



Marietta College

Department of Education

Teach • Lead • Succeed

TEACHER EDUCATION HANDBOOK

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

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Teacher Education at Marietta College: A Conceptual Framework



Preparing Educators as Leaders for 21st 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 evidence-based 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 cultural and academic diversity, and differentiating instruction 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 teaching performance, student learning, and current issues in education.

Program Outcomes

As a Marietta College teacher education candidate, you will be expected to demonstrate knowledge, skills, and dispositions that focus on the learner and learning, content knowledge, instructional practice, and professional responsibility.

	INTASC Standard	MC
The Learner and Learning		
1. Learner Development: Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences	1	III
2. Learning Differences: Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2	III
3. Learning Environments: Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3	III
Content		
4. Content Knowledge: Understand the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4	II
5. Application of Content: Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	5	II
Instructional Practice		
6. Assessment: Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	6	I
7. Planning for Instruction: Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,	7	I

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.		
8. Instructional Strategies: Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways	8	I
Professional Responsibility		
9. Professional Learning and Ethical Practice: Engage in ongoing professional learning and use evidence to continually evaluate practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.	9	IV VI
10. Leadership and Collaboration: Take an active role on the instructional team and work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	10	V

Essential Dispositions for Marietta College Teacher Candidates

1. Demonstrates effective oral communication skills
2. Demonstrates effective written communication skills
3. Demonstrates professionalism/ Model professional dress, language, and demeanor in school settings
4. Demonstrates a positive and enthusiastic attitude
5. Demonstrates preparedness in teaching and learning
6. Exhibits an appreciation of and value for cultural and academic diversity
7. Collaborates effectively with stakeholders
8. Demonstrates self-regulated learner behaviors/takes initiative
9. Exhibits the social and emotional intelligence to promote personal and educational goals
10. Demonstrates responsible and ethical behavior
11. Appreciates the role of families in facilitating student learning
12. Demonstrates a willingness to seek ways to positively impact student learning, teaching, and the school improvement
13. Demonstrates interest in professional growth and learning

These dispositions are measured regularly in your field and all EDUC courses through the Educator Disposition Assessment. You must be at "meets expectations" on these dispositions in order to complete the program.

Ohio Standards for the Teaching Profession

As a teacher in Ohio, you will be expected to meet the following expectations:

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

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to efficiently teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.

- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
- Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teacher use resources effectively, including technology, to enhance student learning.

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

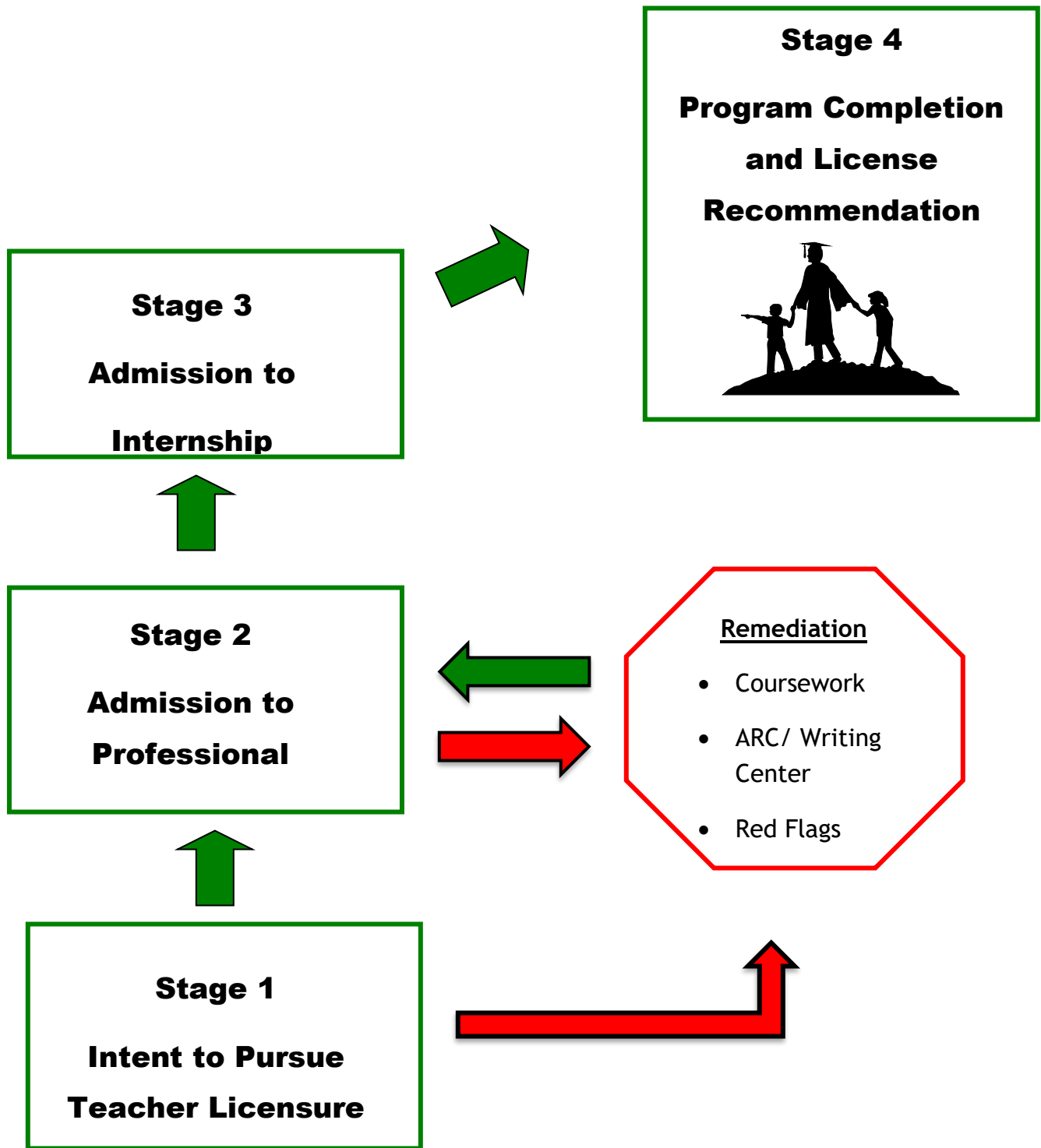
Standard 6: Teachers collaborate and communicate with students, parents other educators, administrator and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators, and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

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

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievements.

STEPS TO BECOMING A TEACHER AT MARIETTA COLLEGE



STAGE	REQUIREMENTS	DESCRIPTION
STAGE I- INTENT TO PURSUE LICENSURE	<ol style="list-style-type: none"> 1. Enroll in Education 120. 2. Complete Intent to Pursue Licensure online form 3. Grade of C or better in EDUC 120 is required for 200 level clinical experience placements and for registration in EDUC 253, Diverse Learners or EDUC 221, Foundations of Reading and its associated clinical experience. 	During this stage, candidates take 100 and 200 level education courses and other course requirements outside of education
STAGE II.- ADMISSION TO PROFESSIONAL EDUCATION	<ul style="list-style-type: none"> • Completion of 40-45 semester hours • Completion of Comm 203 and Writing 102 with grades of C or above • Overall cumulative G.P.A. of at least 3.0 • Education G.P.A. of at least 3.0 • Completion of all 100/200 level education courses with grades of C or better • Grade of Satisfactory in EDUC 131, 151, 171 and 231, 251, 271 • Acceptable Disposition Assessments (EDA) • Completion of OAE diagnostic assessments for all content exams (during EDUC 253) • Online Application to Professional Licensure Program 	During this stage, the candidate is permitted to take 300 and 400 level education courses

<p>STAGE III- ADMISSION TO THE INTERNSHIP SEMESTER</p>	<ul style="list-style-type: none"> ▪ Formal admission and good standing in the Professional Education Licensure Program ▪ Satisfactory performance in all clinical experiences ▪ Completion of all education courses with grades of C or better ▪ Overall G.P.A of at least 3.0 ▪ Education G.P.A. of at least 3.0 ▪ Passage of OAE content exam(s) ▪ Passage of OAE Foundations of Reading (if required; SEED, MCSED only) ▪ G.P.A of at least 2.67 for Content Knowledge courses ▪ Grade of C or better in Math 113 and Math 114 requirements for SEED ▪ Acceptable Disposition Assessments ▪ Submission of Application to Internship form 	<p>During this stage, the candidate completes a 14-week, supervised internship experience in the licensure area(s), completes the EDUC 440 capstone seminar, the edTPA, and the EDUC 452 course and multicultural clinical experience.</p>
<p>STAEGE IV- PROGRAM COMPLETION AND RECOMMEND ATION FOR OHIO RESIDENT EDUCATOR LICENSE</p>	<ul style="list-style-type: none"> ▪ Successful completion all courses required in the licensure program ▪ Completion of all education courses, including the capstone course, with grades of C or better ▪ Fulfillment of all requirements for a bachelor’s degree ▪ Overall G.P.A. of at least 3.0 ▪ Acceptable scores on the CFAST Assessment rubric in all mandatory areas (Receive an overall rating of at least 42 on the CFAST evaluation rubric, AND a minimum of “Meets Expectations” for the following criterion: A, C, D, E, G, I, J, K, L, P, 	<p>Candidates are classified as an education program completer and eligible to be hired in their license area and to enter the Ohio Teacher Residency. NOTE: We highly encourage all program completers to apply for their Ohio teaching license upon completion of the program in case the licensure bands change.</p> <p>The Early Childhood License will no longer be issued in Ohio after 2024. All Early Childhood Program Completers must apply</p>

	<p>Q, R, and U. No rows may be scored at Does Not Meet Expectations).</p> <ul style="list-style-type: none"> ▪ Passage of all exams required for the Ohio teaching license ▪ Passage of criminal background check ▪ Successful completion of Teacher Performance Assessment (edTPA) with a minimum score of 37 	<p>for their Early Childhood license no later than June 30, 2024.</p> <hr/>
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Remediation

Upon application to the Professional Licensure Program (Stage 2), Application to Internship (Stage 3), and prior to successful program completion, 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 clinical experiences when performance is unsatisfactory
- Referral to the Academic Resource Center for assistance in preparing for tutoring assistance in content coursework
- Individual assistance from college supervisors and cooperating teachers to improve on unacceptable performance in field or clinical/internship assignments
- Extended time in clinical or internship assignment to work on improving performance
- Remediation plan to address dispositions observed to be unacceptable
- Individual assistance from education faculty to address areas of licensure test performance

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

UN-COMPUTED SEMESTER

When considering a teacher candidate's overall grade point average for admission to the professional education program, the candidate may request that one semester be removed from calculation of the average. The candidate's request should state a compelling reason for this removal, such as health issues or coursework that was completed for a different major. If the appeal is granted by a majority vote of the education faculty, the semester will not be included in the candidate's overall grade point average.

Grades for required courses such as Writing 102 and Comm 203 cannot be waived. It is the candidate's responsibility to write a letter of appeal and send it to the Education Department Chair, who will inform the candidate of the department's decision.

PROVISIONAL PROGRAM ADMISSION

Upon the decision of the Education Department Chair, in consultation with education faculty, teacher candidates may be granted a provisional admission to the professional licensure program. This is typically granted if the candidate is close to meeting all admission requirements but may need an additional semester to meet a particular requirement. It is the candidate's responsibility to request provisional admission via a letter sent the Department Chair. This letter should outline the candidate's plan for meeting requirements for full admission. Provisional admission allows the candidate to enroll in 300/400 level education courses for **one semester only**. Provisional admission may not be extended for additional semesters. The candidate must meet requirements for full admission in order to continue to take 300/400 level courses.

IMPORTANT FORMS

Note to Candidates:

You are required to complete online forms throughout your teacher education program. The following forms need to be completed.

What?	When?
Intent to Pursue Licensure	<ul style="list-style-type: none"> • By the conclusion of Education 120 • Transfer Students: At the beginning of your first semester at Marietta
Application to Professional Licensure Program	<ul style="list-style-type: none"> • At the conclusion of the semester prior to enrolling in 300-level education classes • Failure to submit this application in a timely manner may result in exclusion from 300-level education classes
Application to Internship	<ul style="list-style-type: none"> • The final day of the spring semester preceding your internship year or the date published by the Director of Clinical Partnerships • Failure to submit this application by the deadline may result in delay of the internship

Links to Forms can be found on the Education Department website:

<https://www.marietta.edu/education-current-students>

ADMISSIONS POLICIES AND PROCEDURES

The following admissions procedures are in conformance with the Standards for the Teaching Profession adopted by the Ohio State Board of Education and standards for educator preparation programs adopted by the Council for Accreditation of Educator Preparation Programs (CAEP) and apply to all Marietta College approved teacher education programs and to all candidates seeking an Ohio teaching license. This includes students receiving their Baccalaureate Degree from Marietta College and those already holding degrees from an accredited college or university.

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: Intent to Pursue Licensure**
- **Stage 2: Application and Admission to the Professional Licensure Program**
- **Stage 3: Application and Admission to the Internship Semester**
- **Stage 4: Program Completion and Recommendation for the Ohio Resident Educator License**

Stage 1: INTENT TO PURSUE LICENSURE

When a teacher education candidate enrolls in the first education course, typically during the first or second semester at Marietta College, the candidate will be classified as pursuing a licensure program. During Education 120, 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.

Stage 2: APPLICATION AND ADMISSION INTO THE PROFESSIONAL EDUCATION PROGRAM

Upon completion of the following requirements and at least 40 hours of college credit, the candidate may apply for admission into the Professional Education Licensure Program. Program admission entitles the candidate to enroll in education courses numbered 300 level and above in order to complete course requirements for licensure. **All applications for admission to the professional licensure program will be reviewed following the final week of each semester and must be completed prior to that time. Late applications may jeopardize the candidate's ability to take upper level education courses.**

Successful candidates for professional licensure must complete the online Application to Professional Licensure form and meet the following requirements:

1. 3.0 cumulative grade point average (minimum) while enrolled at Marietta College
2. 3.0 average (minimum) in education courses at Marietta College
3. Completion of Writing 102 and Communications 203 with grades of "C" or better
4. Completion of initial clinical experiences with grades of satisfactory
5. Completion of all other required 100 and 200-level Education courses with a grade of "C" or better
6. Acceptable assessments of professional dispositions

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 education 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 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*. Students are encouraged to meet with an advisor and take advantage of remediation opportunities. Students should resubmit the Application to Licensure when the G.P.A is at the required level or when other criteria have been met.

Provisional Admission

Upon the decision of the Education Department Chair, in consultation with education faculty, teacher candidates may be granted a provisional admission to the professional licensure program. This is typically granted if the candidate is close to meeting all admission requirements but may need an additional semester to meet a particular requirement. It is the candidate's responsibility to request provisional admission via a letter sent the Department Chair. This letter should outline the candidate's plan for meeting requirements for full

admission. Provisional admission allows the candidate to enroll in 300/400 level education courses **for one semester only. Provisional admission may not be extended for additional semesters.** The candidate must meet requirements for full admission in order to continue to take 300/400 level courses.

PROGRAM PROBATION

Once admitted, if the candidate's grade point average falls below 3.0, 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 3.0, 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 to develop strategies for improving performance in courses.

Stage 3: APPLICATION AND ADMISSION TO THE INTERNSHIP SEMESTER

With the successful completion of all other required education coursework, the candidate is entitled to apply for admission to the internship semester. **This application and required license test scores must be submitted by the deadlines published by the Director of Clinical Partnerships. Failure to meet required submission dates may result in denial of admission.**

Requirements for Admission into the Internship Semester

1. Formal admission and good standing in the Professional Education Licensure Program
2. Satisfactory evaluations in all clinical work
3. Completion of all prerequisite courses in the candidate's licensure clinical experience
4. Minimum cumulative GPA of 3.0
5. Minimum G.P.A. of 2.67 in core content courses as designated on the Content Knowledge Audit assessment
6. Grade of C or better in Math 113 and Math 114 (Early Childhood majors only)
7. Minimum G.P.A. of 3.0 or higher in education courses
8. Passage of the required Ohio tests for licensure prior to the start of the internship. NOTE: Interns can appeal to begin their internship prior passing all of their OAE tests for licensure IF they have attempted each OAE exam a minimum of one time before the deadline (October 1st for spring interns, May 1st for fall interns). **Any intern who begins the internship without passing their OAE assessments will not be able to complete the internship until all OAE exams have been passed. As a result, you cannot graduate unless you have passed you OAE exams.**

9. Completed recommendation form from a faculty member in the candidate's licensure area(s) for AYA and Middle Childhood.
10. Satisfactory assessment of professional dispositions as measured by the Educator Disposition Assessment.

After the Application for Admission to the Internship Semester is completed and submitted to the Education Department, the application will be reviewed by the Department Chair and the Director of Clinical Partnerships to insure that all criteria for admission are met and that the candidate's record indicates a disposition for success in internship as evidenced by data in the student's permanent file. Provisional admittance may be given if there is insufficient data supplied for any of the admission criteria (e.g. grades for required courses are not yet on file or grades of incomplete exist on the student's transcript). Provisional 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, provisional admittance or denial of admission. [Full admission to internship is required prior to beginning the internship experience.](#)

Denial of Admission to Internship

Candidates denied admission to the Internship Semester may appeal this decision according to the criteria set forth in the *Marietta College Teacher Education Handbook*. Candidates are encouraged to meet with an advisor and take advantage of remediation. Candidates should resubmit the Application to Internship when criteria have been met.

Stage 4: RECOMMENDATION FOR OHIO RESIDENT EDUCATOR LICENSE

The application for initial licensure is completed online at the Ohio Department of Education website. During a capstone seminar meeting, an Education Department representative will explain the application process. Upon successful completion of the internship semester and completion of all other program requirements, the candidate becomes eligible for recommendation for the four-year Ohio Resident Educator license. The candidate's license application is approved by the Chair of the Education Department when the candidate has met all of the criteria listed below.

To be recommended for the Ohio Resident Educator license the candidates must :

1. Complete all courses required for the license
2. Fulfill all requirements for graduation from Marietta College or hold a bachelor's degree from another accredited four-year institution.

3. Earn a grade of C or higher in Education 440, Capstone.
4. Earn a minimum cumulative G.P.A of at least 3.0
5. Receive an overall rating of at least 42 on the CCAST evaluation rubric, AND a minimum of “Meets Expectations” for the following criterion: A, C, D, E, G, I, J, K, L, P, Q, R, and U. No rows may be scored at Does Not Meet Expectations.
6. Complete and submit the Teacher Performance Assessment and have scores posted. A minimum score of 37 is required in order for your edTPA score to be used as your assessment of professional knowledge requirement for licensure.
7. Successfully complete all examination(s) required for the license by the Ohio Department of Education (a graduation requirement)
8. Complete a fingerprint and background check
9. Establish a SAFE account and complete the Ohio online licensure application at <https://safe.ode.state.oh.us/portal>

ADDITIONAL POLICIES FOR ALL TEACHER EDUCATION CANDIDATES

Warning Flag 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 are described in the Educator Disposition Assessment, which will be completed in each Education course.

Marietta College Professional Dispositions	Examples of Warning Flag Behaviors
Demonstrates Effective Oral Communication Skills	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic
Demonstrates Effective Written Communication Skills	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes

Demonstrates professionalism	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a <i>group</i> member with no participation
. Demonstrates a positive and enthusiastic attitude	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
Demonstrates preparedness in teaching and learning	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed
Exhibits an appreciation of and value for cultural and academic diversity	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students <input type="checkbox"/> <i>Ethnic or racial slurs</i> voiced in class or in a <i>clinical setting</i> <input type="checkbox"/> <i>Unequal treatment</i> of culturally diverse students <input type="checkbox"/> <i>Negative attitude</i> demonstrated toward students whose backgrounds or abilities may be different than the candidate's
Collaborates effectively with stakeholders	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted
Exhibits the social and emotional intelligence to promote personal and educational goals/stability	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issue <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness
Responsible and ethical professional behavior	<input type="checkbox"/> A pattern of poor attendance in class and/or clinical experience <input type="checkbox"/> Repeated late assignments or failure to submit required work <input type="checkbox"/> Dishonesty or plagiarism <input type="checkbox"/> Unprofessional conduct at school sites documented by cooperating teachers or college supervisors
Professional dress and demeanor in school settings	<input type="checkbox"/> Inappropriate clothing worn to clinical experience site <input type="checkbox"/> Inappropriate interactions or relationships with staff, students, or families

Belief that all students can learn.	<input type="checkbox"/> Negative attitude about student potential demonstrated in the clinical experience or voiced to supervisor or cooperating teacher
Appreciation of the role of families in facilitating student learning	<input type="checkbox"/> Negative interaction with parents or guardians of student in a clinical setting
Willingness to try new methods and technologies	<input type="checkbox"/> Lack of response or negative response to suggestions from instructors, supervisors or cooperating teachers
Interest in professional growth	<input type="checkbox"/> Negative attitude toward learning displayed in class or clinical settings
Willingness to seek ways to positively impact student learning, teaching, and school improvement.	<input type="checkbox"/> Lack of initiative observed by course instructors or cooperating teachers

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 internship.

Background Check Requirement

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

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 license 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 clinical 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 clinical

experiences may result in the extension of the candidate’s program beyond the usual four-year time frame.

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 120, 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 submit an online “Intent to Pursue Licensure” form that will be placed in the student’s file. The date of this form will determine the candidate’s major program requirements. **If Ohio requirements for a teaching license are changed prior to the completion of the candidate’s program, the candidate may be required to meet these new requirements.**

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 provisionally admitted or denied admission to the program.

Any candidate denied admission has the right to appeal. A letter requesting admission or provisional admission should be sent to the Chair of the Education Department. This appeal letter, along with the candidate’s performance in class and in the clinical experience will be considered by the education faculty and will serve as a basis for the decision to provisionally admit the candidate for one semester. At the conclusion of the provisional semester, the candidate must qualify to be fully admitted to the professional licensure program.

4. 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.

5. 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 edTPA scores and performance on licensure tests. Neither the

Education Department nor Marietta College will provide scores to perspective employers or other interested persons without the written permission of the candidate.

AREAS OF LICENSURE – OHIO APPROVED PROGRAMS

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

Ohio License	Marietta College Major
Primary Education (Preschool – Grade 5; Age 3 – 11)	Special Education/Elementary Dual program
Intervention Specialist, Mild to Moderate (PK-5)	Special Education/Elementary Dual program
Middle Childhood Education (Grades 4 – 9) <ul style="list-style-type: none"> ▪ Language Arts/ Social Studies (Humanities track) ▪ Math/Science (STEM track) 	Middle Childhood Special Education Dual program (STEM or Humanities track)
Intervention Specialist, Mild to Moderate (4-9)	Middle Childhood Special Education Dual program (STEM or Humanities track)
Adolescent Young Adult (Grades 7 – 12) Biology/Life Science	Biology or Biochemmistry
Adolescent Young Adult (Grades 7-12) Chemistry	Chemistry or Biochemistry
Adolescent Young Adult (Grades 7-12) Physics	Applied Physics
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
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STATE TESTING AND APPLICATION FOR LICENSURE

Teacher candidates in the State of Ohio must receive passing scores on the Ohio Assessment for Educators test in the following areas:

- a test of curriculum content or specialization (Specialty Area Tests) **in each area of the license**
- Foundations of Reading – test of knowledge of teaching reading (required for SEED and MCSED majors only)

Teacher candidates must also pass the edTPA performance assessment with a score of 37 or better (out of a possible 60) in order to receive their license. If they do not receive a passing score on the edTPA they may discuss testing alternatives that are currently available with the Education Department Chair.

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 internship semester. Exams are offered via computer at multiple testing 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.oh.nesinc.com to access information on test registration and to obtain additional information about the tests.

Upon successful completion of all the required test(s), as well as all other criteria listed in the “Recommendation for Licensure” section, the application for the Ohio Resident Educator license will be approved by the Department Chair or licensure designee.

Questions about registering for the licensure tests and completing the license application process should be addressed to the Director of Clinical Partnerships or the Chair of the Education Department.

On the following 2 pages you will find a list of the required Ohio Assessment for Educators Tests currently required for a license at this time (Fall 2021). Required tests are determined by the Ohio Department of Education in consultation with the Ohio Department of Higher Education, and dictated by any changes in legislation. Therefore, they are subject to change. Any changes to testing requirements will be communicated to students.

<u>Teaching License</u>	<u>Required Ohio Assessment for Educators Tests</u>
Primary (PreK-5)	<ul style="list-style-type: none"> ▪ edTPA Literacy or Assessment of Professional Knowledge: Primary ▪ Foundations of Reading <p><i>NOTE: The content knowledge assessment for the Primary license has not been determined at the start of the 2019-20 academic year. We will update this information as it becomes available.</i></p>
Middle Childhood Language Arts <i>NOTE: Middle Childhood licenses require licensure in 2 content areas.</i>	<ul style="list-style-type: none"> ▪ edTPA in one of your content areas or Assessment of Professional Knowledge: Middle Childhood ▪ Foundations of Reading ▪ Middle Grades English Language Arts
Middle Childhood Mathematics <i>NOTE: Middle Childhood licenses require licensure in 2 content areas.</i>	<ul style="list-style-type: none"> ▪ edTPA in one of your content areas or Assessment of Professional Knowledge: Middle Childhood ▪ Foundations of Reading ▪ Middle Grades Mathematics
Middle Childhood Science <i>NOTE: Middle Childhood licenses require licensure in 2 content areas.</i>	<ul style="list-style-type: none"> ▪ edTPA in one of your content areas or Assessment of Professional Knowledge: Middle Childhood ▪ Foundations of Reading ▪ Middle Grades Science
Middle Childhood Social Studies <i>NOTE: Middle Childhood licenses require licensure in 2 content areas.</i>	<ul style="list-style-type: none"> ▪ edTPA in one of your content areas or Assessment of Professional Knowledge: Middle Childhood ▪ Foundations of Reading ▪ Middle Grades Social Studies
Intervention Specialist, Mild/Moderate Needs (pK-5 for SEED, 4-9 for MCSED)	<ul style="list-style-type: none"> ▪ edTPA in one of your content areas or Assessment of Professional Knowledge: Multi-Age ▪ Special Education ▪ Foundations of Reading
AYA Biology	<ul style="list-style-type: none"> ▪ edTPA in your content area or Assessment of Professional Knowledge: Adolescent to Young Adult ▪ Biology Content Exam
AYA Biology/Chemistry	<ul style="list-style-type: none"> ▪ edTPA in your content area or Assessment of Professional Knowledge: Adolescent to Young Adult ▪ Biology Content Exam

	<ul style="list-style-type: none"> ▪ Chemistry Content Exam
AYA Physical Sciences: Physics	<ul style="list-style-type: none"> ▪ edTPA in your content area or Assessment of Professional Knowledge: Adolescent to Young Adult ▪ Physics Content Exam
<u>Teaching License</u>	<u>Required Ohio Assessment for Educators Tests</u>
AYA Integrated Language Arts	<ul style="list-style-type: none"> ▪ edTPA in your content area or Assessment of Professional Knowledge: Adolescent to Young Adult ▪ English Language Arts Content Exam
AYA Mathematics	<ul style="list-style-type: none"> ▪ edTPA in your content area or Assessment of Professional Knowledge: Adolescent to Young Adult ▪ Mathematics Content Exam
AYA Integrated Social Studies	<ul style="list-style-type: none"> ▪ edTPA in your content area or Assessment of Professional Knowledge: Adolescent to Young Adult ▪ Integrated Social Studies Content Exam

CLINICAL EXPERIENCES

One of the most important components of the teacher education program is field and clinical experience. These experiences give the teacher candidate an opportunity to learn by working with students at the appropriate grade and subject levels. Clinical experiences are integrated into courses required for the teaching license and begin as early as the first year. The clinical internship takes place during the final year and includes a full semester of full-time teaching following a semester of clinical practice associated with methods courses.

A. CLINICAL EXPERIENCES BY COURSE

Experience	Associated Course	Program	Hours
Education 151	Education 120 Principles of Education	Adolescent/Young Adult	30
Education 171	Education 120 Principles of Education	SEED	30
Education 191	Education 120 Principles of Education	MCSED	30
Education 204	Education 204 Universal Design for Learning I	SEED, MCSED, AYA	15
Education 272	Education 221 Foundations of Reading	SEED	10
Education 292	Education 221 Foundations of Reading	MCSED	10
Education 251	Education 253 Diverse Learners	Adolescent/Young Adult	30
Education 271	Education 253 Diverse Learners	SEED	30
Education 291	Education 253 Diverse Learners	MCSED	30
Education 254	Education 254 Transitional Planning	MCSED	30
Education 255	Education 255 Early Childhood Transition Seminar	SEED	30
Education 371*	Education 322* Phonics	SEED	20
Education 391*	Education 322* Phonics	MCSED	20
Education 323*	Education 323* General Methods	Adolescent/Young Adult	30
Education 350*	Education 350* Assessment	SEED MCSED Adolescent/Young Adult	10
Education 361*	Education 361* Diagnosis and Correction of Reading	SEED MCSED	10
Education 430*	Education 430* Middle School Concepts	MCSED	30
Education 450*	Education 450* Curriculum & Instruction 4/5	SEED	50
Education 452*	Education 452* Culture and Gender Issues	SEED MCSED	40

		Middle Childhood Adolescent/Young Adult	
Education 453*	Education 453* Special Methods - Language Arts	Adolescent/Young Adult	30
Education 454*	Education 454* Special Methods - Social Studies	Adolescent/Young Adult	30
Education 455*	Education 455* Special Methods – Mathematics	Adolescent/Young Adult	30
Education 456*	Education 456* Special Methods - Science	Adolescent/Young Adult	30
Education 463*	Education 463* Middle Childhood Methods – Language Arts	MCSED Middle Childhood	30
Education 464*	Education 464* Middle Childhood Methods – Social Studies	MCSED Middle Childhood	30
Education 465*	Education 465* Middle Childhood Methods – Mathematics	MCSED Middle Childhood	30
Education 466*	Education 466* Middle Childhood Methods – Science	MCSED Middle Childhood	30
Education 490*	Education 490 Practicum I	SEED	120

B. CLINICAL EXPERIENCE POLICIES

Placement of Teacher Education Candidates for Clinical Experience

Every attempt is made to place candidates in settings that will enable them to fulfill course objectives and required activities. During the teacher education program, candidates should have a variety of experiences that allow them to gain experiences working with diverse students in a variety of settings.

At the beginning of the semester, the Director of Clinical Partnerships obtains scheduling information from each candidate and attempts to schedule the candidate to be in the classroom at the times, which are beneficial for the candidate, the cooperating teacher, and the students. In collaboration with the Director of Clinical Partnerships, the school principal makes the final assignment of candidates. The cooperating teacher is provided with information about the clinical experience candidate and expectations for the course in which the candidate is enrolled.

Clinical Experience Attendance and Grading

This class is designated as a **clinical course**. A clinical course is one where the teacher candidate is working in the field with P-12 students. Material covered in the course is observed, reinforced, or applied in the field setting. Because of the relationship between the field work and the course material, it is important for students to be successful in both areas in order to pass the class. Satisfactory completion of the field experience portion of this course is dependent upon successfully completing the field specific assignments listed below, demonstrating professional dispositions in the classroom and in interactions with the mentor teacher and supervising instructor, regular and reliable attendance and punctuality, and following notification procedures outlined for excused absences. Unexcused absences for field experience are unacceptable, and will likely result in an unsatisfactory field experience grade.

Requirements for Selection of Cooperating and Mentor Teachers

Cooperating and mentor teachers should be fully licensed in the teaching area and have prior experience teaching the subject and level where the candidate is placed. Cooperating and mentor teachers should be willing to allow the candidate to complete required activities whenever possible. Activities checklists for each clinical experience are provided for both the candidate and the cooperating teacher.

Scheduling

Clinical experience candidates are expected to arrive at the school on the date and time indicated when the placement is made. Clinical experience candidates are expected to contact their cooperating teachers immediately upon being notified of their clinical experience placements. Clinical experience candidates are also expected start their placements immediately.

Transportation

Transportation to and from the clinical experience placement is the responsibility of the clinical experience candidate. Transportation needs will not be considered when placements are made and placements will not be changed due to transportation issues.

Dress Code

Marietta College's Education Department respects that your clothing reflects your personality. In return, we require that teacher candidates respect the school communities that we work with by dressing appropriately for a K-12 educational environment.

- Professional attire is required on a daily basis. Your teachers have a job. You do not.
- Spirit wear (shirts that represent your school site and/or Marietta College) may be worn on days that your mentors are doing so, typically Fridays. Jeans are permitted when wearing spirit wear as well.
- Shorts of any length are not permitted at any time.
- Visible tattoos must be appropriate for a school and workplace.
- Open-toed shoes are permissible, but be aware of your setting and whether they may be a safety concern.
- Clothing or accessories may not state, imply, or depict hate speech/imagery or in any way target groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

Note: The above dress code is modeled on dress code requirements in Roanoke Schools, VA and requirements laid out by Title VII of the Civil Rights Act

Professional Expectations for Candidates

- Candidates are expected to conduct themselves in a professional manner at all times while completing their clinical experiences. The following guidelines for behavior should be observed:
 - Candidates should maintain a professional relationship with students. It is inappropriate for the candidates to engage in personal or social relationships with students including social media
 - Candidates should be aware of school policies and are expected to follow them.
 - Candidates should be punctual and attend all scheduled sessions. If an absence is necessary, the candidate should notify the school, the cooperating teacher, and the course instructor. . If a candidate is unable to attend a scheduled session a phone call should be made as early in the day as possible to inform the cooperating teacher. Unexcused absences should not be tolerated. All absences must be made up.
 - Information about individual students is confidential and should not be shared outside of the clinical setting.
 - Candidates need to ensure that they are physically, emotionally, and mentally fit to work with teachers and students in a school setting.

Problems with candidate professionalism will not be tolerated. The cooperating teacher will fill out the Points of Professional Concern form and return it to the Department of Education as soon as a problem is indicated. Problems are also reflected on the Professional Disposition form and the Clinical Experience Evaluation form.

Candidates who do not exhibit professional behavior will be removed from the clinical placement.

Any candidate removed from a clinical placement will not be given a new placement.

THE INTERNSHIP SEMESTER

Internship Fee and Additional Costs

During the internship semester, the intern is assessed an internship fee. This fee is billed at the beginning of the semester along with the tuition charges for the semester. The internship fee is used to help offset expenses for internship including mileage reimbursement paid to supervisors, adjustment to faculty course loads to insure the 16 to 1 candidate-supervisor ratio, and payment to school districts for

mentor teachers. Information about the amount of the internship 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 and the Director of Clinical Partnerships.**
- **Ohio License Application Fee – Applicants for the Ohio resident educator license must pay an application fee. The current fee associated with this is available from the Education Department secretary and online at the Ohio Department of Education website.**
- **[Ohio Assessment for Educators Exams-Please see the section on your OAE requirements to verify which you will need to take.](#) Most candidates have to take multiple OAE assessments in order to be fully licensed. Some courses may require you to take an OAE exams as part of their coursework, in which case there will be a course fee that you pay (which can you use your financial aid) that will be used to pay for one test attempt.**

Calendar

Interns are required to complete a minimum of 14 weeks teaching in the area of licensure.

Interns will follow the calendar of the school district during the internship semester. When this school district calendar differs from the Marietta College calendar, interns will be required to remain in the classroom during the college vacation. In such cases, interns 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.

Internship Attendance Policy

Interns are required to attend all scheduled days and need to arrive and leave school at the times designated for teachers. Participation in parent conferences or school functions may require after-school or evening attendance. Absences due to school cancellations for weather or other circumstances do not need to be made up. The following policy applies to approved absences:

- Up to 3 days may be missed for approved co-curricular or athletic participation or job interviews. Leaving school for athletic practices does not constitute an approved absence.
- Leaving school in excess of one hour early constitutes a missed day.
- All missed days must be made up immediately following the end of the internship semester.
- Absences need to be approved in advance by the mentor teacher and college supervisor.
- Detailed lesson plans and all necessary materials for the lessons must be submitted to the mentor teacher prior to the excused absence.
- Excused absences will only be granted if internship performance has been satisfactory.
- Absences during the edTPA learning segment are not permitted.

Policy on Co-Curricular Participation During the Internship

This policy applies only to education interns who are participating in athletic and other college sanctioned co-curricular events during the fulltime internship semester. The following rules apply to these interns:

- Participation on an athletic team or in a college sanctioned co-curricular activity needs to be declared at the time the teacher candidate submits the application for internship. Note: The Education Department cannot guarantee that the fulltime internship placement will be with the same mentor teacher or in a partnership school if the teacher or principal does not agree to allowing the intern to be excused for athletic/co-curricular participation.
- A schedule of athletic competitions or dates for co-curricular events needs to be provided to the Director of Clinical Partnerships, the college supervisor and the mentor teacher at the beginning of the semester. The mentor teacher and college supervisor need to be notified of make-up times for athletic competitions at least 24 hours in advance.
- When the intern needs to leave prior to the end of the school day for an athletic competition or co-curricular event, the intern is required to take an entire day off from the internship placement. This day must be made up following the conclusion of the scheduled internship experience.
- If the intern is planning to miss the week of the college's spring break to travel with an athletic team, the intern needs to return to campus a week early in January to begin the internship experience.
- The intern needs to be aware of the edTPA submission deadline and ensure that the edTPA teaching segment is completed if there are planned absences. The edTPA teaching segment cannot be interrupted by absences so the intern needs to plan accordingly.
- The grade for the internship will not be submitted until all make-up days are completed.
- Approval of the teaching license application cannot occur until the internship grade is submitted.

School Policy

Each clinical school site has its own policy concerning rules and regulations. It is the responsibility of the intern to consult the faculty handbook and the clinical mentor teacher early in the semester concerning these policies. Interns are required to follow the policies of the cooperating schools.

Professional Conduct

It is important that interns 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. Interns who engage in inappropriate professional conduct will be removed from the internship placement.

Placement of Interns

To insure proper supervision, all interns are placed in an elementary, middle, or senior high school in the Washington/Wood County area. A trained college supervisor works with the cooperating teacher to ensure that the intern has a successful experience. College supervisors observe and meet with interns at least once a week. Clinical mentor teachers and college supervisors are trained in the use of assessment criteria in order to insure performance is accurately and fairly evaluated and appropriate feedback is shared with the intern.

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

Evaluation

Midpoint Evaluation

At the midpoint of the internship semester and at the conclusion of the internship period, both the mentor teacher and the college supervisor will complete the CPAST evaluation rubric (the Candidate Preservice Assessment of Student Teaching) and the Educator Disposition Assessment (EDA) that will become a part of the candidate's permanent file. In all cases, the college supervisor will consult with the mentor teacher in determining the final grade for internship. College policy requires that the college supervisor be responsible for assigning the final grade in internship. To be eligible for recommendation for a teaching license, interns must receive a grade of "S" in internship. This grade is based on acceptable ratings in all rubric areas.

If areas of the midterm evaluation are unacceptable, the college supervisor and mentor teacher should work with the candidate to develop an improvement plan.

Final Evaluation

Candidate Preservice Assessment of Student Teaching

Teacher candidates must receive a minimum of "Meets Expectations" on the CPAST for the following criterion: A, C, D, E, G, I, J, K, L, P, Q, R, and U.

Teacher candidates who receive ratings of Does Not Meet Expectations on their final CPAST consensus evaluation will receive in a grade of unsatisfactory for the internship course and the candidate will not be eligible for a teaching license.

Educator Disposition Assessment

Teacher candidates must be at "meets expectations" on the dispositions measured on the Educator Disposition Assessment in order to complete the program.

Teacher candidates who receive ratings of Does Not Meet Expectations on their final EDA consensus evaluation will receive in a grade of unsatisfactory for the internship course and the candidate will not be eligible for a teaching license.

Unsatisfactory Evaluations

If any area of the final evaluation is unsatisfactory at the conclusion of the internship semester, the college supervisor will meet with the Education Department Chair and one of the following options will be implemented:

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

In cases where unsatisfactory performance leads to a request from the school to remove the intern from the placement, the intern is required to withdraw from internship and is not automatically entitled to a new internship placement.

Candidates who are denied licensure by the Education Department may appeal by using the steps described in the *Marietta College Teacher Education Handbook*.

TEACHING LICENSES

When all requirements for licensure are completed and the final grades are published by the registrar, the Education Department approves the candidate's online application to the State of Ohio Department of Education.

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. Requires the license holder to complete the state-required residency assessment

PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)

- a. Requires successful completion of the Ohio Residency Program or a minimum number of years teaching outside the state of Ohio

SENIOR PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)

- a. Requires the candidate to hold at least a master's 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.

Program Audit Sheets

The most current program audit sheets can be found on the Records Office website ([CLICK HERE](#)). These can also be found in the course catalog. Remember that your course catalog for your year of matriculation dictates your graduation requirements.

The following degree programs are available:

- Special Education/Elementary Dual License Program
- Middle Childhood Special Education Dual License Program, grades 4-9 in Language Arts/Social Studies
- Middle Childhood Special Education Dual License Program, grades 4-9 in Science/Math

AYA, or high school (grades 7-12) licensure is considered a secondary concentration. You will be majoring in the field indicated, so you will need to access the appropriate degree audit for that field as well as the requirements for the secondary concentration. For example, if I plan to teach high school Biology, I would need to follow the audit sheet for the Biology degree from the year I came in as well as what the requirements are for the secondary concentrations.

- AYA Biology, grades 7-12
- AYA Biology/Chemistry, grades 7-12
- AYA Physics, grades 7-12
- AYA Integrated Language Arts, grades 7-12
- AYA Mathematics, grades 7-12
- AYA Integrated Social Studies, grades 7-12
- Educational Studies **NOTE: This is not a licensure program**

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.