G.P.A. in Education Courses \_\_\_\_\_ Math 113 \_\_\_\_\_

Engl 101 \_\_\_\_\_ Comm101 \_\_\_\_\_ Educ 110 \_\_\_\_\_ Educ 111 \_\_\_\_\_ Educ 130 \_\_\_\_\_

Educ 202 \_\_\_\_\_ Educ 219 \_\_\_\_\_ Educ 253 \_\_\_\_\_ Educ 211 \_\_\_\_\_ Educ 240 \_\_\_\_\_

Educ 305 \_\_\_\_\_ Educ 306 \_\_\_\_\_ Educ 311 \_\_\_\_\_ Educ 321 \_\_\_\_\_ Educ 322 \_\_\_\_\_

Educ 350 \_\_\_\_\_ Educ 361 \_\_\_\_\_ Educ 362 \_\_\_\_\_ Educ 410 \_\_\_\_\_ Educ 411 \_\_\_\_\_

Educ 416 \_\_\_\_\_ Educ 419 \_\_\_\_\_ Educ 420 \_\_\_\_\_ Educ 422 \_\_\_\_\_ Phed 319 \_\_\_\_\_

**Praxis II Assessments**

**Education of Young Children:** Score \_\_\_\_\_ Pass: \_\_ yes \_\_\_ no

**Principles of Learning and Teaching:** Score \_\_\_\_\_ Pass: \_\_ yes \_\_\_ no

Recommended by Education Department \_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
department chair

/\_\_\_\_\_  
date

**APPLICATION FOR STUDENT TEACHING  
MIDDLE CHILDHOOD LICENSURE**

Name \_\_\_\_\_ Graduation Date: \_\_\_ Fall \_\_\_ Spring 20 \_\_\_\_\_

Campus Address \_\_\_\_\_ Campus Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_ Home Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Semester and Year of Student Teaching Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year: \_\_\_\_\_

Concentration Areas: \_\_\_\_\_ / \_\_\_\_\_

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**To be filled in by Education Department:**

Date of admission to Professional Licensure \_\_\_\_\_

Cumulative G.P.A. \_\_\_\_\_ G.P.A. in Education Courses \_\_\_\_\_

G.P.A. in Content Courses: Area 1 ( \_\_\_\_\_ ) \_\_\_\_\_ Area 2 ( \_\_\_\_\_ ) \_\_\_\_\_

Engl 101 \_\_\_\_\_ Comm101 \_\_\_\_\_ Educ 110 \_\_\_\_\_ Educ 131 \_\_\_\_\_ Educ 130 \_\_\_\_\_

Educ 202 \_\_\_\_\_ Educ 219 \_\_\_\_\_ Educ 220 \_\_\_\_\_ Educ 253 \_\_\_\_\_ Educ 231 \_\_\_\_\_

Educ 321 \_\_\_\_\_ Educ 322 \_\_\_\_\_ Educ 360 \_\_\_\_\_ Educ 362 \_\_\_\_\_ Educ 430 \_\_\_\_\_

Educ 431 \_\_\_\_\_ Educ 453 \_\_\_\_\_ Educ 454 \_\_\_\_\_ Educ 455 \_\_\_\_\_ Educ 456 \_\_\_\_\_

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Recommended by Content Faculty \_\_\_ Yes \_\_\_ No

Concentration Area 1 Faculty \_\_\_\_\_ Dept. \_\_\_\_\_

Concentration Area 2 Faculty \_\_\_\_\_ Dept. \_\_\_\_\_

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**Praxis II Assessments**

**Content 1** \_\_\_\_\_ : **Score** \_\_\_\_\_ **Pass:** \_\_\_ yes \_\_\_ no

**Content 2** \_\_\_\_\_ : **Score** \_\_\_\_\_ **Pass:** \_\_\_ yes \_\_\_ no

**Principles of Learning and Teaching:** **Score** \_\_\_\_\_ **Pass:** \_\_\_ yes \_\_\_ no

Recommended by Education Department \_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
department chair

\_\_\_\_\_  
date

**APPLICATION FOR STUDENT TEACHING  
UNDERGRADUATE INTERVENTION SPECIALIST LICENSE**

Name \_\_\_\_\_ Graduation Date: \_\_\_ Fall \_\_\_ Spring 20 \_\_\_\_\_

Campus Address \_\_\_\_\_ Campus Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_ Home Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Semester and Year of Student Teaching Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year: \_\_\_\_\_

Second Concentration Area: \_\_\_ Mathematics \_\_\_ Science \_\_\_ Social Studies

**To be filled in by Education Department:**

Date of admission to Professional Licensure \_\_\_\_\_

Cumulative G.P.A. \_\_\_\_\_ G.P.A. in Education Courses \_\_\_\_\_

G.P.A. in Content Courses: Reading/L.Arts \_\_\_\_\_ Area 2 ( \_\_\_\_\_ ) \_\_\_\_\_

Engl 101 \_\_\_\_\_ Comm101 \_\_\_\_\_ Educ 110 \_\_\_\_\_ Educ 131 \_\_\_\_\_ Educ 130 \_\_\_\_\_

Educ 202 \_\_\_\_\_ Educ 219 \_\_\_\_\_ Educ 220 \_\_\_\_\_ Educ 253 \_\_\_\_\_ Educ 231 \_\_\_\_\_

Educ 321 \_\_\_\_\_ Educ 322 \_\_\_\_\_ Educ 360 \_\_\_\_\_ Educ 361 \_\_\_\_\_ Educ 342 \_\_\_\_\_

Educ 343 \_\_\_\_\_ Educ 344 \_\_\_\_\_ Educ 345 \_\_\_\_\_ Educ 348 \_\_\_\_\_ Educ 359 \_\_\_\_\_

**Praxis II Assessments**

**Introduction to the Teaching of Reading:** Score \_\_\_\_\_ Pass: \_\_\_ yes \_\_\_ no

**Content 2 \_\_\_\_\_:** Score \_\_\_\_\_ Pass: \_\_\_ yes \_\_\_ no

**Education of Exceptional Students:** Score \_\_\_\_\_ Pass: \_\_\_ yes \_\_\_ no

**Principles of Learning and Teaching:** Score \_\_\_\_\_ Pass: \_\_\_ yes \_\_\_ no

Recommended by Education Department \_\_\_ Yes \_\_\_ No

\_\_\_\_\_/\_\_\_\_\_  
department chair / date

**APPLICATION FOR STUDENT TEACHING  
ADOLESCENT YOUNG ADULT LICENSURE**

Name \_\_\_\_\_ Graduation Date: \_\_\_ Fall \_\_\_ Spring 20 \_\_\_\_\_

Campus Address \_\_\_\_\_ Campus Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_ Home Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Semester and Year of Student Teaching: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year: \_\_\_\_\_

License Area \_\_\_\_\_

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**To be filled in by Education Department:**

Date of Admission to Professional Licensure \_\_\_\_\_

Cumulative G.P.A. \_\_\_\_\_ G.P.A. in Education Courses \_\_\_\_\_

G.P.A. in Content Core Courses \_\_\_\_\_

Engl 101 \_\_\_\_\_ Comm101 \_\_\_\_\_ Educ 110 \_\_\_\_\_ Educ 151 \_\_\_\_\_ Educ 130 \_\_\_\_\_

Educ 202 \_\_\_\_\_ Psyc 207 \_\_\_\_\_ Educ 220 \_\_\_\_\_ Educ 253 \_\_\_\_\_ Educ 251 \_\_\_\_\_

Educ 360 \_\_\_\_\_ Educ 423 \_\_\_\_\_ Educ 451 \_\_\_\_\_ Educ 453/454/455/456 \_\_\_\_\_

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**Recommended by Content Faculty Member** \_\_\_ Yes \_\_\_ No

Name \_\_\_\_\_ Dept. \_\_\_\_\_

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**Praxis II Assessments**

**Content Assessment** \_\_\_\_\_: Score \_\_\_\_\_ Pass: \_\_\_ yes \_\_\_ no

**Principles of Learning and Teaching:** Score \_\_\_\_\_ Pass: \_\_\_ yes \_\_\_ no

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**Recommended by Education Department** \_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
department chair

/\_\_\_\_\_  
date

**Marietta College Education Department  
Application for Student Teaching Internship  
Graduate Intervention Specialist License**

Name \_\_\_\_\_ Student Teaching Date \_\_\_ Fall \_\_\_ Spring 20\_\_\_

Permanent Address \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_ Home Phone \_\_\_\_\_

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(To be completed by Education Department)

Date of Admission to Intervention Specialist Licensure \_\_\_\_\_

Cumulative Program G.P.A \_\_\_\_\_ as of \_\_\_\_\_

Educ 641 \_\_\_\_\_ Educ 642 \_\_\_\_\_ Educ 643 \_\_\_\_\_ Educ 644 \_\_\_\_\_ Educ 645 \_\_\_\_\_

Educ 648 \_\_\_\_\_ Educ 659 \_\_\_\_\_ Educ 691 (I) \_\_\_\_\_ Educ 691 (II) \_\_\_\_\_

**Reading Core Requirement**

Educ 321, Foundations of Reading \_\_\_\_\_

Educ 322, Phonics \_\_\_\_\_

Educ 361, Diagnosis and Correction \_\_\_\_\_

Educ 360, Content Area Reading \_\_\_\_\_

or

Educ 362, Instructional Strategies \_\_\_\_\_

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Praxis II PLT Test \_\_\_\_\_ Pass \_\_\_\_\_

Praxis II Core Content Knowledge \_\_\_\_\_ Pass \_\_\_\_\_

Praxis II Reading or content test \_\_\_\_\_ Pass \_\_\_\_\_ (test \_\_\_\_\_)

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Recommendation by Education Department: \_\_\_\_\_ Yes \_\_\_\_\_ No

Department Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

**Content Area Recommendation  
For Teacher Candidates**

Please return this form to the Chair of the Education Department

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*This section should be completed by the candidate:*

Name of Candidate \_\_\_\_\_

Semester of Student Teaching \_\_\_\_\_

Licensure Area:

Middle Childhood:       Language Arts       Mathematics  
 Science       Social Studies

Adolescent/Young Adult:       Integrated Language Arts  
 Mathematics  
 Integrated Social Studies  
 Life Sciences  
 Biology/Chemistry

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*This section should be completed by the faculty member:*

Content Faculty \_\_\_\_\_

Department \_\_\_\_\_

This candidate was a student in the following course(s) taught by me:

Based on your experience with this candidate, indicate the degree to which the candidate meets the expectation described. Use the following scale:

Exceeds Expectations	Acceptable	Unacceptable	No Opportunity to Observe
3	2	1	N/O

The candidate's performance in this content area reflects a knowledge of essential elements of the discipline.

The candidate is able to apply knowledge about the discipline.

The candidate is able to use technology required in this discipline.

The candidate's performance in this content area reflects an interest in learning about the area.

The candidate exhibited ethical practice as a student in my course(s).

Additional comments about the candidate's knowledge, skills, and disposition:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Program Audit Sheets**

### **Note to Candidates:**

*You are required to complete all coursework in order to be recommended for a teaching license. In cases where a course outside of the education department is changed or not offered, please see the education department chair for a suitable substitution.*

### Early Childhood Education ( PreK – 3) Advising Sheet

Course	Hours	General Educ Credit	Semester Offered
<b>Foundations (18-20 hours)</b>			
Educ 110 Principles of Education	3	K	FL, SP
Educ 210 Teacher as Leader Seminar (transfer students only)	1		FL
Educ 111 Field Experience I	1		FL, SP
Educ 130 Technology in the Classroom	3		FL, SP
Educ 202 Educational Psychology	3		FL, SP
Educ 211 Field Experience II – Diverse Learners	1		FL, SP
Educ 253 Diverse Learners	3	W	FL, SP
Educ 240 Classroom Management	3		FL, SP
Educ 440* Education Capstone Seminar	3		FL, SP
Educ 452* Culture and Gender Issues	3	X/M	FL, SP
<b>Reading/Language Arts (20 hours)</b>			
Educ 219 Children’s Literature	3		SP
Educ 321* Foundations of Reading	3	W	FL, SP
Educ 311* Field Experience III – Reading	1		FL, SP
Educ 322* Principles of Phonics Instruction	3		SP
Educ 361* Diagnosis and Correction of Reading Difficulties	3	W	SP
Educ 362* Instructional Strategies in Reading Across the Curriculum for Early Childhood	3		FL
Educ 410* Reading Clinic	4		FL, SUM
<b>Early Childhood (23 hours)</b>			
Educ 230 Integrated Arts for Early Childhood	3		FL
Educ 305* ECE-Programs and the Learner	3		FL
Educ 411* Early Childhood Field Experience	1		FL, SP
Educ 416 * ECE Social Studies	3		FL
Educ 419 * ECE Mathematics	3		SP
Educ 420 * ECE Science	3		SP
Educ 422* Critical Issues in Early Childhood	1		FL

Phed 319 Elementary School Activities	3		SP
Psyc 206 Child Development	3		FL, SUM
<b>Core Content Courses (26 hours)</b>			
Biology 101 or 102 Modern Biology/ Environ. Biology	3	B/C	FL, SP
Biology 107 Biology Inquiry Lab or Biology 105 Lab	1	B/C	FL, SP
One of the Following:	4	B/C	
Geology 101/101L Environmental Geology			FL, SP, SUM
Physics101 Explorations in Physics			FL
History 101 U.S. History, 1 <sup>st</sup> Century	3	P	FL
History 220 Introduction to Human Geography	3	X/M	FL, SP, SUM?
Math 113 Math for Elementary Teachers	3	Q	SP
Math 114 Geometry for Education Majors	3		F
Psyc 101 Introduction to Psychology	3	Y	F, SP
Comm 201 Oral Interpretation	3	R	FL, SP
Educ 460** Student Teaching – Early Childhood	9		FL, SP

**\*\* Required for a teaching license, not required for completion of the major**

**Praxis II Test Required for Ohio Early Childhood:**

- 20521 Principles of Learning and Teaching, Early Childhood
- 20021 Education of Young Children

**Middle Childhood Education (Grades 4 – 9)  
Advising Sheet  
(2 concentration areas required)**

Course	Hrs	Gen Ed	Semester Offered
<b>Language Arts Concentration (30 hours)</b>			
Writing 101 English Composition	3		FL, SP
English 203 or 204 Literary Culture of the U.S.	3	<b>L</b>	FL, SP
English 380 Applications of English for Teaching	3		FL – bi-yearly
Theater 307 World Dramatic Literature (or approved multicultural lit. alternative)	3	<b>R</b>	
Comm 101 Fundamentals of Speech	3		FL, SP
Comm 201 Fundamentals of Interpretation	3	<b>R</b>	FL, SP
Mass 207 Writing for Media (prereq: Mass 101 - FL, SP)	3		FL, SP
Education 219 Children’s Literature	3		SP
Education 220 Adolescent Literature	3		SP, SUM
Education 463* Middle Childhood Language Arts Methods	3		FL
<b>Social Studies Concentration (27 hours)</b>			
History 101 United States History – 1 <sup>st</sup> Century	3	<b>P</b>	FL
History 102 United States History – 2 <sup>nd</sup> Century	3	<b>P</b>	SP
History 120 History of World Civilizations I	3	<b>M</b>	FL
History 121 History of World Civilizations II	3	<b>M</b>	SP
Hist 220 Introduction to Human Geography	3	<b>M</b>	FL, SP
Economics 211 Microeconomics	3	<b>Y</b>	FL, SP
Poli Sci 103 American National Government	3	<b>K/Y</b>	FL, SP
Poli Sci 130 Issues in International Politics	3	<b>M</b>	SP
Education 464* Middle Childhood Social Studies Methods	3		FL
<b>Science Concentration (27 hours)</b>			
Biology 101 Modern Biology	3	<b>B/C</b>	FL, SP
Biology 105 or 107 Biology Lab I or Inquiry Lab	1	<b>B</b>	FL, SP
Petr 101/102 Energy Resources /Lab	4	<b>B/C</b>	SP
Chemistry 101 Modern Chemistry	4	<b>B</b>	FL, SP
Geology 101 Environmental Geology	4	<b>B</b>	FL, SP, SUM
Physics 101 Explorations in Physics	4	<b>B</b>	FL
Astronomy 105 Introduction to Astronomy	4	<b>B</b>	SP
Education 466* Middle Childhood Science Methods	3		FL
<b>Mathematics Concentration (26 hours)</b>			
Math 113 Math for Elementary Teachers	3	<b>Q</b>	SP
Math 114 Geometry for Education Majors	3		FL
Math 118 Excursions in Math	3	<b>Q</b>	FL, SP
Math 121 Pre-calculus	4		FL, SP

Math 123 Statistics	3	Q	FL, SP
Math 125 Calculus I	4	Q	FL, SP
Math course at 100 level or above	3	Q	
Education 465* Middle Child Mathematics Methods	3		FL

**Middle Childhood  
Professional Education Courses (49/50 hours)**

Course	Hrs	Gen Ed	Semester Offered
Educ 110 Principles of Education	3	K	FL, SP
Educ 210 Teacher as Leader (transfer students only)	1		FL
Educ 131 Field Experience I – Middle Childhood	1		FL, SP
Educ 130 Technology in the Classroom	3		FL, SP
Educ 202 Educational Psychology	3		FL, SP
Psyc 207 Adolescence (prereq: Psyc 101)	3		FL
Educ 253 Diverse Learners	3	X/M	FL, SP
Educ 231 Field Experience II – Diverse Learners	1		FL, SP
Educ 321* Foundations of Reading	3	W	FL, SP
Educ 331* Field Experience III – Reading	1		FL, SP
Educ 322* Principles of Phonics Instruction	3		SP
Educ 363* Content Area Reading in the Middle Grades	3		FL
Educ 361 Diagnosis and Correction of Reading Difficulties	3	W	SP
Educ 430* Middle School Concepts	3		SP
Educ 431* Field Experience IV – Middle Childhood	1		SP
Educ 440* Education Capstone Seminar	3		FL, SP
Educ 452* Culture and Gender Issues in the Classroom	3		FL, SP
<b>Required for Teacher Licensure Only</b>			
Educ 470** Student Teaching – Middle Childhood	9		FL, SP

**Praxis II Test Required for Ohio Middle Childhood:**

- 20523 Principles of Learning and Teaching, Grades 5-9

**Two of the Following:**

- 10049 Middle School English Language Arts
- 20069 Middle School Mathematics
- 10439 Middle School Science
- 20089 Middle School Social Studies

**Adolescent/ Young Adult Biology/Life Science (grades 7 – 12)**  
**Course Work (69 hours)**  
**Major: Biology**

Course	Hours	Have	In Progress	Need
Biology 101 Modern Biology	3			
Biology 102 Environmental Biology	3			
Biology 105 Biology Lab I	1			
Biology 106 Biology/Lab II	1			
Biology 131 Introduction to Cellular Biology	3			
Biology 133 Integrative Biology	3			
Biology 202 General Microbiology	4			
Biology 203 Human Physiology	3			
Biology 212 Human Anatomy	4			
Biology 230 Zoology	4			
Biology 309 Cell Biology	4			
Biology 318 Ecology	3			
Biology 330 Genetics	3			
Biology 340 Toxicology	4			
Biology 380 Research Methods	1			
Biology 490 Biology Research	3			
Chemistry 131 General Chemistry I	3			
Chemistry 133 General Chemistry Lab I	1			
Chemistry 132 General Chemistry II	3			
Chemistry 134 General Chemistry Lab II	1			
Physics 101 Explorations in Physics	4			
Environmental Science 210	3			
Psychology 285 Statistics for the Behavioral Sciences	4			
<b>Total Hours Required</b>	<b>69</b>			

(CONTINUED ON NEXT PAGE)

**AYA Biology/Life Sciences  
Professional Education Courses (41-43 Hours)**

Course	Hours	Semester Offered
Educ 110 Principles of Education or	3	FL, SP
Educ 151s Field Experience I – Science	1	FL, SP
Educ 130 Technology in the Classroom	3	FL, SP
Educ 202 Educational Psychology	3	FL, SP
Psych 207 Adolescent Development	3	SP
Educ 251s Field Experience II- Diverse Learners	1	FL, SP
Educ 253 Diverse Learners	3	FL, SP
Educ 360 Reading in the Content Area	3	FL
Educ 323/351 General Methods	4	FL
Educ 440* Education Capstone Seminar	<b>3</b>	FL, SP
Educ 452*Culture and Gender Issues in the Classroom	<b>3</b>	FL, SP
<b>Required for Teacher Licensure Only</b>		
Educ 480** Student Teaching – Adolescent/Young Adult	<b>9</b>	FL, SP

**Praxis II Test Required for Ohio AYA Life Sciences:**

- 20524 Principles of Learning and Teaching, Grades 7-12
- 20235 Biology: Content Knowledge

## Adolescent/ Young Adult Integrated Language Arts

### Language Arts Courses Major: English

	Cr. Hrs.	Semester Completed
<b>Core Language Arts</b>	<b>43</b>	
Writing 101 English Composition	3	
English 121 Responding to Writing	1	
Writing 290 Creative Writing	3	
English 201 Literary Culture of Great Britain I	3	
English 202 Literary Culture of Great Britain II	3	
English 203 Literary Culture of the U.S. I	3	
English 204 Literary Culture of the U.S. II	3	
English 235 Concepts of Gender or Engl 220 Concepts of Diversity	3	
English 324 African American Literature	3	
English 372 Literary Theory	3	
English 380 Applications of English for Teaching	3	
Communication 101 Fundamentals of Oral Comm	3	
Communication 201 Fundamentals of Oral Interpretation	3	
Theatre 101 Theatre Appreciation	3	
Mass Media 101 Mass Media and Society	3	
<b>Additional English Major Courses</b>	<b>21</b>	
<b>Professional Education Courses</b>	<b>46</b>	
Education 110 Principles of Education	3	FL,SP
Education 151 Initial Field Experience	1	FL,SP
Education 130 Technology in the Classroom	3	FL,SP
Education 202, Educational Psychology	3	FL,SP
Education 220, Adolescent Literature	3	SP
Psychology 207, Adolescence	3	SP
Education 253/251 Diverse Learners / Field Experience	3/1	FL,SP
Education 360 Reading in the Content Area	3	FL
Education 323/351 General Methods	4	FL
Education 453/451-L Lang. Arts Methods/Field Experience	3/1	FL
Educ 440* Education Capstone Seminar	3	FL, SP
Educ 452*Culture and Gender Issues in the Classroom	3	FL, SP
Educ 480** AYA Student Teaching	9	FL, SP

#### Praxis II Test Required for Ohio AYA Integrated Language Arts:

- 20524 Principles of Learning and Teaching, Grades 7-12
- 10041 English Language, Literature, and Composition: Content Knowledge

**Adolescent/Young Adult Integrated Mathematics (grades 7 – 12)**  
**Major: Mathematics**

		<b>Cr. Hrs.</b>	<b>Semester Completed</b>
<b>Core Mathematics</b>		<b>36</b>	
Math 114	Geometry for Teachers	3	
Math 125	Calculus I	4	
Math 224	Calculus II	4	
Math 225	Calculus III	4	
Math 223 or 257	Statistics	3	
Math 301	Foundations of Mathematics	3	
Math 302	Differential Equations	3	
Math 304	Linear Algebra	3	
Math 451	Geometry	3	
Math 453	Abstract Algebra	3	
CSCI 115	Computer Programming I	3	
<b>Additional Mathematics Major Courses</b>		<b>11</b>	
<b>Professional Education Courses</b>		<b>43</b>	
Educ 110	Principles of Education	3	FL, SP
Educ 151	Initial Field Experience	1	FL, SP
Educ 130	Technology in the Classroom	3	FL, SP
Educ 202	Educational Psychology	3	FL, SP
Psyc 207	Adolescence	3	SP
Educ 253/251	Diverse Learners / Field Experience	3/1	FL, SP
Educ 360	Reading in the Content Area	3	FL
Educ 323/351	General Methods	4	FL
Educ 455/451	Mathematics Methods/Field Experience	3/1	FL
Educ 440	Education Capstone Seminar	3	FL, SP
Educ 452	Culture and Gender Issues	3	FL, SP
Educ 480	AYA Student Teaching	9	FL, SP

**Praxis II Test Required for Ohio AYA Integrated Mathematics:**

- 20524 Principles of Learning and Teaching, Grades 7-12
- 10061 Mathematics: Content Knowledge

**Adolescent/Young Adult Integrated Social Studies (grades 7 – 12)**  
**Social Studies Requirements (57 hours)**  
**Major: History**

<b>Core Social Studies Courses (45 hours)</b>	<b>Hours</b>	<b>Have</b>
Economics 211 Principles of Microeconomics	3	
Economics 212 Principles of Macroeconomics	3	
History 101 U.S. History, First Century	3	
History 102 U.S. History, Second Century	3	
History 120 World Civilizations I	3	
History 121 World Civilizations II	3	
History 302 Leadership and Change	3	
History 322 American Foreign Relations	3	
Or		
Poli Sci 120 Issues in Comparative Politics		
History 220 Introduction to World Geography	3	
Poli Sci 103 American National Government	3	
Poli Sci 130 Issues in International Politics	3	
Poli Sci 310 Environmental Policy and Law	3	
or		
Poli Sci 311 Politics of Global Ecology		
Soci 101 Introduction to Sociology	3	
Soci 102 Introduction to Cultural Anthropology	3	
Psyc 101 Introduction to Psychology	3	
<b>Additional Courses for the History Major</b>	<b>18 - 21</b>	
<b>Professional Education Courses (43 hours)</b>		
Course	Hours	Have
Educ 110 Principles of Education	3	FL,SP
Educ 151ss Field Experience I – Soc. Studies	1	FL,SP
Educ 130 Technology in the Classroom	3	FL,SP
Educ 202 Educational Psychology	3	FL,SP
Psych 207 Adolescence	3	SP
Educ 251ss Field Experience II- Diverse Learners	1	FL,SP
Educ 253 Diverse Learners	3	FL,SP
Educ 360 Reading in the Content Area	3	FL
Educ 323/351 General Methods	4	FL
Educ 451ss Field Experience III– Soc. Studies	1	FL
Educ 454 Special Methods – Social Studies	3	FL
Educ 440 Education Capstone Seminar	3	FL,SP
Educ 452 Culture and Gender Issues in the Classroom	3	FL,SP
Educ 480 Student Teaching – Adolescent/Young Adult	12	FL,SP

**Praxis II Test Required for Ohio AYA Integrated Social Studies:**

- 20524 Principles of Learning and Teaching, Grades 7-12
- 10081 Social Studies: Content Knowledge

**Undergraduate Intervention Specialist –Mild/Moderate (multi-age)**

<b>Course</b>	<b>Hrs</b>	<b>Gen Ed</b>	<b>Semester</b>
<b>Reading/Language Arts Concentration (32 hours)</b>			
Writ 101 English Composition	3		FL, SP
Comm 101 Fundamentals of Speech	3		FL, SP
Educ 219 Children's Literature	3		SP
Educ 220 Adolescent Literature	3		SP
Educ 321* Foundations of Reading	3	<b>W</b>	FL, SP
Educ 341* Intervention Specialist Reading Field Experience	1		FL, SP
Educ 322* Phonics	3		SP
Educ 360* Reading in the Content Area	3		FL
Educ 361* Diagnosis and Correction of Reading Difficulties	3	<b>W</b>	SP
Educ 410 Reading Clinic	4		FL, SUM
Educ 453* Language Arts Methods	3		FL
<b>Social Studies Concentration (27 hours)</b>			
Hist101 United States History – 1 <sup>st</sup> Century	3	<b>P</b>	FL
Hist 102 United States History – 2nd <sup>d</sup> Century	3	<b>P</b>	SP
Hist 120 History of World Civilizations I	3	<b>M</b>	FL
Hist 121 History of World Civilizations II	3	<b>M</b>	SP
Hist 220 Introduction to Human Geography	3	<b>M</b>	FL, SP
Econ 211 Microeconomics	3	<b>Y</b>	FL, SP
Poli Sci 103 American National Government	3	<b>K/Y</b>	FL, SP
Educ 416* Early Childhood Social Studies Methods	3		FL
Educ 454* Social Studies Methods	3		FL
<b>Science Concentration (27 hours)</b>			
Biol 101 Modern Biology	3	<b>B/C</b>	FL, SP
Biol 105/ 107 Biology Lab I or Inquiry Lab	1	<b>B</b>	FL, SP
Petr 101/101L Energy Resources /Lab	4	<b>B/C</b>	SP
Chem 101 Modern Chemistry	4	<b>B</b>	FL, SP
Geol 101 Environmental Geology	4	<b>B</b>	FL, SP, SUM
Phys 101 Explorations in Physics	4	<b>B</b>	FL
Educ 420* Early Childhood Science Methods	3		SP
Educ 456* Science Methods	3		F
<b>Mathematics Concentration (26 hours)</b>			
Math 113 Math for Elementary Teachers	3	<b>Q</b>	SP
Math 118 Excursions in Math	3	<b>Q</b>	F, SP
Math 121 Pre-calculus	4	<b>Q</b>	F, SP
Math 123 Statistics	3	<b>Q</b>	F, SP
Math 114 Geometry for Education Majors	3		F
Math 125 Calculus I	4	<b>Q</b>	SP
Educ 419 Early Childhood Mathematics Methods	3		SP
Education 465* Middle Child Mathematics Methods	3		F

**Professional Education Courses (48/50 hours)**

<b>Course</b>	<b>Hrs</b>	<b>Gen Ed Credit</b>	<b>Semester Offered</b>
Educ 110 Principles of Education or Educ 210 Teacher as Leader (transfer students only)	<b>3</b> <b>1</b>	<b>K</b>	FL. SP
Educ 141 Field Experience I – Intervention Specialist	<b>1</b>		FL. SP
Educ 130 Technology in the Classroom	<b>3</b>		FL. SP
Educ 202 Educational Psychology	<b>3</b>		FL. SP
Psyc 207 Adolescence (prereq: Psyc 101)	<b>3</b>		
Educ 253 Diverse Learners	<b>3</b>	<b>W</b>	FL. SP
Educ 241 Field Experience II – Diverse Learners	<b>1</b>		FL. SP
Educ 342* Instructional Methods of Mild/Moderate Learners	<b>3</b>		<b>F (Alt. Yrs.)</b>
Educ 343* Assessment of Mild/Moderate Learners	<b>3</b>		<b>SP</b>
Educ 344* Classroom Management Strategies	<b>3</b>		<b>SP</b>
Educ 345* Child Psychological Disorders	<b>3</b>		<b>F (Alt. Yrs.)</b>
Educ 348* Disability and Special Education Law	<b>3</b>		<b>F (Alt. Yrs.)</b>
Educ 359* Assistive Technology for Students with Disabilities	<b>3</b>		<b>F (Alt. Yrs.)</b>
Educ 440 Education Capstone Seminar	<b>3</b>		FL. SP
Educ 452* Culture and Gender Issues in the Classroom	<b>3</b>	<b>X/M</b>	FL. SP
Educ 475** Student Teaching – Intervention Specialist	<b>9</b>		FL. SP

**Praxis II Tests Required:**

- 20521 Principles of Learning and Teaching
- 20354 Education of Exceptional Students: Core Knowledge and Applications
- 10204 Teaching Reading

**One of the Following:**

- 20069 Middle School Mathematics
- 10439 Middle School Science
- 20089 Middle School Social Studies

**(proposed) Music Education, Multi-Age  
Major: Music Education**

<b>Requirements</b>	<b>Hours</b>	<b>Hours Complete and Grade</b>	<b>Hours in Progress</b>	<b>Hours Needed</b>
MUSC 111	3			
MUSC 112	3			
MUSC 141	1			
MUSC 142	1			
MUSC 171	1			
MUSC 172	1			
MUSC 201	2			
MUSC 211	3			
MUSC 241	1			
MUSC 242	1			
MUSC 271	1			
MUSC 301	2			
MUSC 302	2			
MUSC 311	2			
MUSC 312	2			
MUSC 330	3			
MUSC 331	3			
MUED 110	3			
MUED 202	3			
MUED 205	1			
MUED 206	1			
MUED 207	1			
MUED 208	1			
MUED 209	1			
MUED 401	3			
MUED 402	3			
MUED 403	3			
MUED 457	1			
EDUC 202	3			FL,SP
EDUC 253	3			FL,SP
EDUC 360	3			FL
EDUC 452	3			FL,SP
PSYC 101	3			FL,SP

6 Hours of Elective Study selected from MUSC 121, 122, 321, 322, MUED 225, 226, 323, or 324

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8 semesters of CMENC membership

MUED 125, MUED125	0,0			
MUED 125, MUED 125	0,0			
MUED 125, MUED 125	0,0			
MUED 125, MUED 125	0,0			

7 hours of an approved ensemble

	1			
	1			
	1			
	1			
	1			
	1			
	1			

7 semesters of Recital Attendance

MUSC 105, MUSC 105	0,0			
MUSC 105, MUSC 105	0,0			
MUSC105, MUSC 105	0,0			
MUSC 105	0			

7 hours of applied music: all seven hours must be on the same instrument.

MUSC 151, MUSC 151	1,1			
MUSC 251, MUSC 251	1,1			
MUSC 351, MUSC 351	1,1			
MUSC 451	1			

Senior Capstone: MUSC 490	12			
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<b>Requirement</b>	<b>Department Chair's Signature (Required)</b>			
Successfully Completed Recital				
Piano Proficiency Exam				
Aural Skills Proficiency Exam				

**Reading Endorsement (K-12)  
Professional Education Courses**

Courses	Hours	Completed
Education 219 Children's Literature (1-2)	3	
Education 220 Adolescent Literature (2)	3	
Education 321 Foundations of Reading (1-2)	3	
Education 311/331/351 Field Experience in Reading (1-2)	1	
Education 322 Principles of Phonics (1-2)	3	
Education 361/661 Diagnosis and Correction of Reading Difficulties (2)	3	
Education 362/662 Instructional Strategies in Reading Across the Curriculum for ECE (1)  or Education 360 Reading in the Content Area (1)	3	
Education 410 Practicum in Reading Diagnosis and Correction (1 & summer)	4	

- (1) – offered fall semesters  
(2) – offered spring semesters  
(1-2) – offered both semesters

The reading endorsement may be attached to an Early Childhood, Middle Childhood, or Adolescent/Young Adult License.

**Praxis II Test Required for Ohio Endorsement:**

- 10204 Teaching Reading

- **Early Childhood Generalist  
Grade 4/5 Endorsement**

**Audit Sheet**

(This endorsement is valid for teaching all subject areas in grades 4 and 5 and may be added to the Early Childhood license only.)

Number	Course Title	Cr. Hrs.	Semester Offered	Completed
Education 220	Adolescent Literature	3	SP, SUM	
Education 294	Ohio: Its Land and Its People	2	F, SP, SUM	
Education 412	Field Experience	1	F, SUM	
Education 494	Curriculum and Instruction for Grades Four and Five	3	F, SUM	

**Praxis II Test Required for Ohio Endorsement:**

- Elementary Education Content Knowledge (0014)

**Intervention Specialist - Mild to Moderate  
License Requirements- Graduate Level**

Name \_\_\_\_\_ Advisor \_\_\_\_\_  
Initial Teaching License Area \_\_\_\_\_

**Prerequisites for Program Admission**

Requirement	Date Submitted/ Score
Praxis I Reading – 175	
Praxis I Writing – 173	
Praxis I Mathematics - 174	
Alt: ACT – 23 or above/ SAT – 1060 or above	
Praxis II Introduction to the Teaching of Reading (passing score) <i>or</i> Praxis II AYA Content Exam (passing score)	

**Course Requirements**

Course	Credit Hours	Semester Completed	Grade
<b>Ohio Reading Core – 12 hours:</b> <i>The following courses may have been completed as part of the initial license:</i>			
Educ 321, Foundations of Reading	3		
Educ 322, Principles of Phonics	3		
Educ 361, Diagnosis and Correction of Reading Difficulties	3		
Educ 360, Reading in the Content Area or Educ 362, Instructional Strategies in Early Literacy	3		
<b>Graduate Courses – 32 hours</b>			
Educ 641, Introduction to Mild/Moderate Learners	3		
Educ 642, Instructional Methods of Mild/Moderate Learners	3		
Educ 643, Assessment of Mild/Moderate Learners	3		
Educ 644, Classroom Management Strategies	3		
Educ 645, Child Psychological Disorders	3		
Educ 648, Disability and Special Education Law	3		
Educ 659, Assistive Technology for Students with Disabilities	3		
Educ 691, Field Experience I	1		
Educ 691, Field Experience II	1		
Educ 693, Internship	9		

## Marietta College Capstone Portfolio

At the conclusion of the teacher education program, candidates are required to submit a completed capstone portfolio for assessment. This portfolio consists of sections to assess the following areas:

- Content Knowledge
- Planning and Teaching
- Impact on Student Learning
- Professionalism

Candidates are urged to begin gathering portfolio artifacts during courses and experiences as early as the freshman year. The Marietta College Capstone Portfolio can be accessed within the Livetext system. Checks of portfolio progress will occur in some education classes and candidates will be required to provide proof that course assignments and other artifacts have been saved in the portfolio. The following document contains an outline of each section of the capstone portfolio and suggested artifacts to be included from designated courses and experiences.



# Capstone Portfolio Artifacts Guide

## Introduction

### Using the Portfolio Artifacts Guide

This guide is intended to provide suggestions for artifacts that can be gathered throughout the candidate's coursework in the teacher education program. Candidates should begin gathering and saving suggested artifacts as soon as possible by opening the Marietta College Capstone Portfolio template and creating their own portfolio document. Artifacts from courses should be attached, embedded or linked to the portfolio document. Prior to the student teaching semester, candidates should review artifacts that have been saved and determine what artifacts need to be gathered during the student teaching experience in order to demonstrate knowledge, skills, and dispositions.

## 1. Content Knowledge Assessment

### 1.A.: Knowledge of Subject Matter

Provide a copy (or link to) a graded paper or project in each discipline area you are preparing to teach. For each artifact, include a short explanation of how the content in this example relates to the content you will be teaching in your license area.

Educ 219; Picture Book Project; Award Winners Notebook

Educ 230: Integrated Unit; International Integration Project

Educ 305: Research Paper on Theorists and Child Development

Educ 361: Literacy Area Paper

Educ 416: Simulated Journal

Educ 420: Science Journal

Educ 453/463 - Novel Unit

Educ 454/464: Evidence Repository Assessment; Content Area Exams; Unit Plans

### 1.B: Academic Content Standards

Provide a link to a lesson or unit that demonstrates incorporation of the state academic content standards in your licensure area.

**Middle Childhood:** 2 content areas

**Early Childhood:** Reading/Language Arts, Mathematics, Science, and Social Studies.

Educ 321: Lesson Plans

Educ 360: Text Set Project; Content Area Reading Plan

Educ 416: Lesson Plans

Educ 419: Lesson Plans

Educ 420: Lesson Plans

Educ 453/463: Novel Unit; Lesson Plans

Educ 454/464: Lesson and Unit Plans; Social Studies Resources Portfolio

Educ 455/465: Lesson Plans

Educ 456/466: Lesson Plans

### 1.C: Classroom Application

Provide links to lessons you have created that demonstrate your knowledge of your subject area(s). For each link, provide an explanation of why you selected this particular lesson.

**AYA Language Arts:** All of the following areas need to be represented - literature; reading; oral communication; writing; media literacy

**AYA Social Studies:** All of the following themes need to be represented: culture and cultural diversity; time, continuity, and change (history); people, places, and environment (geography); individual development and identity (psychology); individuals, groups, and institutions (sociology); power, authority, and governance (government); production, distribution, and consumption (economics); science, technology, and society; global connections; civic ideals and practices

**Early Childhood:** Reading/Language Arts, Mathematics, Science, Social Studies, Integrated Arts

**Middle Childhood:** 2 content areas

Educ 305: Application of Theory Project  
Educ 321: Digital Story w/ Lessons; Family Literacy Night  
Educ 322: Phonics Activity Box  
Educ 360: Content Area Reading Unit  
Educ 362: Lesson Plans  
Educ 410: Reading Clinic Lesson Plans  
Educ 416: Lesson Plans  
Educ 419: Lesson Design; Unit Plan; Activity File  
Educ 420: Lesson Plans  
Educ 453/463: Lesson Plans; Poetry Writing; Grammar Mini-Lessons  
Educ 454/464: Unit Plan; Social Studies Resources  
Educ 455/465: Lesson Plans

### **Intervention Specialist Content Knowledge**

1.A: special education law:

Educ 348, Law: Evaluation of Court Documents and Papers

1.B: similarities and differences in human development and how exceptionalities can impact learning:

Educ 253: Differentiated Instruction

1.C: typical and atypical language development and appropriate ways to facilitate communication:

Educ 253: Speech/Language Therapist

Educ 348, Assistive Technology

1.D: community, family, and socioeconomic factors on academic performance, social abilities, and career options:

Educ 202

Educ 253

## **2. Planning and Teaching Assessment**

### **2.A.: Instructional Planning**

In this section, provide a link to a unit plan designed to cover a minimum of two weeks. (You may use the unit plan implemented in your teacher work sample)

**Intervention Specialist Candidates:** In this section provide a link to an IEP you have designed for a student.

Educ 362 - 5 day shared reading plan

Educ 416, 419 420 - lesson plans

Educ 430 - Integrated Unit

Educ 453 - Novel Unit

Student Teaching

### **2.B.: Instructional Strategies**

Use this section and add additional sections to provide visual examples (photos and video clips) of your ability to use a wide range of general teaching skills (eg. cooperative learning) and discipline specific instructional strategies (eg. inquiry lab, KWL lesson). Photos and video clips need to be accompanied by a brief explanation of the teaching strategy you are demonstrating.

Educ 111, 131, 141, 151 - photos, videos from field work

Educ 211, 231, 241, 251- photos, videos from field work

Educ 311, 331, 341 - photos, videos from field work

Educ 321 - digital story

Educ 362 - strategy demonstrations, tutoring

Educ 420 - science club photos, videos, experiment presentations

Educ 430, 453, 454, 544, 456- photos, videos from field work; class demo lessons

## **2.C: Classroom Management**

Provide your classroom management plan for clear and effective guidelines for student behavior. (Target: Include a reflection on the strengths and/or weaknesses of a classroom management plan that you have observed or used.)

Educ 11.131.141.151 - Analysis of field experience observed management plan  
Educ 240 Assignments  
Educ 455 - Classroom Management Plan, Analysis of field experience  
Student Teaching

## **2.D: Learning Environment and Safety**

Provide a drawing of an ideal teaching space for a classroom in your licensure area. Include an explanation of how each aspect of the classroom will contribute to a safe and effective learning environment and why this environment is developmentally appropriate for your students. AYA and Middle Childhood Science Candidates should include a link to written guidelines for lab safety. (Target: Include an explanation of how your classroom/lab design will accommodate students with disabilities.)

Educ 253 - Drawing of accessible classroom  
Educ 410 - photos of summer reading camp literacy environment  
Educ 420 - pictures of science club environment, safety guidelines  
Educ 456/466 - science lab safety guidelines

## **2.E.: Integration of Technology**

Provide evidence that you are able to plan effective learning experiences supported by technology. (lesson plans, teaching materials, examples of student work)

Educ 130 - technology portfolio, webquest  
Educ 219 - electronic scrapbook  
Educ 220 - video project, webquest  
Educ 253 - assistive technology  
Educ 321 - digital story  
Educ 416 - ePals  
Educ 420 - virtual dissection  
Educ 455/465 - lessons plans using graphing calculator, smartboard, manipulatives website

## **2.F: Technology and Professional Practice**

Provide evidence that you use technology to enhance productivity and professional practice. Provide a link to your professional webpage.

Educ 130 - technology portfolio  
Educ 230 - activity file  
Educ 422 - professional webpage  
Student Teaching - webpage, gradebook, web resources, parent communication

## **3. Teacher Work Sample**

### **Unit of Study**

Describe the concept or skills to be taught.

**This section should be completed during student teaching although the concepts of pre-assessment, accommodations for student diversity, ongoing formative assessment, post-assessment and analysis of student learning should be integrated into all methods coursework.**

#### **4. Teacher Professionalism Assessment**

##### **4.A: Professional Collaboration**

Provide evidence that you collaborated with professional colleagues within the school or other professional arenas in order to enhance student success.

Artifacts:

Evidence from meetings with colleagues to plan instruction or school events - eg. meeting notes, printed agendas, etc.

Middle Childhood - evidence of teaming/planning with other teachers; school advisory committees

Lesson or unit plans created collaboratively with another teacher or another student teacher.

Evidence of collaboration with other school personnel or community resource people - eg. correspondence, planning notes

Create a table to outline activities and individuals who collaborated in the planning and implementation

Photos or video clip of team teaching

Reflection: How did the collaboration enhance student learning?

Educ 202 - video

Educ 253 - group poster project

Educ 321 - Family Literacy Night planning

Educ 341, 342 - co-teaching plans, field experience

Educ 410 - summer reading camp team activities, field trips, guest readers

Educ 422 - iMovie

Educ 430 - integrated unit planning

Educ 455/465 - team meeting

##### **4.B: Home-School Collaboration**

Provide evidence that you are able to utilize a variety of techniques to establish collaborative relationships with parents and guardians and community members for the purpose of enhancing student success.

Artifacts:

Link to your class web page

Evidence of communication with parents/guardians - eg. phone conferences, parent conferences, home visits

Class newsletters

Parent TIP sheet

Photos and descriptions of your interaction with families during a special program (eg. family literacy night, PTO program)

Educ 11, 131, 141, 151 - parent letter

Educ 219 - challenged book letter

Educ 321 - parent letter, family literacy night

Educ 362 - assessment project

Educ 410 - TIP sheets, diagnostic report

Educ 420 - parent letters

Educ 422 - website information

Educ 454/464 - link to lesson plan that requires parent interaction, introduction letter for field experience

Educ 455/465 - letter to parents, open house, IEP meeting, parent conferences, PTO or math night

Student Teaching - parent conferences, class web page

##### **4.C: Resources for Lifelong Learning**

Provide evidence that you have an awareness of professional associations and resources available to enhance your knowledge of teaching and learning and school practices. Include

association names, links to their websites, an explanation of what the association/ resource site is, and how it is useful to you as a teaching professional.

- Educ 111, 131, 141, 151 - identification of professional associations
- Educ 202 - ODE website
- Educ 219 - ALA
- Educ 305 - NAEYC
- Educ 341 - CEC site
- Educ 416 - NCSS
- Educ 420 - NSTA. AAAS
- Educ 453/463 - websites
- Educ 455/465 - professional associations and websites
- Educ 456/466 - websites

#### **4.D: Involvement in School Community**

Provide evidence that you actively participated in planning and/or implementation of co-curricular and extracurricular activities for students and families that are part of the school and community environment. Include a self-evaluation of each activity.

Artifacts:

List of co-curricular/extra-curricular P-12 activities in which you have participated during your teacher education program (school programs, helping with sports teams, chaperoning dances, school carnivals, community activities for children, etc.)

Literacy Night

Family Nights

Photos or video clips

Printed programs

Thank you notes

- Educ 362 - assessment project
- Educ 419 - Math Club
- Educ 420 - Science Club, Olympiad
- Student Teaching - artifacts and pictures with explanations
- Leadership Students - time sheets; activities with children and families

#### **4.E: Ethical and Professional Standards**

Provide a link to ethical guidelines for teachers in your teaching area. (Target: Provide a description of a professional dilemma, which was analyzed or resolved using professional ethical standards.)

- Educ 110 - ethics assignment
- Educ 111, 131, 141, 151 - Ohio Professional Code of Conduct
- Educ 422 - article summary
- Field Experience and Student Teaching - reflections

#### **4.F: Critical Issues**

Include at least one artifact that provides evidence of your awareness of research and critical issues in teaching and school practice at your level.

- Educ 111, 131, 141, 151 - issues observed in field
- Educ 253 - poster and research paper
- Educ 321 - critical issues in reading
- Educ 422 - article summaries, iMovie
- Educ 455/465 - issue in mathematics

#### **4.G: Rapport with Students**

Provide evidence of your ability to establish rapport with students.

**Early Childhood:** Reflection or artifacts that describe how you build rapport with individual

students

**Middle Childhood:** Reflection or description of instances when you served as an advisor, mentor, or advocate for young adolescents

**AYA:** Description of how you build rapport with adolescents in your classroom or discussion of how you established rapport with challenging students.

**Intervention Specialist:** Reflection or artifacts that describe how you build and maintain rapport with diverse students.

Educ 305 - research paper/project

Educ 361 - interest inventory

Educ 361 - assessment project

Educ 410 - Day 1 icebreaker activity: pictures and reflection

Educ 430 - advising project

Student Teaching - supervisor feedback; photos with explanations, video clips