



Educator Preparation

*Educational Stewards for
Constructive Social Change*

Undergraduate Teacher Education Handbook for Licensure 2024-2025

Program Requirements
and Expectations

Prepared by the
Wittenberg University Education Department

Wittenberg University

Educational Stewards for Constructive Social Change

Wittenberg's Education Department strives to integrate moral responsibility, social consciousness, and vocational commitment into the lives of educators in such a way that their character, competence, and community involvement establish them as stewards for constructive social change.

Wittenberg University does not discriminate on the basis of gender, race, religion, color, creed, disability, sexual orientation, national origin, veteran status, ancestry, or age.



Teacher Licensure Program Accredited by CAEP.
The program is also approved by the Ohio Department of Higher Education.

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AREAS OF TEACHER LICENSURE OFFERED THROUGH WITTENBERG UNIVERSITY

Licenses Requiring a Major in Education

Primary (P-5)

Intervention Specialist: Mild / Moderate Educational Needs (K-12)

Licenses Requiring a Major in the Teaching Field and a Minor in Education

Adolescence to Young Adult Licensure (7-12)

Integrated Language Arts (English major)

Integrated Mathematics (Math major)

Integrated Social Studies (History/Integrated Social Studies major)

Integrated Science (Environmental Science major)

Life Science (Biology major)

Physical Sciences: Chemistry (Chemistry major)

Physical Sciences: Physics (Physics major)

Multi-Age Licensure (P-12)

German

Spanish

Visual Art

Licensure in Music P-12 requires a Bachelor of Music Education major (BME); students interested in obtaining this licensure should consult the Music Department

Licenses Requiring Graduate Level Coursework

Principal (PK-6, 4-9, & 5-12)

Endorsements

Reading (K-12): Available at the graduate level

Note: Advising sheets specifying coursework requirements for the above-listed teaching licenses are available in the Education Department offices and on the department website: www.wittenberg.edu/academics/education

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Wittenberg University

Education Department

Organizations & Advisory Groups

Wittenberg University Student Education Association (WUSEA)

Faculty Advisor: **Dr. Layla Besson**

President: TBA

Kappa Delta Pi — Alpha Epsilon Mu Chapter

National Education Honor Society

Faculty Advisor: **Courtney Burchett**

President: TBA

Student Advisory Board

Convener: **Dr. Sally Brannan**

2024-2025 Members:

Dylan Bledsoe

Carter Bluvol

McKenna Clark

Baily Drews

Trace Ford

Ziciah Gibson

Shelby Grim

Lauren Miller

Lexie Minard

Claire Patton

Lauren Rose

Sarah Tagg

Teacher Education Advisory Board

Convener: **Dr. Sally Brannan**

Chapter 1

THE TEACHER EDUCATION PROGRAM & PROCEDURES

Welcome to the Education Department at Wittenberg. Your interest in becoming a teacher is very important to us, and we are committed to providing you with a wealth of experiences and challenges that will support your confidence and competence as you prepare to become a professional educator.

Purpose of this Publication

This publication is intended to help you understand the various steps in becoming a licensed teacher. We hope the information contained here will make those steps clear. But if you have any questions about what you read here, please contact any one of the education faculty or staff for additional help.

The Teacher Education Program at Wittenberg University is designed for teacher candidates to meet the licensure requirements for teaching in the State of Ohio. Our program is both State-approved and nationally accredited. The information contained in this publication represents the official and current policies and procedures for teacher licensure. However, you need to know that this publication and the program advising sheets for the respective areas of licensure are revised at various times to reflect any changes in program requirements. For this reason, you are expected to meet with your Education Department advisor each semester to keep informed of any changes in program requirements. Also, you can check the Education Department's website for the most current information about courses, program requirements, and teacher education policies and procedures.



Note: This handbook and the policies within are not applicable to students who have declared a Major or Minor in Educational Studies or are seeking a Major or Minor in Education without licensure.

Programs of Licensure Offered

Upon graduation from Wittenberg, candidates who have successfully completed the teacher education requirements are eligible to receive an Ohio Resident Educator License. Licensure is always based on a major field of study. Students who major in Education may earn licensure in Primary (P-5) and/or Intervention Specialist: Mild-Moderate Needs (K-12). Students majoring in areas other than Education may seek licensure in secondary education (7-12) areas such as life sciences or mathematics or P-12 areas like art, and foreign languages as teaching fields. (See page 4 for the full listing of licensure areas offered through Wittenberg.)

Mission of the Teacher Education Program

At Wittenberg University, we recognize that teaching is a moral enterprise. This moral purpose grows out of the University's mission to teach students "to discover their calling and to lead

personal, professional and civic lives of creativity, service, compassion and integrity." It is upon that foundation that Wittenberg's Education Department has developed its own theme and mission statement for the Teacher Education Program.

Program Theme: Educational Stewards for Constructive Social Change

Program Mission Statement: Wittenberg's Education Department strives to integrate moral responsibility, social consciousness, and vocational commitment into the lives of educators in such a way that their character, competence, and community involvement establish them as stewards for constructive social change.

This program theme and mission statement place teachers in the role of change agents in the educational enterprise — active decision makers in and beyond the classroom. In focusing on leadership for constructive social change, we emphasize that Wittenberg expects its teacher education candidates to understand that teaching has a social purpose—not only do teachers work to help students make a better life for themselves but also actively work to make the conditions of school, community, and society better places to live, learn, and work.

Performance Outcomes

The Wittenberg Teacher Education Program seeks to address three dimensions of candidate development. The first dimension entails the capacities for professional **competence** as it pertains to content knowledge, pedagogy, and curriculum development. The second dimension, **community**, relates to the candidate's care in providing for classrooms, the community at large and issues of advocacy and collaboration. The third-dimension deals with **character**, described in terms of personal character, professional character, and service to the community. These three dimensions of candidate development provide the organizing structure for the performance outcomes we hold for all candidates in our undergraduate program. For a list of the performance outcomes required of all Teacher Education candidates, see Appendix A at the end of this publication.

Assessment of Candidate Performance

Each semester, the Education Department reviews assessment information and makes decisions about candidates' admission, continuation in the program, permission to student teach, and/or recommendation for licensure. Decisions about status in the program are communicated to candidates by course instructors, advisors and/or the Department Chair. Assessment involves evaluating information about a candidate's GPA, as well as grades in education courses, courses in the teaching field being pursued, and professional dispositions. The Education Department consults with other academic departments regarding candidate content knowledge for secondary teaching fields.

Assessment also includes analyzing information about candidate performance on the performance outcomes listed in [Appendix A](#). While any instructor can provide feedback on any performance outcome, instructors also focus on the particular outcomes most in accord with their course objectives. Students can consult the particular course syllabus to see how

activities, course assessments and program outcomes are aligned. Additionally, candidates receive a rating on the Educator Disposition Assessment by each instructor they have each semester. Disposition ratings also provide information regarding a candidate's inherent qualities of character, temperament, and constitution. Candidates should receive Educator Disposition Assessment ratings by their instructor at the end of each education course ([Appendix E](#)).

Declaration of a Major

Students pursuing a major in Education are encouraged to declare their major by the end of spring semester of their first year. The benefit of declaring a major is that the candidate will be assigned a faculty advisor in the Education Department and will more likely receive advising that assures proper course selection concerning education-related career planning.

Declaration of a Minor

Students majoring in a field other than education who wish to pursue licensure to teach should declare a minor in Education. Not all majors at Wittenberg can be paired with a minor in Education. See page 4 of this Handbook for a listing of majors that can be paired with a minor in Education. Students pursuing an Education minor should begin Education coursework no later than first semester of the sophomore year to assure timely completion of program requirements. Students should fill out a declaration of minor form as soon as they decide on their intention to pursue a teaching license.

Licensure in Music P-12 requires a Bachelor of Music Education major (BME); students interested in obtaining this licensure should inform the Music Department early in their program.

Advising

Because program requirements are extensive for obtaining licensure to teach, it is important that candidates (majors and minors) meet with their Education Department advisors as soon as possible to plan a tentative four-year schedule of courses. This four-year plan should be completed as soon as possible to assure that program requirements are appropriately scheduled within the four years of undergraduate study.

Program advising sheets which specify the required coursework for each area of licensure are available online, from the main offices of the Education Department, or outside the 2nd Floor Conference room in Blair Hall.

For advice about how best to accomplish your program in a timely manner, see [Appendices C, D, and H](#) at the end of this publication for suggested timelines and a decision flowchart for the various licensure areas.

Professional Development Requirement

Admitted Licensure students (Education majors and minors) must attend four (4) professional development events prior to graduation. It is helpful to attend one professional development

session each semester after being admitted to the Teacher Education Program. Multiple professional development events are sponsored each year by the Education Department. Students are encouraged to attend these events. Relevant options outside the Education Department (i.e., other departments, K-12 school districts, etc.) are acceptable as well. If you attend an event not sponsored by the Education Department, you need to bring evidence of attendance and have your Education Advisor sign the Professional Development Qualifying Event Form. This form can be obtained from the Education Department office (119 Blair). Once completed, this form should be turned into the Coordinator of Teacher Candidate Support in 119 Blair.

For events sponsored by the Education Department, students should be sure to sign in on the sheet provided at departmental events to receive credit for Education Department sponsored activities. The Coordinator of Teacher Candidate Support will be notified of your attendance.

Students who fail to complete the required number of professional development opportunities will be ineligible for Departmental awards or Departmental Honors.

Background Checks (FBI & BCI) & Pre-Service Teaching Permits

Students in Education Department courses must attend and gain experiences in various educational settings by completing field placements in area schools to enhance their knowledge of public and private schooling. To accommodate both district and State requirements of public safety, students will be required to have a background check performed through the Federal Bureau of Investigation (FBI) and the Ohio Bureau of Investigations (BCI) and apply for and obtain a state-issued Pre-Service Teaching Permit (PSTP).

Beginning in the Fall of 2024, new legislation from the state obligates any individual enrolled in a course which is part of an Educator Preparation Program AND who will be in a PK-12 classroom as part of that course, to obtain a Pre-Service Teaching Permit. To obtain this permit, an FBI and BCI background check must be on file with the State of Ohio. Students should obtain their FBI and BCI background check at the Wittenberg Police Department in the Recitation Annex.

After the background check is completed, students should apply for the Pre-Service Teaching Permit. Currently (2024-2025 school year), the state is issuing permits which are good for three years. It is anticipated that in the fall of 2025, students will also have the option of applying for a one-year permit. Therefore, incoming first-year students can expect to apply for both a three-year and one-year Pre-Service Teaching Permit during their 4 years at Wittenberg.

If a student continuously holds a Pre-Service Teaching Permit while enrolled at Wittenberg, the FBI and BCI background checks will only need to be completed once. If a student's Pre-Service Teaching Permit expires or lapses, the FBI and BCI background checks will need to be re-issued.

The Director of Field Placement will provide instructions for how to conduct the FBI and BCI background checks and how to apply for and obtain a Pre-Service Teaching Permit.

Criteria & Procedures for Admission to the Teacher Education Program

Admission to the Teacher Education Program is selective. All applicants who wish to complete licensure requirements must apply for and be admitted to the program. To be considered for admission, applicants must:

1. Have a cumulative GPA of at least 2.50 at the time of application,
2. Demonstrate writing proficiency by earning a grade of C- or higher in at least four (4) credits of LO #2 (Writing Core Competency) coursework in the *Connections Curriculum* taken at Wittenberg or passing ENGL 101 (or its equivalent) with a C- or higher.
3. Demonstrate mathematics competency by earning a grade of C- or higher in Mathematics 118 (education majors) or by earning a grade of C- or higher in a four-credit course that fulfills the *Connections Curriculum* LO #4 requirement, (education minors) or by passing a course designated with the "Q" general education requirement.
4. Earn grades of C- or higher in EDUC 103 or 104, 105, 120, 203, 253, (for students pursuing P-3 or P-5 licensure); the previously mentioned courses and EDUC 213 (for students pursuing Intervention Specialist); and EDUC 103 or 104, 105, 120, 213 (for students pursuing Adolescent-Young Adult and/or Multi-Age);
5. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the nine performance outcomes assessed in the Education Disposition Assessment in education coursework.

Students may apply for admission during the semester they are completing the last prerequisite coursework. **Applications for admission are due in the Education Department office (119 Blair) by September 15, February 15 and August 5 and are acted upon by the Department soon thereafter.**

Many times, this admission is contingent upon successful completion of coursework from the semester when application is made. Candidates will receive notice when they are contingently approved for admission **and** when their admission becomes official (usually at the end of the semester). Prior to admission to the Teacher Education Program, applicants may NOT enroll in 300-level education courses. Candidates may register for 300-level courses when contingently admitted but may need to adjust their course schedule if they are denied official admission. Applicants denied admission may reapply once, provided the circumstances contributing to the initial denial have been addressed. Applicants denied a second time are not permitted to reapply.

Student Learning and Licensure by Watermark

Student Learning and Licensure (SLL) by Watermark provides cloud-based software and supporting services to plan and manage assessment processes and demonstrate both student learning achievement and institutional effectiveness for continuous improvement and accreditation. Upon admission to the Education Program, students will be charged \$180 for a SLL account; an SLL account is required for program coursework after admission. Students will be able to create personal web-based portfolios showcasing college work and professional

development using SLL. Further details about acquiring an account will be provided by the department. Should a student drop the program, the fee for SLL is non-refundable, as it is a third-party software.

Criteria & Procedures for Continuation in the Teacher Education Program

Students admitted to the Teacher Education Program who are making satisfactory progress in the program shall be permitted to continue until they have completed all requirements. To continue in the Program, candidates must:

1. Earn at least a C- in all Education courses and those in related areas and make progress in attaining a GPA of 2.75 in Education coursework prior to student teaching.
2. Maintain a cumulative GPA of at least 2.50.
3. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the Performance Outcomes and Educator Disposition Assessment ratings assessed in the Education program. (See Appendices A & E)

Faculty review – each semester the Education Department reviews the status of candidates in the program. If the review indicates a need for remedial action or termination from the program, specific reasons for the decision are provided and, if appropriate, options for remediation are suggested. The decision is communicated to the candidate in writing, and the candidate is encouraged to meet with their Education Department advisor or the Education Department Chair to discuss the decision and any plans for remediation or career redirection. Additionally, the student and/or their advisor may choose to construct a "Teacher Candidate Success Plan" (see Appendix G). This procedure will allow students and the faculty to agree on measurable objectives that will help students succeed in targeted areas where there may be concerns or where candidates are particularly focusing on their growth.

Criteria and Procedures for Permission to Student Teach

Only applicants who have been admitted to the Teacher Education Program may be approved to student teach. According to its mission and goals, the Education Department considers each candidate's ability to take on the challenge and honor of serving students in our schools. To make decisions on who is ready to student teach, we use the following criteria.

All candidates must:

1. Complete 100% of all required licensure and content courses offered prior to the student teaching term and receive the approval of the Education Department. Minors must also receive the endorsement of the major Department. *Note: Candidates should consult Department advising sheets for a full listing of all required education methods and content courses.*
2. Complete all program licensure courses with at least a grade of C- and with an Education GPA of at least 2.75.
3. Attain a cumulative GPA of at least 2.50 prior to student teaching.
4. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the Performance Outcomes for the Teacher Education Program and Educator Disposition Assessment ratings.

5. Have valid background clearance checks and Pre-Service Teaching Permit on with the Director of Field Placement. (See *Background Checks (FBI & BCI) & Pre-Service Teaching Permits* in this publication.)

Adolescent Young Adult and Multi-Age Candidates must also:

- Have a GPA of 2.50 in the teaching field and a grade of C- or above for each course in the teaching field. The teaching field includes all courses in the student's major plus subject content courses required for licensure.
- Have recommendation of the candidate's major department affirming a competent level of preparation in the teaching field according to the approved Ohio Academic Content Standards.

The suggested semester for student teaching is during spring semester of their senior year. Candidates must enroll in a Student Teaching Seminar (EDUC 496).

Since student teaching is a full-time load, no other coursework may be scheduled during the weeks of student teaching unless permission is granted by the Director of Field Experience and Outreach or the Department Chair. In planning for spring break, candidates must follow the calendar of the school system in which they are assigned to student teach and plan their spring break in line with the school's vacation schedule. Student teachers are not to miss their student teaching placement during Wittenberg's Spring break. Travel to and from the student teaching site is the responsibility of the candidate.

Criteria and Procedures for Recommendation for Licensure

To be recommended for licensure, candidates must have met all program requirements listed for their respective area of licensure (see respective program advising sheets), must have satisfactorily completed the required student teaching experience, earned a C- or higher in EDUC 496, have earned a bachelor's degree, must have passed all state-required licensure examinations, as well as having valid background clearance checks and a Pre-Service Teaching Permit.

Passing student teaching requires that the candidate has successfully met expectations in all seven domains reported on the final Candidate Preservice Assessment of Student Teaching (CPAST) evaluation. The seven domains are planning, instruction, assessment, analysis of teaching, professional commitment and behaviors, professional relationships, and critical thinking and reflective practice.

The domains encompass the performance outcomes established by Wittenberg's Education Department as essential for all candidates to demonstrate. The university supervisor makes the determination of the candidate's final performance ratings in consultation with the cooperating teacher and Director of Field Placement and Outreach.

edTPA

Student teaching is the culminating experience for all of the department's licensure programs. As part of this experience, candidates also register for EDUC 496, Student Teaching Seminar. One requirement for Student Teaching Seminar is to complete and submit the edTPA (Teacher Performance Assessment). The edTPA score will be factored into the overall EDUC 496 course grade and a C- or higher must be earned in EDUC 496 to be recommended for licensure.

Ohio Department of Education Required Tests

Candidates must successfully pass state-required examinations in order to be recommended for licensure. The State of Ohio requires the Ohio Assessments for Educators (OAE) series of tests offered by Pearson that measure levels of professional knowledge (e.g. general teaching techniques, educational issues, and the use of student knowledge in planning and teaching), curriculum content and teaching techniques for specific licensure areas (e.g. intervention specialist, social studies, early childhood, middle childhood mathematics, etc.), and reading instruction (e.g. for P-5, and Intervention Specialist candidates). Foreign language licensure also requires a successful score on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) administered by Language Testing International (LCI), under the direction of the American Council on the Teaching of Foreign Languages (ACTFL). These candidates should see the Languages Department for more information.

While passing the licensure examinations is required for recommendation for licensure, it is not a program requirement for graduation. Candidates who do not meet the minimum score established by the State of Ohio for purposes of licensure may still graduate. Candidates may retake the examinations an unlimited number of times. Several administrations of the examinations are offered each year. Information about licensure examinations is made available to teacher candidates during the spring semester of their junior year. The examinations are typically completed during the senior year.

Policy for Transfer and Adult Non-traditional Students

Transfer and adult non-traditional candidates must meet the university and teacher licensure requirements that are in effect when they enter the university. University policy states that at least one half (50%) of a candidate's program of study in the major be completed at Wittenberg. As a general policy, all Education methods courses should be taken at Wittenberg.

Courses intended to meet general education requirements require the approval of the Registrar and courses intended to meet requirements that satisfy departmental majors require the approval of the respective Department Chair.

Appeals Procedure

An appeals procedure is established for candidates seeking exceptions to Education Department policies or decisions. (See also Chapter 3 for appeals to policies and decisions regarding student teaching.) Candidates should submit a written petition and supporting documentation stating the cause for the appeal using the petition form established by the department ([Appendix B](#)).

The Education Department will notify the student in writing regarding the approval or denial of the petition.

Suggestion / Recommendation / Complaint Procedure

When students wish to provide a suggestion or file a formal complaint concerning the Teacher Education Program, we recommend the following:

- Discuss the matter first with the person most involved. Direct communication many times will resolve an issue and more quickly help secure the desired changes. It may help to put the suggestion in writing and share it before the meeting. Quick e-mail communications are not recommended because they may hide tone and emphasis.
- Discuss the matter with your Education advisor. They might be able to provide a context and suggest how best to direct your concern(s).
- Discuss the matter with a member of the Student Advisory Board. This can be a good option, especially when the issue or suggestion affects and might help other students. Advisory Board members meet regularly with the Department Chair. Check the Education Department webpage for Advisory Board members.
- Compose a letter to the Chair of the Education Department and request a meeting.
- Act with due promptness and thoughtful consideration.

The Education Department appreciates comments and suggestions from teacher candidates because it helps improve teaching and learning for all. It models active involvement for a supportive environment expected of all education professionals.

Chapter 2 LICENSURE PROCEDURES & REQUIREMENTS

Licensure to teach indicates the holder has displayed the knowledge, skills and dispositions identified by the Wittenberg Teacher Education Program and by the State of Ohio as requisite for effective teaching. Holding a teaching license means that teachers are competent and can be entrusted to act in a professional manner with the students they teach, the colleagues with whom they work, and the communities in which they live and serve.

Candidates **MUST** attend a scheduled meeting Fall Semester of their senior year to receive materials and instructions for applying for licensure. Additional information will be provided during the candidate's student teaching term. Questions should be referred to the Director of Assessment and Licensure.

Ohio Teacher Licensure

The authority to license teachers is a responsibility entrusted to the State of Ohio. When candidates graduate from Wittenberg University's state-approved Teacher Education Program, they are eligible to earn an initial Ohio (Resident Educator) License. This license is effective July 1 of the year of graduation and is valid for 4 years. Should candidates complete their studies at the end of Fall Semester, they may request that licenses be backdated to July 1 so they can teach on the license the remainder of the school year.

Students are required to have valid state and federal background clearance checks (Ohio BCI and FBI) and a Pre-Service Teaching Permit in effect at the time of application for license. These reports must be initiated prior to the student teaching term and are valid for one year from the date of the initial check. Candidates are provided with information about the acquisition of these reports at the beginning of their final year.

Upgrading their initial license (called Resident Educator) to a Professional license in Ohio requires an individual to successfully complete the Resident Educator Program during employment with a school district. The Resident Educator Program includes instructional mentoring from a trained mentor and a system of formative assessments occurring over a multi-year time span. The mentor and superintendent will then approve the Resident Educator's application for a Professional license, completing the transition to a 5-year Professional license.

Procedure for Applying for Ohio Licensure

Application for the Ohio Resident Educator License is generally made when all requirements have been met (i.e., a bachelor's degree earned, all state-required tests passed, successful completion of student teaching, C- or above in all required program and major courses, and GPA requirements for major, minor, and Education). A meeting for seniors is scheduled early each Fall Semester for purposes of explaining procedures for applying for teacher licenses.

All candidates who complete requirements for teacher licensure are encouraged to apply for that license immediately upon graduation, even if they are not sure they will pursue a teaching position. Delay in applying for teaching licensure may result in additional coursework if licensure requirements change after candidates graduate.

Procedure for Applying for Teacher Licensure from Other States

Teacher Education graduates who plan to seek a teaching position in a state other than Ohio must first apply for and receive Ohio's license, then apply to the Department of Education in the sought-after state. If the state has a reciprocity arrangement with Ohio, a teaching license will likely be issued after the appropriate paperwork is completed. If the state does not have reciprocity arrangements, the teacher's transcripts may be reviewed to see if any additional coursework or requirements need to be met to satisfy licensure in that state.

Students who are interested in seeking teaching positions outside Ohio should:

1. Apply for an Ohio teaching license. (Application for another state's license is based on holding a valid teaching license in the state you receive teacher training.)
2. Go online to review requirements for the state in which licensure is being sought. Follow instructions for application, which may include a form for teacher program verification. If this form is required, inform the Wittenberg's Director of Assessment and Licensure for completion of verification paperwork.
3. States may require different competency tests and/or different passing scores than those required in Ohio. Students should plan to take these tests ***after*** they have completed the appropriate tests for Ohio if they will be seeking licensure in another state.

It is the candidate's responsibility to check online resources and be aware of any additional requirements for licensure in states in which they intend to teach. Reciprocity and licensure policies are subject to change and final determination of eligibility is determined by the state at the time of application.

Interstate Reciprocity / NASDTEC Agreement

NASDTEC is the National Association of State Directors of Teacher Education and Certification, and it represents professional standards boards, commissions, and state departments of education in all 50 states, the District of Columbia, the Department of Defense Education Activity, the U.S. Territories, Alberta, British Columbia, and Ontario that are responsible for the preparation, licensure, and discipline of educational personnel.

The Interstate Committee facilitates the mobility of educators across the country by administering the Interstate Contract. Acceptance of the Interstate Contract agreement means that the "receiving" state will issue an authorization allowing the inbound certificate holder to legally teach or provide service in the receiving state, provided the license issued by the "sending" state is acceptable under the agreement. This authorization may be limited in time and may state additional requirements before the educator can teach or practice at the end of the authorization period. For more information, visit the NASDTEC website: www.nasdtec.net

Chapter 3

FIELD EXPERIENCE AND STUDENT TEACHING

Field Experience Prior to Student Teaching

Prior to student teaching, all teacher education candidates participate in extensive field-based experiences in which they have opportunities to apply the knowledge and skills gained from education courses taken. Field experiences are tied to individual courses and begin early in the program. They continue as an integral part of our education programs. The meaningful opportunities for applying and testing newly acquired learning is extremely valuable in bridging the gap between theory and practice.

To accommodate both district and state requirements of public safety, candidates are required to have a background clearance check performed through the Ohio Bureau of Investigation and Identification (BCI&I). The results of the check will be kept in department files as documentation for admission to schools. Candidates will be given directions about cost and how best to obtain the necessary documentation at the beginning of each semester. Once the clearance report is obtained, it may be good (at the discretion of each school district) until the candidate begins their senior year, at which time they will need to update the documentation as a requirement for licensure and obtain an FBI check.

Placement of candidates in field experiences is arranged collaboratively with partner schools. Over the course of the field experience placements, candidates will have exposure to students at different grade levels and from diverse backgrounds and abilities. It is the responsibility of the student to obtain reliable transportation to and from field experiences. If obtaining reliable transportation is an issue, you must inform your course instructor by the end of the first week so modifications can be explored. Adjustments to this policy will be handled on a case-by case basis with the Director of Field Placement and Outreach and the Department Chair.

Field Experience Conduct Policy

Students are expected to always present themselves in a professional manner when working in a school setting, as students not only represent themselves as pre-service teachers, but also the entire Wittenberg community. The conduct of pre-service teachers from Wittenberg should encourage learning by minimizing distractions and creating a safe and respectful environment. Below are the expectations set by the Education Department to which all students must abide. This is not an all-inclusive list but should serve to guide students in appropriate conduct and dress. Specific questions should be directed to the student's university supervisor, course instructor, director of field placement, or the chair of the department. Any student who is in violation of these expectations will face consequences which could ultimately result in removal from the program.

Language:

- No profanity or vulgar language – your language (spoken, written, symbolic, and/or on clothing) should be “G” rated at all times
- Both the language used, and content of conversations should be professional at all times, even in situations where other teachers’ speech is not (e.g. in the teachers’ lounge).
- Always assume students can hear you.

Dress Code:

- Body piercings other than earrings, and one nose stud, may not be visible. Only clear retainers may be used to maintain the piercing while the jewelry is out so as to make the piercing less noticeable.
- No clothing that shows parts of the body that could be considered inappropriate in a school setting when standing or bending over (e.g. chest, midriff, back, rear-end)
- No shirts which expose the entire back
- No jeans of any color unless it is a designated jean day at the school and even then, no ripped jeans
- Skirts must be at or below the knee and shorts should be worn under them
- No see-through clothing
- No inappropriate images or text on clothing or personal belongings (computer, water bottle, backpack, etc.)

Tattoos:

- Tattoos that may be perceived as offensive must be covered, including profanity, depiction of violence or defamation.

Substances:

- Students are to be free from the influence of alcohol, recreational drugs, or misused prescription drugs when entering the school and when interacting with students, teachers, staff, and families.

Attendance:

- No unexcused absences in the field
- Absences from placements will be reported in advance, and if not possible, immediately after, to minimize disruption to the assigned classroom
- All absences require documentation
- Students should be in their classroom, prepared, and ready to go by the time they are supposed to be there.

Cell Phones:

- Students may have cell phones at placement but are not to access email, text messaging, social media or call features while in the school setting.

The consequences outlined below are at the discretion of the Education Department Faculty and Staff as offenses range in severity. NOTE: In egregious cases – regardless of the number of warnings - the student could be removed from the program.

Consequences:

- Below are potential consequences for violating the policies listed above. The consequences will range in severity based on the offense and number of violations across all courses collectively (this is not course specific).
- Sent home from placement
- Write an apology letter to the principal and cooperating teacher
- Low rating in dispositions
- Lower grade in course
- Removal from placement
- Reported to the Dean of Students (which could lead to disciplinary action from the university)
- Automatic failure of the course; could also result in removal from the program

Student Teaching

The student teaching experience is the culminating experience for Teacher Education candidates. During the required period of student teaching, the candidate has the opportunity to assume all major teaching responsibilities on a full-time basis. The Ohio Department of Higher Education (ODHE) has required teacher preparation institutions to assess teacher candidate impact on student learning using a valid and reliable instrument. The Wittenberg University Education Department has chosen to have their teacher candidates evaluated using the Teacher Performance Assessment, referred to as edTPA, and the Candidate Preservice Assessment of Student Teaching (CPAST). Information is provided to candidates early in the student teaching semester. Student teaching generally earns 10 credits. Travel to and from the student teaching site is the responsibility of the student teacher.

Application for permission to student teach must be made in the spring semester of the junior year. Applications for student teaching are distributed to junior candidates at an annual spring meeting or picked up from the Director of Field Placement and Outreach. Criteria for permission to student teach are cited in Chapter 1 of this handbook.

All education methods courses offered must be completed prior to full-time student teaching and must be passed with a grade of C- or higher. Refer to program advising sheets for methods courses required for each teaching field.

General Policies for the Placement of Teacher Candidates

As a general policy, candidates seeking licensure to teach from Wittenberg University must student teach under the direct instruction and supervision of the Wittenberg Education Department in the Springfield/Clark County regional area. Typically, teacher candidates will not be placed in a district from which they have graduated. Placements also will not be made in districts in which the teacher candidate has school age children or extended family members enrolled or employed. Placing teacher candidates in easily accessible schools allows the Education Department maximum opportunity to meet the following responsibilities:

1. Provide teacher candidates a coherent total program of teacher preparation in which courses and clinical / field experiences are consistent with and related to each other.
2. Provide teacher candidates a university supervisor who knows the program well enough to extend, focus, or otherwise supplement what is learned in other education courses.
3. Provide a student teaching placement congruent with the candidate's needs, interests, and qualifications.
4. Cultivate placements in the schools by working with cooperating teachers, developing in them an understanding of the total Wittenberg program of pre-service teacher education and an awareness of how they can be a part of it.
5. Participate in ongoing evaluation and development of the Teacher Education Program by having department members in regular contact with the concerns of the schools, which provide placements for Wittenberg candidates.
6. Allow entry into the teaching profession of only those pre-service teachers whom it knows to be truly competent, as assessed through a series of direct contacts in all courses but particularly in student teaching.
7. Support the university supervisor who must act as interpreter and implementer of the overall program.
8. Maintain accountability to the State of Ohio for implementing and maintaining the program of teacher education, characterized by planned field experiences under the direct supervision of the Education Department, which the State has approved.

Policy for Placement of Student Teachers in International or Other-Distance Settings

On a limited basis, Wittenberg's Education Department encourages student teaching in international and/or other-distance settings. Interested candidates should consult with their Education department advisor and the Director of Field Placement and Outreach.

The following placement criteria are based on the premise that teaching in an international setting requires an additional amount of professional and personal competence beyond that customarily required in the traditional student teaching experience. The following criteria have been established with the goal of assuring that candidates selected for student teaching in international settings display strong professional competence and personal maturity.

Candidates will demonstrate evidence of global and regional understanding by completing:

1. Foreign language at the 112 level of competence;

2. Research, course study or travel to indicate awareness of other cultures, societies, and histories.

Candidates will demonstrate evidence of professional and personal competence through the following:

1. Completion of the same course requirements and procedures as specified for approval for on-campus student teaching;
2. GPA of 3.0 in methods courses and 2.75 in all university work; and,
3. Approval by the Education Department and recommendation by the candidate's major department for those candidates whose teaching field is a major other than education.

NOTE: Approval for placement does not guarantee that a student teaching experience can be arranged. Final placement arrangements are contingent on the approval of the host school and availability of placement sites.

Procedures for Requesting an Exception to Student Teaching Placement Policies

Candidates wishing to seek an exception to the policies for placement of student teachers must submit a written petition (*see **Petition Form /Appendix B***) that includes the following:

1. Reasons why an exception is being requested.
2. A description of the alternative placement desired.
3. A statement setting forth how the Education Department might fulfill its responsibilities (see General Policies section in this chapter) for the proposed alternative.

The petition should be prepared and submitted to the Director of Field Placement and Outreach prior to or at the time that applications for permission to student teach are due (i.e. semester preceding the academic year in which the candidate plans to student teach.)

The Education Department will notify the candidate in writing regarding the approval or denial of the petition.

Substitute Teaching Policy

As of Fall 2024, the State of Ohio requires all students who are enrolled in an education course and placed in a K-12 school building to obtain a Pre-Service Teaching Permit. This permit also enables teacher candidates to substitute teach, if they so choose. Accordingly, the Wittenberg Education Department has set forth the following policies for student teachers and other teacher candidates.

Student Teachers as Intermittent Substitute Teachers

Teacher Candidates in EDUC 495 (the student teaching placement) may be employed as a substitute teacher by the P-12 school district to which they are assigned during student teaching under the following conditions:

Student Teachers as Full-Time Substitute Teachers

The initial request for a student teacher to also serve as a full-time substitute teacher of record must be initiated by the building principal and sent to the Director of Field Placement. In this request, the principal will identify a mentor teacher for the student teacher.

Responsibilities for the mentor teacher include:

- initiating regular meetings multiple times weekly to coach the student teacher,
- conducting formal observations and review of lesson plans a minimum of 6 times during the semester, and
- meeting with the student teacher and University Supervisor at mid-term and at the end of the semester to conduct an evaluative conference.

In addition, the district would ensure the student teacher would be in a single classroom during the duration of the student teaching placement.

Student teachers who are amenable to serving in this capacity should file a petition to the Education Department. The student must be in good standing in the Education program, in part demonstrated by the evaluations from previous cooperating teachers and instructors, and the absence of any dispositions rated below a 2 in 300-400 level courses. All decisions relating to student readiness for employment by a school district as a full-time substitute teacher during the student teaching semester will be determined by the Education Department.

As with other student teaching placements, Wittenberg will provide a university supervisor to supervise the student 8 times throughout the semester (on average every other week).

Other Teacher Candidates

With the current statewide shortage of substitute teachers, choosing to substitute teach can be a valuable service to our partner districts. If students choose to do so, the time they spend substitute teaching will be separate from any field experience hours required by a course. In other words, students may not count hours they are paid to substitute teach toward a course requirement. Good time management should be exercised by the student to ensure Wittenberg coursework is the priority.

Chapter 4

TEACHER LICENSURE AND JOB SEARCH SERVICES

Wittenberg's Director of Assessment and Licensure approves applications for licensure. The Career Services Office serves as a resource for resume assistance, job postings and other job search tools.

Credentials

Credential files are maintained electronically for all teacher candidates. Candidates' credential files are established during their senior year. Credentials consist of:

1. Final evaluations of student teaching completed by the university supervisor in consultation with the cooperating teacher;
2. Reference letters submitted by as part of the final student teaching assessment by the university supervisor and cooperating teacher (if available)
3. Unofficial copy of final transcript
4. Licensure test scores

Listing of Vacancies

As part of its service, the Education Department makes available correspondence received from school districts indicating vacancies. Job postings are distributed by way of e-mail. The Career Services Office offers access to a job posting board and other job search resources.

Interviews

The Director of Field Placement and Outreach in collaboration with the Wittenberg University Career Services Office makes arrangements for school systems, when appropriate, to visit Wittenberg to interview teacher candidates, usually during the Spring semester.

Resumes

Career Services provides assistance to candidates to help them prepare effective resumes and cover letters. Sample resumes and cover letters are made available for candidates' use in the Career Services office.

Access to Credential File and Other Student Records

Any letters of recommendation or reference written for admission to graduate school, employment, or other purposes (after January 1, 1975) are available for inspection by the candidate concerned unless the candidate has signed a waiver to inspect such records. Access to placement files and other candidate records are governed by the Family Educational Rights and Privacy Act of 1974. (See [Appendix F](#) for a more detailed description of the Act.)

Policy on Sending Credentials

Candidate credential files will be sent to the school districts, at no charge to the candidate, when school districts contact us to request the file. There is no limit and no charge for sending files electronically. (Be sure to indicate that your credential file is available from us and provide

the following contact information: (educ-mail@wittenberg.edu). Credential files will not be sent to prospective employers until the evaluations for student teaching have been entered into the file.

Chapter 5

DEPARTMENT ORGANIZATIONS, AWARDS, AND RESOURCES

WUSEA

The Wittenberg University Student Education Association (WUSEA) is an organization whose goal is to foster relationships between education majors/minors as well as with the faculty and staff through building relationships with the community, engaging in professional development, and participating in community service. WUSEA's membership is open to current or prospective education majors and minors. Current officers are listed in the front of this publication.

WUSEA takes part in several events throughout the year. These include:

1. Taking part in community service events.
2. Holding professional development events such as student teacher forums and first year experience forums.
3. Building relationships with the campus and the department by increasing university awareness of the club (for example, the Scholastic Book Fair).

Kappa Delta Pi — Alpha Epsilon Mu Chapter (Education Honorary)

The Education Department is committed to producing the finest teachers possible for the nation's youth. We feel responsible, furthermore, for identifying those pre-service teachers who possess unusually strong affective and intellectual characteristics, which are desirable in teachers. The faculty commits itself to interact with such students to promote their development in a manner more personalized and intense than is possible through regular course structures.

This international education honor society consists of students who apply and meet the requirements for membership. Students majoring or minoring in education are eligible for membership if they have earned a GPA of 3.40 or higher in education courses and an overall GPA of 3.25. Membership recruitment occurs during each year. Students must complete an application and provide a list of extracurricular activities. Applicants must also have completed 36 semester hours and be enrolled in or have completed all education entry-level courses. In addition, they need to have exhibited qualities of leadership, commitment to teaching, critical analysis, etc. that distinguish them as scholars and potential leaders. Application materials are considered by current members through a blind review process. Current officers are listed in the front of this publication.

Student Advisory Board

Because the quality of their Teacher Education Program at Wittenberg will determine, to a large degree, the success of their teaching careers, students have a legitimate right to be involved in decisions affecting their professional training. Therefore, an Advisory Board composed of students pursuing licensure in the Teacher Education Program was established in 1968.

The purposes of the Advisory Board are:

1. To have voice and vote in curriculum and policy decisions of the Department.

2. To communicate the concerns of teacher candidates to the Department.
3. To provide a communication link between faculty and teacher candidates.
4. To help the Education Department strengthen the Teacher Education Program.

The Advisory Board shall consist of junior and senior elementary and secondary education students distributed as follows:

1. One delegate representing the Wittenberg University Education Association (WUSEA), if available.
2. One delegate representing the Kappa Delta Pi — Alpha Epsilon Mu Chapter (formerly known as Education Honorary).
3. Three student delegates appointed by the faculty of the Education Department.
4. Three seniors and three juniors elected from a list of interested applicants by junior and senior teacher education students. One senior and one junior of these six delegates must be secondary majors.

The Board members shall be elected in the spring of each school year and serve for one academic year. Meetings of the Board are held multiple times each semester and are open to all students. Students are notified in early spring that if they are interested in serving, to contact the Education Department main office.

Barbara Steel Kane Memorial Award

The Barbara Steel Kane Memorial Award was established in 1979 in memory of Barbara Steel Kane, a 1978 Wittenberg graduate who majored in Elementary Education and Psychology and who died in September 1978 in an airplane crash.

This monetary award is given annually to a graduating Education major and minor who have demonstrated excellence in the Teacher Education Program and service to the teaching profession. Eligible for nomination is any senior who:

1. will graduate in May of the award year;
2. at the time of graduation will have completed a major or minor in Education;
3. has a cumulative GPA of at least 3.50 at the conclusion of Fall semester of the award year;
4. has actively participated in at least one of the following organizations: WUSEA, Student Advisory Board, or Kappa Delta Pi — Alpha Epsilon Mu Chapter (Education Honorary).

Award nominations will be accepted from the Education Department faculty and from Education majors or minors. The winner will be announced at Wittenberg University's Honors Convocation, held each Spring semester, and the recipient's name will be added to a plaque displayed in the Department.

The Virginia Lucas Silver Apple Award

The Wittenberg University Student Education Association (WUSEA) sponsors an award to honor a junior Education major or minor who displays the following qualities, modeled by Emeriti faculty member, Virginia Lucas.

1. is enthusiastic about teaching
2. is involved at Wittenberg within and outside of the Education Department
3. builds rapport easily
4. has a great sense of humor
5. is hardworking and productive
6. is service-oriented

Selection of the recipient of the Silver Apple Award will be made by a committee of WUSEA members, their advisor, and education faculty. The Silver Apple Award is announced at Wittenberg University's Honors Convocation held Spring semester each year.

The Claudia and Charles Cornett Creative Teaching Scholarship

The Claudia E. and Charles F. Cornett Creative Teaching Merit Scholarship was established in their honor to provide tuition assistance to deserving students who are:

1. An undergraduate of rising junior or rising senior class standing;
2. Majoring or minoring within the Department of Education and seeking teaching licensure;
3. In possession of a minimum 3.00 cumulative grade point average (or its equivalent).

The candidates should, first and foremost, have a history of exhibiting creative behaviors and philosophies such as the following: embraces challenges, seeks out and values divergent viewpoints, open to novel solutions, willing to take risks, persistent and resilient during problem solving, playful with words, images, and ideas, nimble at devising unusual connections, and demonstrates empathy for others. Information about application for this scholarship will be shared each spring semester to eligible candidates.

Departmental Honors in Education

The Departmental Honors Program in Education is intended to provide qualified students who are majoring or minoring in Education or Educational Studies with an opportunity for in-depth, focused scholarship. Students may qualify for and complete the criteria for Departmental Honors whether or not they are members of the University Honors Program. Students who are completing both university honors and departmental honors must fulfill the requirements for each. Upon completing the Education Department's requirements, "Departmental Honors in Education" will be recorded on the student's official university transcript.

Criteria for Applying for Departmental Honors

Application for Departmental Honors in Education will be reviewed based on the following criteria:

1. Overall GPA of at least 3.50
2. Education Department GPA of at least 3.50

3. Demonstration of professional attributes of self-discipline, integrity, initiative, and commitment
4. Admission to the Teacher Education Program or a declared Educational Studies Major or Minor
5. Completion of an approved honors thesis or project

Procedures for Selecting and Working with an Honors Committee

In general, a student pursuing Education Department Honors should adhere to the following timeline to establish the Honors Committee:

1. **Junior year, first semester:** The student consults with their Education Department advisor about completing an honors thesis or project and a possible departmental chair for the student's Honors Committee (i.e., Honors Committee Chair).
2. **By the end of the first semester, Junior year:** The student seeks out and secures agreement from an Education Department faculty member to serve as the student's Honors Committee Chair.
3. **Junior year, second semester:** The student secures agreement from two other faculty members (one from the Education Department and one from an outside department) to join the student's committee.
4. **By the end of the second semester, Junior year:** With support from the student's Honors Committee Chair, the student writes and submits a proposal form to register for the Honors Thesis course (EDUC 499). The form must be approved and signed by all three committee members, the Chair of the Education Department, and the Honors Program Director for the University.

Criteria for the Thesis or Project

The thesis or project must include both written and oral components in accordance with the criteria in the most updated version of the "Honors in Education Guidelines" document (available upon request). Students should be enrolled in the Honors Thesis course (EDUC 499) for 1–4 credit hours during the final one or two semesters prior to graduation. The appropriate number of credit hours and semesters should be discussed with the student's Honors Committee Chair, as each thesis and project varies in the level of scope and rigor.

Satisfactory Completion of Departmental Honors

Candidates for Departmental Honors must maintain admission criteria 1-4 (above) throughout their involvement in the Departmental Honors Program.

The student's Honors Committee will evaluate the thesis or project following the criteria in the "Honors in Education Guidelines" document. If the student is also in the University Honors Program, the committee will forward its evaluation results to the University Honors Program Director. Notification of successful completion of Departmental Honors in Education will be forwarded to the Registrar for notation on the student's official Wittenberg transcript. In the event that the Honors Committee evaluates the thesis or project as having merit but not having

the high quality required for honors work, the student may receive credit for the thesis or project without receiving Departmental Honors.

Excellence in Pre-Service Teaching

This is an honor awarded by the Education Department to those candidates (majors and minors) who have achieved and performed at consistently high levels throughout their Teacher Education Program. To honor this achievement, the notation “Excellence in Pre-Service Teaching” will be displayed on the qualifying candidate’s credential file that may be sent to prospective employers.

Candidates selected for this award have been able to integrate the ideals of moral responsibility, social consciousness, and vocational commitment in their lives as future teachers in such a way that their character, competence, and community involvement establish them as leader for constructive social change.

Therefore, multiple factors are considered when selecting candidates for this honor that include, but are not limited to:

1. Superior field experiences and student teaching, in part measured by the pre-CPAST and CPAST inventories
2. Professionalism throughout the education program, in part measured by the Educational Disposition Assessments
3. Leadership and/or significant involvement in education activities, organizations or off-campus employment

Candidates selected for this award must receive two-thirds faculty vote.

Curriculum Resource Center

A Curriculum Resource Center of elementary and secondary school materials containing textbooks, courses of study, units of work, curriculum guides, media, and other library materials used by students preparing to teach is located in Wittenberg's Thomas Library.

Barbara Steel Kane Production Room (Lower-Level Blair Hall)

Barbara Steel Kane graduated from Wittenberg in June 1978 as an elementary education and psychology major. She died tragically in an airplane crash in September 1978. Barbara’s parents, Mr. and Mrs. George B. Steel, Jr. funded an award in her memory (see earlier reference in this Chapter). Over the years, they continued to contribute to the fund and made their final gift to it as a bequest in 2003, the result of which became the Barbara Steel Kane (BSK) Production Room.

This resource room contains many of the tools and supplies students need to create educational materials, such as an Ellison Die Cut Machine, numerous dies for bulletin boards, classroom projects and curriculum areas including math, science, and social studies. A book binder, paper cutter and other items are in this room for use by our teacher candidates.

Appendix A

Performance Outcomes for the Teacher Education Program

The Wittenberg Teacher Education Program seeks to address three dimensions of candidate development. The first dimension entails the capacities for professional **competence** as it pertains to content knowledge, pedagogy, and curriculum development. The second dimension, **community**, relates to the candidate's care in providing for classrooms, the community at large and issues of advocacy and collaboration. The third-dimension deals with **character**, described in terms of personal character, professional character, and service to the community. These three dimensions of candidate development provide the organizing structure for the performance outcomes we hold for all candidates in our undergraduate program. We have also aligned our 10 Teacher Performance Outcomes to four domains that are based on Danielson's Framework for Teaching.

Character

- Demonstrates a commitment to professional growth and teaching excellence.
- Demonstrates the ethics and values associated with the teaching profession.

Competence

- Demonstrates thorough content knowledge.
- Plans effective instruction.
- Implements instructional practices that support the achievement of all learners.
- Uses assessment to guide classroom instruction and evaluate learning.
- Demonstrates proficiency in oral & written language skills, interpersonal skills, nonverbal, and media communication techniques to promote productive inquiry and collaboration.

Community

- Establishes a safe, nurturing, accessible, and just learning community.
- Advocates for learners in school and community.
- Demonstrates global awareness and sensitivity towards issues affecting schools, communities, nations, and the world.

Performance Outcomes by 4 Domains

Planning

1. Demonstrates thorough content knowledge.
2. Plans effective instruction.

Instruction

3. Implements instructional practices that support the achievement of all learners.
4. Uses assessment to guide classroom instruction and evaluate learning.

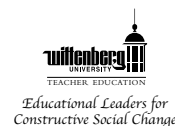
Environment

5. Establishes a safe, nurturing, accessible, and just learning community.
6. Demonstrates global awareness of sensitivity towards issues affecting schools, communities, nations, and the world.

Professionalism

7. Demonstrates a commitment to professional growth and teaching excellence.
8. Demonstrates the ethics and values associated with the teaching profession.
9. Advocates for learners in school and community.
10. Demonstrates proficiency in oral & written language skills, interpersonal skills, nonverbal, and media communication techniques to promote productive inquiry and collaboration.

Appendix B Department of Education Petition Form



| | |
|------------------------------------|----------|
| Student's Name: | Date: |
| Major: | Advisor: |
| Minor: | Advisor: |
| Program Completion, Semester/Year: | |

Directions. Please fill out the entire petition form and attach any supplemental documents. Submit the completed petition to the appropriate person(s) outlined below under section 1.

Petitions will be discussed by the appropriate faculty and a determination of the petition will be communicated to you in a timely manner.

1. To whom are you directing your petition? (Indicate all that are appropriate with an "X" in box.)

- | | | |
|--|-----------|---|
| <input type="checkbox"/> To the Education Department Faculty <input type="checkbox"/> Admission to the Program | <i>or</i> | <input type="checkbox"/> Graduate Program Committee <input type="checkbox"/> Permission to Student Teach <input type="checkbox"/> Removal from the Program |
| <input type="checkbox"/> To the Department Chair <input type="checkbox"/> Coursework sequence | <i>or</i> | <input type="checkbox"/> Director of Graduate Studies <input type="checkbox"/> Instructor Ratings <input type="checkbox"/> Other |
| <input type="checkbox"/> To the Director of Assessment and Licensure <input type="checkbox"/> Licensure issues | | <input type="checkbox"/> Transfer credits <input type="checkbox"/> Coursework regarding licensure |
| <input type="checkbox"/> To the Director of Field Placement and Outreach <input type="checkbox"/> Student Teaching | | <input type="checkbox"/> Field Experiences |

2. Please describe below the specific item of concern. List possible solutions, possible consequences, hardships, and other considerations.

3.

FOR EDUCATION DEPARTMENT USE ONLY

Result of petition:

| | |
|---------|-------|
| Signed: | Date: |
|---------|-------|

Appendix C

Timeline of Program Requirements for an Education Major with Licensure

Note: A major in Education is required for the following areas of licensure:

- Primary (P-5)
- Intervention Specialist: Mild-Moderate Educational Needs (K-12) (in addition to Early Childhood P-3 or Primary P-5).

First Year

- Enroll in entry-level courses.
- Acquire the FBI and BCI background clearance check and Pre-Service Teaching Permit.
- Access appropriate program advising sheet and Teacher Education Handbook, either in Education Department office or online.
- Meet with your assigned Education Department advisor. Discuss career goals & prepare 4-yr plan.
- Declare education major.

Sophomore Year

- Complete entry-level courses.
- Apply for admission to the Teacher Education Program by September 20th for Fall semester and February 15th for Spring semester depending on completed coursework.

Junior Year

- Enroll in 300-level methodology courses.
- Complete application and interview process for student teaching review and approval.

Senior Year

- Seniors must have a Pre-Service Teaching Permit, with the applicable BCI and FBI checks completed.
- Complete methods courses.
- Create and submit the Teacher Performance Assessment (edTPA)
- Complete student teaching and the Student Teaching seminar (Spring Semester).
- Take Ohio Department of Education Tests (Ohio Assessments for Educators).

Appendix D

Timeline of Program Requirements for an Education Minor with Licensure

Note: A minor in Education is required for the following areas of licensure:

- Adolescence to Young Adult (7-12)
- Multi-Age (P-12) Art, Theatre/Drama, Foreign Language

First and/or Sophomore Year

- Enroll in entry-level courses.
- Acquire the FBI and BCI background clearance check and Pre-Service Teaching Permit.
- Access appropriate program advising sheet and Teacher Education Handbook, in Education Department office.
- Declare Education minor.
- Meet with an Education Department advisor. Discuss career goals & prepare 4-year plan.
- Complete entry-level courses and apply for admission to the Teacher Education Program by September 20th for Fall semester and February 15th for Spring semester.

Junior Year

- Enroll in methods courses.
- Complete application and interview process for student teaching review and approval.

Senior Year

- Seniors must have a Pre-Service Teaching Permit, with the applicable BCI and FBI checks completed.
- Create and submit the Teacher Performance Assessment (edTPA)
- Complete student teaching and Student Teaching Seminar (Spring Semester).
- Take Ohio Department of Education Tests (Ohio Assessments for Educators).

Questions about requirements for graduation or teacher licensure should be addressed to your Education Department advisor. If your advisor is unavailable, check with the Chair of the Education Department or with the Director of Assessment and Licensure.

Appendix E

Educator Disposition Assessment Form

Rating Scale:

- 1 = Emerging: minimal evidence of understanding and commitment to the disposition
- 2 = Developing: some evidence of understanding and commitment to the disposition
- 3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition
- 4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

1. Demonstrates effective oral communication skills ____

- ✓ Models Standard English
- ✓ Varies oral communication to motivate students
- ✓ Makes appropriate comments in the classroom
- ✓ Communicates at an appropriate level

2. Demonstrates effective written communication skills ____

- ✓ Communicates respectfully with all stakeholders
- ✓ Demonstrates appropriate spelling and grammar
- ✓ Focuses all written communications positively

3. Demonstrates Professionalism ____

- ✓ Responds to emails promptly
- ✓ Exhibits punctuality and attendance
- ✓ Maintains professional boundaries with students
- ✓ Keeps personal life at home
- ✓ Functions as a team player
- ✓ Turns in work promptly
- ✓ Avoids inappropriate conversations inside and outside of the classroom
- ✓ Respects and adheres to the ethical standards of practice
- ✓ Refrains from profanity

4. Demonstrates a positive and enthusiastic attitude ____

- ✓ Goes above and beyond requirements
- ✓ Demonstrates an appropriately positive affect with students
- ✓ Seeks solutions to problems instead of complaining
- ✓ Encourages students
- ✓ Tries new things that are suggested
- ✓ Engages openly and actively with students

5. Demonstrates preparedness in teaching & learning ____

- ✓ Accepts constructive feedback
- ✓ Learns and adjusts from experience and reflection
- ✓ Comes to class planned and with needed materials
- ✓ Alters lessons in progress when needed

6. Exhibits an appreciation of and value for cultural and academic diversity ____

- ✓ Demonstrates awareness of traditional and non-traditional family contexts including family status
- ✓ Embraces all diversities/differences to include racial, SES and learning styles
- ✓ Creates a "safe classroom" with zero tolerance of negativity to others
- ✓ Plans activities to raise student awareness and acceptance of differences
- ✓ Understands the importance of a positive school experience

7. Collaborates effectively with stakeholders ____

- ✓ Engages parental and guardian involvement
- ✓ Disagrees respectfully
- ✓ Possesses social awareness
- ✓ Uses flexibility
- ✓ Listens to what stakeholders are saying as evidenced by considered response
- ✓ Maintains a respectful tone at all times
- ✓ Shares successful teaching strategies
- ✓ Exhibits a sense of equality

8. Demonstrates self-regulated learner behaviors/takes initiative ____

- ✓ Recognizes own weaknesses and asks for support
- ✓ Asks questions proactively and is self-directed
- ✓ Researches and implements different and most effective teaching styles
- ✓ Takes responsibility for knowing students and/or colleagues

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability ____

- ✓ Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm
- ✓ Does not overreact to criticism or other situations
- ✓ Demonstrates perseverance and resilience (grit)
- ✓ Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
- ✓ Demonstrates sensitivity to feelings of others

Statement on the Educator Disposition Assessment (EDA)

Course work contributes to the teacher education program by providing prospective teachers with knowledge, skills, and dispositions related to the competence, character, and community development required of teachers in our nation's schools. Learning experiences and assessments in the curriculum help measure candidates' knowledge, skills, and dispositions critical for the teaching profession. Of the three, dispositions are often the most difficult to measure, yet teacher education programs have an ethical responsibility to prepare candidates who appear to possess dispositions necessary to support all learners (Da Ros-Voseles & Moss, 2007). Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth (Council for the Accreditation of Educator Preparation, 2016). To help measure dispositions of each candidate, course instructors will complete the Educator Disposition Assessment for each candidate at the end of the semester. While the scoring of this assessment does not impact the overall course grade, results do help inform the candidate and the Education Department faculty of progress towards candidates' possession of necessary dispositions. Multiple dispositions and associated indicators scored below the "Meets Expectation" rating could result in a delay in progression through the Teacher Education Program. All candidates can review a copy of their completed Educator Disposition Assessment for a given course at the completion of each semester by accessing their Via account. For courses that do not require a Via account, students can assume all

indicators were scored at or above the “Meets Expectation” threshold unless they have been notified by their instructor. The Education Department office maintains record of dispositions; students may request a copy, via email, from the Education office (educ-mail@wittenberg.edu)

Appendix F

Family Educational Rights and Privacy Act of 1974

Notification of Rights under the Family Educational - Rights and Privacy Act of 1974

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), post-secondary students enrolled at Wittenberg University are hereby notified of their rights with respect to their education records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University Official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the University decides not to amend the records as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent of disclosures of personally identifiable information contained in the student’s education records, except to the extent the FERPA authorizes disclose without consent.

One exception, which permits disclosure without consent, is to disclose to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an

official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has legitimate educational interest in the official needs to review an education record to fulfill their professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Wittenberg University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education 600 Independence Ave., S.W., Washington, DC 20202-4605.

FERPA further provides that certain information, designed as “public information,” concerning the student may be released by the University unless the student has informed the University that such information should not be released. Public information is limited to:

- Name
- Enrollment status
- Date of graduation
- Degree awarded
- Address and telephone number
- E-mail address
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Dates of attendance
- Awards received

Such public information shall be released freely unless the student files the appropriate “non-disclosure” form requesting certain public information not be released. This form is available from the Registrar’s Office.

For more information about these issues, see the Registrar’s webpage:
<https://www.wittenberg.edu/about/ferpa-family-educational-rights-and-privacy-act>

Appendix G

Education Department Success Plan—Undergraduate

Part I Department Policies — The completion of the educational success plan is meant to help the candidate grow and become a better teacher. Completing objectives of the plan is the responsibility of the candidate. Since completion of the plan is tied to progress in meeting teacher education outcomes, it is essential that objectives be met in a timely fashion. Continued concerns or failure to meet objectives may result in course enrollment restrictions/exclusions and perhaps in dismissal of the teacher candidate from the Teacher Education Program. The Education Success Plan is confidential and restricted to the use of faculty and staff associated with the Wittenberg University Education Department.

| | |
|-----------------|-------------------|
| Date | Teacher Candidate |
| Course(s) | Licensure Area |
| Plan Supervisor | Other Fac / Staff |

Part II Area(s) of Concern — Indicate the area(s) of concern; provide an explanation/description of behaviors.

| Planning | Instruction | Environment | Professionalism |
|--|---|---|--|
| 1. Demonstrates thorough content knowledge. 2. Plans effective instruction. | 3. Implements instructional practices that support the achievement of all learners. 4. Uses assessment to guide classroom instruction and evaluate learning. | 5. Establishes a safe, nurturing, accessible and just learning community. 6. Demonstrates global awareness of sensitivity towards issues affecting schools, communities, nations, and the world. | 7. Demonstrates a commitment to professional growth and teaching excellence. 8. Demonstrates the ethics and values associated with the teaching profession. 9. Advocates for learners in school and community. 10. Demonstrates proficiency in oral and written language skills, interpersonal skills, nonverbal, and media communication techniques to promote productive inquiry and collaboration. |

Explanation/Description:

Part III Objective(s) for Success — To be completed by the plan supervisor. The plan should measure objectives with specific dates as to when the objectives should be met and include the name of the person who will monitor each objective.

| Objective(s) | Due Date | Monitor | Objective Met? |
|--------------|----------|---------|----------------|
| | | | |
| | | | |
| | | | |

Required Signatures:

| | |
|---------------------|--|
| Teacher Candidate | Instructor/Supervisor |
| Department Chair | Director of Field Placement & Outreach |
| Cooperating teacher | Other Plan. Comm. Member |

Appendix H
Matrix for Education Courses Required by Licensure Areas
(Updated August 2023)

| Licensure Area | Entry-Level Courses | Advanced Courses Taken Following Admission to Program | Student Teaching |
|--|--|--|----------------------|
| Primary (P-5) | EDUC 103 or 104 EDUC 105 and EDUC 120 MATH 118 EDUC 203 EDUC 253 | Math 218(can be taken prior to admission) PSYC 280 (can be taken prior to admission) EDUC 309 EDUC 321 EDUC 323 EDUC 325 EDUC 326 EDUC 332 EDUC 409 (Fall only) EDUC 475 EDUC 485 (Fall only) | EDUC 495 EDUC 496 |
| Intervention Specialist: Mild/Moderate Needs (K-12) | EDUC 103 or 104 EDUC 105 and EDUC 120 MATH 118 EDUC 203 EDUC 213 EDUC 253 | Math 218 (can be taken prior to admission) PSYC 280 (can be taken prior to admission) EDUC 309 EDUC 321 EDUC 323 EDUC 325 EDUC 326 EDUC 332 EDUC 352 (Fall only) EDUC 409 (Fall only) EDUC 422 (Spring only) EDUC 433 (Fall only) EDUC 475 EDUC 482 (Fall only) EDUC 485 (Fall only) | EDUC 495 EDUC 496 |
| Adolescent/Young Adult (7-12) | EDUC 103 or 104 EDUC 105 and EDUC 120 EDUC 213 "Q" Course or LO#4 course | EDUC 312/313 (Spring only) EDUC 332 Lang Arts-EDUC 336/386 Fall Odd Years Math-EDUC 347/387 Fall Odd Years Science- EDUC 348/388 Fall Odd Years Soc Std-EDUC 349/389 Fall Even Years | EDUC 495 EDUC 496 |
| Multi-age (P-12) | EDUC 103 or 104 EDUC 105 and EDUC 120 EDUC 213 "Q" Course or LO#4 course | EDUC 312/313 (concurrent) (Spring only) EDUC 332 <i>Art Only</i> EDUC 475; Art 280 | EDUC 495 EDUC 496 |