Teacher Education Unit Mission Statement

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

- are knowledgeable of and enthusiastic about content and how to effectively convey essential concepts and ideas in cognitively engaging ways.
- make effective decisions about curriculum, use of technology, and instructional methods, based on solid understanding of human development and content as well as knowledge of research on best practices in the education of all learners.
- interact and communicate effectively with all students.
- assess and evaluate the growth of all learners using multiple sources of data.
- communicate effectively and work cooperatively with all parents, school personnel and community agencies.
- believe all students can learn.
- affirm their commitment to democratic ideals as the foundation of all teaching and learning.
- act professionally and ethically.
- manifest commitment to self reflection and life-long professional learning.

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

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Message from the Department Faculty</td>
<td>1</td>
</tr>
<tr>
<td>Opportunities for Education Students</td>
<td>1</td>
</tr>
<tr>
<td>Student Education Board</td>
<td>1</td>
</tr>
<tr>
<td>Kappa Delta Pi</td>
<td>1</td>
</tr>
<tr>
<td>Education Department Contact Information</td>
<td>2</td>
</tr>
<tr>
<td>Summary of Conceptual Framework: Teacher Education Unit</td>
<td>3</td>
</tr>
<tr>
<td>Ten Learning Outcomes for Teacher Candidates</td>
<td>4</td>
</tr>
<tr>
<td>Education Department Licensure Programs</td>
<td>5</td>
</tr>
<tr>
<td>Early Childhood Licensure Program</td>
<td>6</td>
</tr>
<tr>
<td>Middle Childhood Licensure Program</td>
<td>6</td>
</tr>
<tr>
<td>The Adolescence to Young Adult and Multi-Age Licensure Programs</td>
<td>7</td>
</tr>
<tr>
<td>Progression through the Selected Licensure Program</td>
<td>8</td>
</tr>
<tr>
<td>Licensure Program Checklists</td>
<td>8</td>
</tr>
<tr>
<td>Professional Organizations for Licensure Programs</td>
<td>9</td>
</tr>
<tr>
<td>Complaint Process</td>
<td>10</td>
</tr>
<tr>
<td>Concerns Brought by Student Board</td>
<td>10</td>
</tr>
<tr>
<td>Procedures for Processing Fingerprint Cards</td>
<td>11</td>
</tr>
<tr>
<td>Request for Certified Letters</td>
<td>12</td>
</tr>
<tr>
<td>Biometric Information Management</td>
<td>13</td>
</tr>
<tr>
<td>Technology Proficiencies</td>
<td>14</td>
</tr>
<tr>
<td>Licensure Information</td>
<td>16</td>
</tr>
<tr>
<td>edTPA</td>
<td>16</td>
</tr>
<tr>
<td>Ohio Assessments for Educators (OAE)</td>
<td>16</td>
</tr>
<tr>
<td>Registration Information</td>
<td>17</td>
</tr>
<tr>
<td>Admission and Retention Policies/Procedures</td>
<td>18</td>
</tr>
<tr>
<td>Gateway I: Admission to Licensure Program</td>
<td>18</td>
</tr>
<tr>
<td>When should a Student Apply for Admission to the Teacher Education Program?</td>
<td>18</td>
</tr>
<tr>
<td>Admission to the Teacher Education Program</td>
<td>19</td>
</tr>
<tr>
<td>Requirements for Applying to the Education Program</td>
<td>19</td>
</tr>
<tr>
<td>Procedures for Applying to the Teacher Education Program</td>
<td>19</td>
</tr>
<tr>
<td>Praxis Core Academic Skills for Educators Tests Overview</td>
<td>20</td>
</tr>
<tr>
<td>Praxis Test Fees</td>
<td>21</td>
</tr>
<tr>
<td>Application Essays</td>
<td>22</td>
</tr>
<tr>
<td>Application for Education Program Form</td>
<td>23</td>
</tr>
<tr>
<td>Waiver of Access to Letters of Recommendation</td>
<td>24</td>
</tr>
<tr>
<td>Application Feedback Report</td>
<td>25</td>
</tr>
</tbody>
</table>

H:\EDSRID\Education Program\Program Handbook\ProgramHandbook-2015-16.doc
Gateway II: End of Methods Courses and Field Experiences:
   Admission to Student Teaching .......................................................... 26
Gateway III: End of Student Teaching .................................................. 26
Gateway IV: Eligibility for Licensure .................................................. 27
   Appeal Process: Admission/Retention Decisions ............................... 27

Field Experiences .................................................................................. 28
   Field Experience Policies ...................................................................... 29
   Summary: Expectations for Field Experience ................................. 31
   Field Experience: Self-Reflection Paper ........................................ 32

Appendix A: Alignment of Unit Conceptual Framework and Learning
Competencies with Standards ................................................................. 34
   Theme I: Content Knowledge ................................................................ 35
   Theme II: Teaching and Learning ....................................................... 36
   Theme III: Character and Professionalism ........................................ 37

Appendix B: Field Experience Evaluation Forms ..................................... 38
   Education 110: Role of the School Evaluation Form: Community Agency Experience. 39
   Education 110: Student Community Service Documentation Form ........... 40
   Education 251: Psych. Foundations of Educ. Evaluation Form: Tutoring Experience ... 41
   Scheduling Form: Field Experience .................................................. 42
   Weekly Record of Field Experience Activities ................................ 43
   Field Experience Formative Observation Form ................................ 44

Appendix C: Sample Forms .................................................................. 46
   Lesson Plan Template ........................................................................ 47
   Early Childhood Majors: Application for Student Teaching .................. 49
   Middle Childhood Majors Application for Student Teaching ................ 51
   AYA and Multi-Age Application for Student Teaching .......................... 52
      Form A ......................................................................................... 53
      Form B ......................................................................................... 54
   Procedures for Applying to Student Teach Off-Cycle ......................... 55
   Petition to Student Teach Off-Cycle .................................................. 56
   Off-Campus/Study Abroad Student Teaching Information Sheet ........... 57
   Dispositional Assessment Informational Page ..................................... 59
   Dispositional Assessment Form ......................................................... 60
   Standards Addressed by the Dispositional Assessment ....................... 64
   Field Experience Final Evaluation Form .......................................... 65
A Message from the Department Faculty

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

Opportunities for Education Students

Student Education Board
Members of the Education Department Student Board have several responsibilities, among them are serving as liaisons between students and faculty; interviewing candidates for faculty positions; evaluating Education faculty for retention, merit, promotion and/or tenure; assisting with admissions events; and other education related events.

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

1. Be enrolled in an institution offering an education degree and have the intent to continue academically and professionally in the field of education.
2. completed at least 30 hours of course work; have at least 12 credit hours in education course work programmed, in progress, or completed;
3. cumulative GPA of 3.0 or greater for an undergrad; 3.2 graduate student;
4. demonstrate leadership attributes;
5. receive an invitation to membership from the chapter at the college currently attending.

Invitations for membership are sent to qualifying students during the spring semester. Interested invitees must complete the required paperwork and return it to the department secretary with the initiation fee by the requested date. The Initiation Ceremony takes place during the spring semester.
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Ohio Wesleyan University
Teacher Education/ Licensure Program

Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society

Summary of Conceptual Framework

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Note: Themes are described on the previous page.
Education Department Programs

Ohio Wesleyan offers programs preparing students for teacher licensure at the early childhood, middle school, and high school levels. Students working toward the Early Childhood or Middle Childhood licenses pursue an OWU major in Education. Students pursuing one of the other two licenses will major in another department at Ohio Wesleyan and minor in Education. Ohio Wesleyan has programs leading to the following State of Ohio teacher licenses:

**Early Childhood License:** Pre-kindergarten to grade three

**Early Childhood Generalist Endorsement:** Teaching grades 4-5  
(only available in conjunction with Early Childhood License)

**Middle Childhood License:** Grades four to nine (placement for field experiences and student teaching are in middle schools, grades 5, 6, 7, and 8.)

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

**Adolescence to Young Adult License:** Grades seven to twelve
- Earth Sciences
- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences
- Physical Sciences: Chemistry
- Physical Sciences: Physics

**Multi-Age License:** Pre-kindergarten to grade twelve
- Drama/Theatre
- Spanish
- Music
- Visual Arts
The Early Childhood Licensure Program

The Ohio Wesleyan University teacher preparation program in Early Childhood Education is committed to helping prospective teachers become knowledgeable, caring, competent professionals who are dedicated to nurturing the intellectual, social, and aesthetic growth of young children. Students in our program are introduced to a core of knowledge that includes an understanding of child development from ages 3-8, a philosophy of teaching and learning which they can successfully put into practice, skill in nurturing family and community relationships, awareness of appropriate assessment and evaluation strategies, and special competence in working with children who have learning or physical challenges. The development of these understandings is a continuous, integrated process. Students are introduced to core concepts that are encountered repeatedly in subsequent courses. Knowledge is deepened by many opportunities to work directly with young children in a wide variety of planned field and clinical experiences. In this way students can clearly see how sound research and theory guide practice.

Prospective early childhood teachers also pursue in-depth study of a particular field of knowledge and inquiry. Such study complements the knowledge acquired in the general education liberal arts component by providing the early childhood teachers with specialized understanding of one discipline. This will allow them to perceive how a particular body of knowledge is organized and conceptualized as well as corrected and expanded. It is expected that teachers will develop an enthusiasm for that discipline which they, in turn, will transmit to children. Areas of concentration or minors typically come from the humanities, mathematics, natural sciences, social sciences, and the arts. For all students, the guiding principle for acquiring competence in an academic specialty will be to ascertain whether they have sufficient knowledge to instruct learners at their individual levels of readiness while still remaining true to the structure of the discipline. Course work in the area of concentration/minor should be planned to achieve this goal.

The Middle Childhood Licensure Program

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

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

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

The Adolescence to Young Adult and Multi-Age Licensure Programs

In addition to completing the requirements for a broad, integrated liberal arts education at Ohio Wesleyan, students in the teacher preparation programs leading to PreK-12 and to adolescence and young adult licensure complete a major in their specific content area, education courses, carefully planned and supervised field-based experiences, and student teaching in classrooms with certified, experienced teachers. Education faculty members coach preservice teachers during their microteaching and plan and supervise their field experiences. Student teaching is supervised by both members of the education faculty and faculty in content area disciplines.

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

The adolescence to young adult licensure program consists of a 15-week secondary methods course with related field experience, a content-specific methods course, a professional seminar, and 15-weeks of student teaching. Candidates in the adolescence to young adult licensure fields of Earth Sciences, Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Life Sciences, Physical Sciences, and Spanish take secondary methods and content methods coursework in the Education Department. Candidates in Theatre take the teaching methods in the Education Department and content methods in the Theatre Department. The teaching and content methods courses for candidates in the preparation program for multi-age license in Music and Visual Arts occur in the respective departments. Candidates in all adolescence to young adult and multi-age licensure programs complete their teacher preparation by participating in the teaching workshop, professional seminar, and student teaching as directed by faculty in the Education Department.
Progression through the Selected Licensure Program

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

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

Licensure Program Checklists

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

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

Early Childhood Program

National Association for the Education of Young Children (NAEYC)  
http://www.naeyc.org/  

We suggest that you also join an additional two subject-specific organizations (see below)

Middle Childhood Program

Association of Middle Level Educators  
http://www.amle.org  

We suggest that you join the two subject-specific organizations in your areas of concentration (see below)

Subject-Specific Organizations (Adolescence to Young Adult and Multi-Age Programs)

International Reading Association  
http://wwwира.org/  
National Council for the Social Studies  
http://www.ncss.org/  
National Council of Teachers of English  
http://www.ncte.org/  
National Council of Teachers of Mathematics  
http://www.nctm.org/  
National Science Teachers Association  
http://www.nsta.org/  
The American Council on the Teaching of Foreign Languages  
http://www.actfl.org/  
Modern Language Association  
http://www.mla.org/  
National Art Education Association  
http://www.naea-reston.org/  
Music Educators National Conference  
http://www.menc.org/  
American Alliance for Theatre & Education  
http://www.aate.com/  
Educational Theatre Association  
http://www.edta.org/
Complaint Process

Any candidate who wants to make a formal complaint about an education course, policy, professor, advisor, or administrator must follow the following procedures.

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

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

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

Concerns Brought by Student Board

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

Student teachers and field experience students are responsible for getting fingerprinting card(s) completed and sent to the Bureau of Criminal Identification and Investigation (BCI) as well as the Federal Bureau of Investigation (FBI).

- Biometric Identification Management is scheduled to come to campus at the beginning of the academic year to do both the BCI and FBI background checks as a convenience to you as students.

If you are unable to complete the background checks with Biometric Identification Management then follow the procedure below.

- Fill out the Request for Certified Letter form. Enclose this form with the card(s) when sending them into BCI and FBI.

To ensure that the results are submitted directly to the State Department of Education, please put the code number 4UR619 in the top left hand corner of each card, and in the section labeled “reason for fingerprinting” write “Section 3319.291-Certification”. Students must send electronic reports (FBI/BCI) to the Ohio Department of Education for licensure.

- Go to one of the following offices to have your fingerprints taken.

National Background Check, Inc.
http://www.fastfingerprint.com

- Go to the above website to find information on location convenient to you.
- You can schedule an appointment and do both BCI and FBI checks electronically.
- Fee - Ohio BCI only $45.00
- Fee - Ohio BCI and FBI $85.00
- Company claims to have BCI results back in 3-5 business days and FBI results in 7-10 business days.

Delaware/Union Educational Service Center
Located at 4565 Columbus Pike, Delaware, Ohio 43015
Call for an appointment 740-548-7880 ext 3491
http://www.duesc.org/

They have equipment that does the BCI and the FBI fingerprinting electronically and sends results to the State Department of Education.
- Must have valid driver’s license and payment by check, money order, or cash (correct amount).
- Fee - Ohio BCI only $30.00
- Fee - Ohio BCI and FBI $65.00
Schools require a background check (BCI and FBI) when doing field experience and student teaching in the schools. Additionally, the State Department of Education will not issue a teaching license until they receive the background check results.

The Ohio Department of Education website has a site where you can check the status of your background check and your teaching license.
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1415&ContentID=21184&Content=50383

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Request for Certified Letters

I, the undersigned__________________________________________request from BCI and/or FBI three certified letters to be sent to the following:

- Ohio State Department of Education (4UR619)
  Division of Teacher Education and Certification
  1ST Floor
  25 South Front Street
  Columbus, Ohio  43215-4183

- Amy McClure
  Chairperson, Education Department
  Ohio Wesleyan University
  60 South Sandusky Street
  Delaware, Ohio  43015

- Full Name (Print): ____________________________________________

- Address:_______________________________________________________

  ____________________________________________________________

  ______________________________  ____________________________
  Social Security Number    Date of Birth

______________________________________________________________  ______________________________
Applicant                                                                 Witness

Signed this_________ Day of ______________________________,  20_______

- I am enclosing my fingerprint card(s).

  ( ) FBI      ( ) BCI
Biometric Information Management is scheduled to come to campus at the beginning of each semester to do background services as a convenience to students.

Our Company
Biometric Information Management began in 2001 by providing government and commercial institutions with biometric consulting and project management expertise. BIM has grown in recent years to include fingerprint equipment sales and services.

Though our business has expanded we have always taken pride in our excellent service and continue to make customer satisfaction our number one priority.

Our staff has over 60 years of collective experience in fingerprint technology and law enforcement. We believe this knowledge, combined with affordable pricing and excellent service, places us ahead of our competitors.

Fingerprinting for Individuals
BIM gets you working and certified sooner with affordable, efficient electronic fingerprinting. We offer fingerprinting for both BCI (Ohio) and FBI background checks at our conveniently located sites in Dublin and Hilliard, Ohio. We also process out-of-state fingerprint cards.

Fingerprinting Services (INCLUDING CARD SCANNING)
BCI (Ohio): $35
FBI: $35
Both BCI & FBI: $60

Cash or Money Order Only
NOTE: Be sure to have your driver’s license or other form of government ID with you.

General Information about Our Products
BIM offers live scan and National WebCheck fingerprint hardware, software, and complete systems that are FBI and Ohio BCI certified and approved. Our systems are built to the specifications of our customers whether law enforcement, health centers, fingerprint service providers, financial institutions, etc.

Our systems utilize i3 inVize ID software which is a complete background check application that captures fingerprint scans, collects demographic information, and verifies the data with the appropriate background check authority. It features a simple, intuitive interface that makes scanning easy for even the novice operator. It also offers a number of advanced functions and configurations for the power user.

Biometric Information Management
555 Metro Place North, Suite 100, Dublin, OH 43017

Fingerprinting appointments and services:
Email: fingerprints@bioinfomgt.com
Phone Number: (614)791-3220

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Technology Proficiencies

As candidates preparing to teach in the diverse, democratic society of the 21st century, you will need to know many strategies for effectively using technology in ways that support students’ critical thinking and independent learning. We believe technology should be used to enhance such learning rather than simply enhance a lesson with visual effects.

Thus, we require candidates to develop their competence using technology through a series of assignments throughout their program. Beginning with word processing and email applications and continuing with the use of software for pedagogical purposes such as presentations, desktop publications, spreadsheets, and web design, each licensure program provides candidates with opportunities to develop essential skills and understandings for using technology effectively with all P-12 students.

Following are some sample course activities that require candidates to develop expertise in using technology.

**EDUC 110: Role of the School** - Use of word processing for written work; email communication with instructor and peers. Candidates develop a basic facility accessing and manipulating several electronic databases including Education Abstracts and Academic Search Premier. This includes retrieval of assigned course materials and first steps in developing original research strategies. (ALL)

**EDUC 251: Psychological Foundations of Education** – Candidates develop their Information Literacy skills for research purposes by engaging in the retrieval, analysis, and evaluation of materials from electronic databases. Candidates are also introduced to polling/survey software as an avenue for formative assessment. (ALL)

**EDUC 252: Teaching Reading with Children’s Literature** - Use of presentation software (typically PowerPoint) and Microsoft Publisher to create author/illustrator presentations suitable for P-9 students. Exploration of web-based and software resources for supporting effective use of literature with P-9 students. (EC and MC)

**EDUC 322/323:** Use of virtual manipulatives and online games and activities; class time dedicated to identifying developmentally appropriate, high-quality internet resources and their effective use. Research skills are used for self-designed professional development project (may include finding and watching videos or webinars, finding and downloading research articles, etc.) and subsequent presentation (may include PowerPoint, sharing photos of video clips, etc.)

**EDUC 329: Early Childhood Field Experience** - Exploration of websites appropriate for finding teaching resources appropriate for use with young children and software used to support literacy, math, social studies, and science knowledge in this age group. Creation of lesson plan that (a) effectively uses technology to enhance student learning or (b) requires students to use technology to promote learning. Exploration of Smart Board Technology. (EC)

**EDUC 341: Middle School Principles and Practices & EDUC 349 Middle School Field Practicum** – Candidates demonstrate their competence in using basic technologies such as, word processing software, presentation software (slideshow and prezis) and polling/quiz
software for both learning and teaching. Candidates also demonstrate their proficiency at using the Internet to locate, retrieve, and evaluate documents and teaching resources as well as to gain access to the New Ohio Standards for Teaching and Common Core State Standards (CCSS). Candidates also begin to develop their skills using web 2.0 technologies, such as wikis, blogs, and wordlets. Lastly, candidates gain experience teaching and learning with mobile technology (I-Pads) and engage in a critical analysis of the software programs that are currently available in multiple formats (online and mobile). (MC)

EDUC 345: Middle School Methods: Mathematics – Candidates demonstrate their competence in using basic technologies such as, word processing software, presentation software (slideshow and prezis) and polling/quiz software for both learning and teaching. Candidates also demonstrate their proficiency at using the Internet to locate, retrieve, and evaluate documents and teaching resources as well as to gain access to the New Ohio Standards for Teaching and Common Core State Standards (CCSS). Lastly, candidates gain experience teaching and learning with mobile technology (I-Pads) and engage in a critical analysis of the software programs that are currently available in multiple formats (online and mobile). (MC)

EDUC 369: Adolescent/Young Adult and Multi-Age Field Experience and EDUC 370: Secondary Teaching: Knowledge and Practice – Candidates evaluate websites and other electronic resources from a list of suggested web resources with the goal of developing a set of web resources candidates can use in their teaching career. Candidates use Presentation Software (like PowerPoint) for class presentation. (AYA)

EDUC 365 Secondary Methods: Mathematics – Candidates demonstrate their competence in using basic technologies such as, word processing software, presentation software (slideshow and prezis) and polling/quiz software for both learning and teaching. Candidates also demonstrate their proficiency at using the Internet to locate, retrieve, and evaluate documents and teaching resources as well as to gain access to the New Ohio Standards for Teaching and Common Core State Standards (CCSS). Lastly, candidates gain experience teaching and learning with mobile technology (I-Pads) and engage in a critical analysis of the software programs that are currently available in multiple formats (online and mobile). (AYA)

EDUC 377: Teaching Workshop – Candidates choose a topic and use it to compare search engines. They design lessons using websites or other technology and analyze the use of technology and teaching approaches in existing online lessons. (AYA)

EDUC 351: Phonics and the Teaching of Reading – Use of hand-held devices for capturing assessment data. Exploration of software appropriate for supporting children’s understanding of phonics. (EC and MC)

EDUC 464, 474, 484: Student Teaching Seminar – Completion of technology lesson plan(s) that use technology meaningfully and effectively with students or create lesson plans that require students to use technology meaningfully and effectively to extend their thinking. (ALL)
Licensure Information

edTPA

edTPA is a preservice performance-based assessment process designed by educators to answer the essential question: “Is a new teacher ready for the job?” All student teachers must complete an edTPA in their licensure area during student teaching. The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students’ needs;
- consider research and theory about how students learn; and
- reflect on and analyze evidence of the effects of instruction on student learning

edTPA is a national assessment that is scored by national trained evaluators. During student teaching when you complete your edTPA, you will also be responsible for paying the $300 fee associated with the edTPA. As with the other licensure requirements (exams, licensure application), this fee is paid online by credit card.

Ohio Assessment for Educators

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

The Ohio Assessments for Educators assess the content area and professional (pedagogical) knowledge of candidates who are seeking Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. Ohio licensure candidates are required to successfully complete one assessment of professional (pedagogical) knowledge and one specialty area exam for their first license. The addition of other licensure areas or endorsements will require only successful completion of the associated content-area assessment.

The list of required exams in each licensure area is available below; please check the OAE website to ensure the information for your licensure area is up to date. Test requirements, test centers, and state/agency code information is also available at the OAE Website. All required tests must be passed and an original score report sent to the Ohio Department of Education before the Licensure Officer can approve the candidate’s licensure application.

Candidates who need to take an assessment that has two subtests will be given the option of registering to take either a single subtest or both subtests in one test session. Fees are:

- Single assessment $105
- Two-subtest assessment $105
- A single subtest: $56

Questions? Contact Dr. Katherine Glenn-Applegate at 740-368-3561
This table maps each Ohio licensure type to its corresponding assessment in the Ohio Assessments for Educators program. For more information regarding Ohio licensure requirements, visit the Educator Licensure page on the Ohio Department of Education website.

<table>
<thead>
<tr>
<th>Licensure Type and Code</th>
<th>Required Tests</th>
<th>Code Number</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood (PreK-3) (71-no code)</td>
<td>Assessment of Prof. Knowledge: Early Childhood (PK-3) Early Childhood Education</td>
<td>001</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>OAE Elementary Education (Subtest I) and (Subtest II)</td>
<td>018</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td></td>
<td>019</td>
<td>220</td>
</tr>
<tr>
<td>Grades 4/5 Endorsement Early Childhood Generalist (xx-185000)</td>
<td>Assessment of Prof. Knowledge: Middle Childhood (4-9) and License specifies areas of concentration in at least two:</td>
<td>002</td>
<td>220</td>
</tr>
<tr>
<td>Middle Childhood (4-9)</td>
<td>Middle Grades English Language Arts</td>
<td>028</td>
<td>220</td>
</tr>
<tr>
<td>Area of Licensure &amp; Code:</td>
<td>Middle Grades Mathematics</td>
<td>030</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Middle Grades Science</td>
<td>029</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Middle Grades Social Studies</td>
<td>031</td>
<td>220</td>
</tr>
<tr>
<td>Adolescence to Young Adult (7-12)</td>
<td>Assessment of Prof. Knowledge: Adolescence to Young Adult (7-12) and Select appropriate content assessments:</td>
<td>003</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>English Language Arts</td>
<td>020</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>027</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>09</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Earth &amp; Space Science</td>
<td>014</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>007</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>035</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Integrated Social Studies</td>
<td>025</td>
<td>220</td>
</tr>
<tr>
<td>Multi-Age (PreK-12)</td>
<td>Assessment of Prof. Knowledge: Multi-Age (PK-12) and Select appropriate content assessment:</td>
<td>004</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>ACTFL Oral Proficiency Interview and Writing Proficiency</td>
<td></td>
<td>Int. –High</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>032</td>
<td>220</td>
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<tr>
<td></td>
<td>Art</td>
<td>006</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Theater</td>
<td>048</td>
<td>220</td>
</tr>
</tbody>
</table>
Admission and Retention Policies and Procedures

The Ohio Wesleyan Education Department (termed “Unit”) has created a series of Gateways to mark candidate progress through the licensure programs. Candidates must show progress in developing the necessary knowledge, skills, and dispositions to be a competent, committed, professional teacher for a diverse, democratic society in order to progress through the Gateways and eventually licensure. They must also show commitment to students as well as their own progress.

Gateway I: Admission to Licensure Program

All Ohio Wesleyan students are eligible to take the introductory courses: EDUC 110 – Role of the School and EDUC 251 – Psychological Foundations of Education. However, to enter into a specific licensure program and continue taking courses within the Education Department, candidates must formally apply for admission to their licensure program. During the two introductory courses, the department faculty observes candidates’ intellectual capacity, communication and interpersonal skills, dispositions toward the profession, commitment, and ability to adjust to the role of educator in various educational settings. Each candidate’s application to the program is reviewed and evaluated based on the candidate’s test scores, overall academic record as well as performance in Education courses, field experience evaluations from EDUC 110 and EDUC 251, recommendations from arts and science faculty members, scores on the Dispositional Assessment, and written application essays. The following page summarizes the requirements for full admission to the Unit:

When Should a Student Apply for Admission to the Teacher Education Program?

In order to pursue a teaching license at OWU, candidates must be admitted to the teacher education program.

- Education majors (early childhood and middle childhood) must be admitted before taking the junior year courses.
  EC Program:  321 and 322 sequence
  MC Program:  EDUC 341, 349 sequence
- Education minors (adolescent to young adult and multi-age programs) must be admitted before taking the following courses.
  Adolescent to Young Adult (Grades 7 to 12):  EDUC 370 sequence
  Multi-age (Grades Pre-K to 12):  EDUC 370 sequence or subject-area methods course(s)
Admission to the Teacher Education Program
Requirements for Applying to the Teacher Education Program

- Required Test Scores:

<table>
<thead>
<tr>
<th>ACT/SAT Scores</th>
<th>Praxis Series Core Academic Skills for Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math: ACT ≥ 22 or SAT ≥ 520 and Reading: ACT ≥ 21 or SAT ≥ 450 and English: ACT ≥ 18 or SAT Writing ≥ 430</td>
<td>Math: 150 and Reading 156 and Writing 162</td>
</tr>
</tbody>
</table>

*Students who did not take the ACT or SAT for admission to Ohio Wesleyan may substitute the Praxis Series Core Academic Skills for Educators exam for this requirement. **Post-Bac applicants with a four-year degree are NOT required to submit the above test scores.

ALSO:
- Complete EDUC 110 and 251
- Early Childhood majors - complete EDUC 105
- Provide names of OWU faculty to be contacted for letters of recommendation
- Complete EDUC 110 and EDUC 251 field experiences
- Respond to the application essays
- Complete Dispositional Assessment

Full Admission Requirements
(Students must meet all requirements to be fully admitted.)
- Required ACT/SAT or passing score on Praxis Series Core Academic Skills for Educators
- 2.8 GPA overall and in Content area
- 2.5 GPA in Education courses
- Satisfactory completion (C- or higher) in EDUC 110 and EDUC 251
- Satisfactory Completion (3 or higher) in EDUC 110 & EDUC 251 Field Experience
- Early Childhood majors: Satisfactory completion (C- or higher) in EDUC 105
- Two positive faculty evaluations
- Adequate or higher score on both application essays
- No more than one “unacceptable” score on the Dispositional Assessment
- Removal of any U grades for unsatisfactory writing

In some exceptional cases, Provisional Admission might be granted at the discretion of the admission committee to applicants with a cumulative GPA below 2.8 (but no less than 2.67). The committee will examine the merits of each candidate on a case by case basis.

Within three weeks of the start of the following semester, students admitted provisionally are required to submit an Action Plan of steps they will take to earn full admission

Procedures for Applying to the Teacher Education Program
- Applicants normally submit applications at the conclusion of EDUC 251.
- Applications will be considered in the weeks following the completion of EDUC 251.
- Applicants will receive a letter of acceptance or rejection. Rejected applicants will also receive an Application Feedback Report.
- Students granted Provisional Admittance will be reviewed at the conclusion of each subsequent semester until a full admit or reject decision is made.
- Students who wish to appeal the committee’s decision must do so within 14 days of the date on the letter.
- A student must be admitted to the program (either provisionally or fully) prior to taking the teaching methods courses.
- A student must be fully admitted to the program prior to student teaching.
- The application committee consists of all full-time faculty members of the Education Department.
Praxis® Core Academic Skills for Educators
Tests Overview

What Are the Praxis Core Academic Skills for Educators Tests?
Praxis® Core Academic Skills for Educators (Core) Tests measure academic skills in reading, writing, and mathematics. These tests were designed to provide comprehensive assessments that measure the skills and content knowedge of candidates entering teacher preparation programs.

Who Takes the Tests and Why?
Colleges and universities may use the Praxis Core tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Praxis Core scores as part of their teacher licensing process.

How Are the Praxis Core Tests Given?
The Praxis Core tests are delivered on computer. They are administered through an international network of test centers and offered continuously.

- Find test centers in your area.

Praxis tests are only given in English. If you are a test taker whose primary language is not English (PLNE), you may be eligible for extended testing time.

Which Tests Should I Take?
The test(s) you take depend(s) on your state or licensing agency’s requirements for the teaching discipline you are pursuing. Each state or agency that uses the Praxis tests sets its own requirements for which tests you must take and the associated passing scores.

Before you register for a test, confirm your state or agency’s testing requirements.

How Can I Prepare for the Tests?
Review the following materials to help you prepare for the Praxis Core tests:

- The Praxis Series® Information Bulletin (PDF) — provides information on registration, test day procedures and score reporting.

- Praxis test preparation materials — provide detailed study tools for Praxis Core tests.

Should I Guess?
All test takers receive a score regardless of the number of questions answered or the type of test. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for answering a question incorrectly. It is to your advantage to pace yourself so that you have enough time to carefully consider every question.

See also:
- Understanding Your Scores (PDF)
## Test and Service Fees

**Praxis® Test Fees**

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Test Title</th>
<th>Construct</th>
<th>Duration</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5712</td>
<td>Core Academic Skills for Educators: Reading</td>
<td>MC</td>
<td>2</td>
<td>$85</td>
</tr>
<tr>
<td>5722</td>
<td>Core Academic Skills for Educators: Writing</td>
<td>MC/CR</td>
<td>2.5</td>
<td>$85</td>
</tr>
<tr>
<td>5732</td>
<td>Core Academic Skills for Educators: Mathematics</td>
<td>MC</td>
<td>2</td>
<td>$85</td>
</tr>
<tr>
<td>5751</td>
<td>Core Academic Skills for Educators: Combined Test (Reading, Writing and Mathematics)</td>
<td>MC/CR</td>
<td>5</td>
<td>$135</td>
</tr>
<tr>
<td>n/a</td>
<td>Two Core tests registered for at the same time</td>
<td>MC/CR</td>
<td>3</td>
<td>$125</td>
</tr>
</tbody>
</table>

Ready to take a Praxis® Test?  
Register Now >

Praxis® Official Study Guides and Practice Tests  
Get yours today.

You might also be interested in ...  
- ParaPro Assessment

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ETS Home > Praxis > About the Tests > Fees

https://www.ets.org/praxis/about/fees
Application Essays

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

1. While most Americans are committed to some form of educational “democracy,” they often disagree about the meaning of that term. Some contend that schools should reflect the will of local majorities and conserve existing political or social arrangements, while others argue that schools should be seedbeds for broad social reform. Which interpretation of democracy do you find more convincing, the school as a reflection of society as it exists or as an engine of social change? Please support your position with specific examples from course readings in EDUC 110: Role of the School.

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

Application Essays Scoring Rubric

EXEMPLARY (4)
The central purpose/argument of the essay is clear and readily apparent to the reader; demonstrates well-developed understanding of EDUC110 and EDUC251 course content; essay is almost entirely free of spelling, punctuation, and grammatical errors.

PROFICIENT (3)
The central purpose/argument is present, but has minor lapses in development; demonstrates a good understanding of EDUC110 and EDUC251 course content; essay may contain a few errors; but the errors don’t impede understanding.

Adequate (2)
The central purpose/argument is not consistently clear throughout the essay; provides some references to EDUC110 and EDUC251 course content; essay has many errors that distract the reader and temporarily impede understanding.

UNSATISFACTORY (1)
Fails to address the essay question; few or inaccurate references to the EDUC110 and EDUC251 course content; numerous spelling, punctuation and grammatical errors such that the essay’s meaning is obscured.
Application for Education Program

Name: ____________________________________________ Please Print Legibly

Home Mailing Address:
____________________________________________________
____________________________________________________
Street Number & Name
City, State, and Zip Code

Student Id#: ____________________

HWCC Box #: ____________________

Birth date: __________/________/________

Social Security Number: __________/________/________

OWU E-Mail: ________________________________________

Advisor’s Name: ____________________

Advisor’s Building: ____________________

Anticipated Licensure (check below)

EDUCATION MAJOR
☐ Early Childhood (Pre-K-3) - Concentration: __________________
☐ Early Childhood Generalist (for Teaching Grades 4-5)
☐ Middle Childhood (4-9)
  Choose two Areas of Concentration:
  ☐ Reading and Language Arts
  ☐ Mathematics
  ☐ Science
  ☐ Social Studies

EDUCATION MINOR
☐ Adolescence to Young Adult (7-12)
  ☐ Chemistry
  ☐ Earth Sciences
  ☐ Integrated Language Arts
  ☐ Integrated Mathematics
  ☐ Integrated Social Studies
  ☐ Life Sciences
  ☐ Physics
☐ Multi-age (PreK-12)
  ☐ Drama/Theater
  ☐ Spanish
  ☐ Music
  ☐ Physical Education
  ☐ Visual Arts

First Semester/Year at Ohio Wesleyan University: ____________________________

Semester/Year of Expected Graduation: ____________________________

EDUC 110 Professor’s Name: ____________________________

EDUC 251 Professor’s Name: ____________________________
Waiver of Access to Letters of Recommendation

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

You must have at least two OWU faculty members who could act as a reference for you. *Please provide the names of two or more OWU faculty members (outside of the Education Department). It is your responsibility to contact the professors listed and ask them whether they would be willing to complete a recommendation on your behalf. If the faculty member you ask is not able or willing to complete the recommendation, please provide the Education Secretary with an additional name of an OWU faculty member we could contact on your behalf.

<table>
<thead>
<tr>
<th>Name of Faculty Member outside the Education Department</th>
<th>Department</th>
<th>Course Taken</th>
<th>Other connections with the professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

_______________________________________________
Student's Signature

_______________________________________________
Date
Application Feedback Report
Education Department
Ohio Wesleyan University

This report is meant to help you gauge your progress as you enter the teacher education program.

Name: ____________________________________________________ Date: ______________________

Number of semesters at OWU: __________ Application/Semester: _____________________

Teacher Education Program

☐ Early Childhood (Pre-K-3)  ☐ Middle Childhood (4-9)  (1) ____________________________

 (2) ____________________________

☐ Adolescent to Young Adult (7-12)  ☐ Multi-age (PreK-12)

Test Scores

<table>
<thead>
<tr>
<th>ACT Math</th>
<th>SAT Math</th>
<th>Praxis Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Reading</td>
<td>OR</td>
<td>SAT Reading</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>Praxis Reading</td>
</tr>
<tr>
<td>ACT English</td>
<td></td>
<td>SAT English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Praxis Writing</td>
</tr>
</tbody>
</table>

Grades

<table>
<thead>
<tr>
<th>EDUC 110</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 251</td>
<td></td>
</tr>
<tr>
<td>EDUC_____</td>
<td>GPA in Education Courses</td>
</tr>
<tr>
<td>EDUC_____</td>
<td></td>
</tr>
<tr>
<td>ENG 105</td>
<td>GPA in Licensure Area Courses (1)</td>
</tr>
<tr>
<td>MATH_____</td>
<td>GPA in Licensure Area Courses (2)</td>
</tr>
</tbody>
</table>

Application Essay Ratings

Excellent (4)  Proficient (3)  Adequate (2)  Unsatisfactory (1)

Question 1: Average Score ________  Question 2: Average Score ________

Field Experience Evaluation

Excellent  Above  Average  Average  Needs Improvement  Poor

5   4   3   2   1

EDUC 110

☐  ☐  ☐  ☐  ☐

EDUC 251

☐  ☐  ☐  ☐

Dispositional Assessment

EDUC 110___________  EDUC 251___________

Suggestions from the Application Committee

_____ Rewrite essay: Question1/Question 2
_____ Work to improve your GPA
_____ Make arrangements to pursue additional field experience at home or through OWU community service programs
_____ Secure a letter of recommendation from someone who has observed your work with young people
_____ Other __________________________________________________________
Gateway II: End of Methods Courses and Field Experiences: Admission to Student Teaching

Admission to the program does not guarantee completion of it. Throughout candidates’ acquisition of pedagogical knowledge, constructed during methods courses and the corresponding field experiences, candidates are carefully monitored and evaluated by faculty in each licensure program. The Gateway II assessments are aligned with learning outcomes at the Unit and Program level. In turn, these are aligned with the professional organizations’ standards. Assessments in each professional education course are designed to measure candidates’ progress in acquiring the essential knowledge, skills, and dispositions for teaching students in their licensure area. Additionally, we have selected several key assessments we analyze to determine whether candidates can continue on to Student Teaching. These key assessments consist of field evaluation forms and the Disposition Assessment completed by the cooperating teacher and university supervisor, and a self-reflection paper that is organized around OWU’s three themes and corresponding learning outcomes. Additionally, continuation in the teacher education program is contingent on the maintenance of a 2.8 GPA (overall, in licensure area, and in education courses).

Candidate Eligibility for Student Teaching

Enrollment in Student Teaching (clinical practice) is open only to those teacher education candidates who have successfully met all the Gateway 2 requirements prescribed by the Education Unit for their licensure program and who have obtained Full Admission to their licensure program. These requirements include the following:

- Minimum cumulative GPA of 2.8
- Minimum cumulative GPA of 2.8 in teaching area
- Minimum cumulative GPA of 2.8 in professional education courses
- Successful completion (C- or higher) of all methods courses
- Satisfactory completion of field experiences(s)
- Proficient or above on the majority (five or more) of the categories on the OWU Field Experience Evaluation Form—no categories rated Unsatisfactory*
- Adequate or higher score on the Field Experience Self-Reflection Paper
- Satisfactory ratings on the Disposition Assessment

*Effective 2010-2011

Gateway III: End of Student Teaching

This gateway occurs at the conclusion of Student Teaching. Each candidate’s progress during Student Teaching is closely monitored and evaluated by Cooperating Teachers and University Supervisors. The Student Teaching Experience is a 15-week experience in which each candidate has at least six observations and follow-up discussions with the university supervisors. The assessment of all Student Teachers is a collaborative process among candidates, cooperating teachers and university supervisors. It continues throughout the semester and is both formative (continuous) and summative (at the conclusion of the experience). All candidates participate in a midpoint conference and exit conference with their university supervisors where they present their key evidence for meeting all Unit and Licensure Program Learning Outcomes. This includes evidence of their completion of the Teacher Performance Assessment (TPA), student teaching self-evaluations, and a final Self-Reflection Paper. In addition, evidence from the Student Teaching Evaluations and Disposition Assessment completed by the cooperating teachers and university supervisors will also be discussed at the conferences.
Gateway IV: Eligibility for Licensure
Pre-service teachers must successfully complete student teaching, and pass all required OAE examinations, complete all academic requirements needed to graduate from Ohio Wesleyan University, and the academic requirements mandated by the state of Ohio to be eligible for licensure. Additionally, they must complete a criminal background check, exit surveys, and the necessary paperwork required for licensure. Once pre-service teachers have satisfactorily completed all of these requirements, they are eligible to be recommended for a Four-Year Resident Educator License.

Appeal Process Admission/Retention Decisions
Candidates have the right to appeal any decisions made by the Unit related to their admission or retention in a licensure program. Such appeals must be made in writing with 14 days of the date on their letter. The Unit will consider the appeal and make a recommendation to maintain or change their original decision. In most cases, the original decision will stand. However, if the appeal is successful and the student is admitted provisionally, an Action Plan must be submitted by the student within three weeks of the start of the following semester. The Action Plan should detail the steps a student will take to earn full admission to the selected licensure program.
Field Experiences

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

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

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

**EDUC 321: Early Literacy:** Design and implement series of literacy lessons for large and small groups of children at both preschool and primary grade levels. Tutor one child with learning differences and create a case study. Conduct a research inquiry project. (Early Childhood)

**EDUC 322: Integrated Methods:** Design and implement integrated lessons in math for large and small groups. Apply instructional and assessment strategies learned through course work to school experiences. Work with teachers, school personnel, and school resources to support content learning for young children. (Early Childhood)

**EDUC 349A and B: Field Practicum Middle School:** Plan and teach lessons appropriate for young adolescents. (Middle Childhood)

**EDUC 351: Phonics and Teaching of Reading:** Observe, assess and develop instructional plan for students experiencing difficulty in phonics and/or spelling. (Early and Middle Childhood)

**EDUC 352: Corrective Reading:** Tutor one or more children experiencing reading difficulties. (Early and Middle Childhood)

**THEA 259: Developmental Drama:** Conduct “Drama Kids” workshop. (Early Childhood)

**EDUC 369 and 370: Secondary Teaching and Secondary Field Practicum:** Plan and teach lessons to adolescent students. (Adolescent/Young Adult)

**MUS 373, 374; ART 303, 307: Methods Courses in Music and Art:** Plan and implement lessons in relevant content field. (Multi-Age)

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

Attendance Policy

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

Professional Behavior/Ethical Conduct

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

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

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

Teacher education candidates are expected to wear professional attire when working in the schools. Professional attire includes: slacks/pants, (no jeans), shirts/blouses (no revealing tops, no bare midriffs, no t-shirts), dresses/skirts (at or longer than fingertips when arms are extended at the side), and appropriate shoes, (no flip-flops, no athletic shoes, unless you are a physical education candidate).

Smoking Policy

As a result of legislation passed last year, all school property in the United States is subject to a strict smoking policy. The schools in Delaware County do not permit smoking in their buildings nor on school property. Since secondhand smoke has been shown to be especially harmful to children, smoking on school property indicates a lack of concern for the health of children. Some cooperating teachers have complained about students who arrive smelling of smoke. The Education Department encourages all students preparing for careers in teaching to avoid smoking.

Transportation to Field Experience

Candidates are expected to provide their own transportation to field experience placements. If they do not have access to a car, every attempt will be made to secure a field placement that is within walking distances. In some cases, carpools will be organized when candidates are placed in the same school.
Summary: Expectations for Field Experience

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

- Conduct focused observations, learn students’ names, and assist their cooperating teacher with tasks such as tutoring students, working with groups, and preparing materials;
- **Plan and teach a minimum of 6 lessons (lessons may be all or a portion of the class period.)** - All lessons need *prior approval* from the cooperating teacher, should be planned in conjunction with the cooperating teacher, and must fit the curriculum;
- Spend a minimum of 1/2 hour per week with the cooperating teacher in planning/conference time;
- Submit the “Weekly Record of Field Experience Activities;”
- Participate in mid-term and final conferences with the University Supervisor;
- Prepare a “Self-Reflection Paper” at the end of the experience; and
- Complete Dispositional Assessment.

Expectations for Cooperating Teachers

- Mentor/Supervise the field experience candidate by providing access to the district curriculum plan, and by identifying the topic (WHAT content is to be taught) and the best methods of instruction (HOW content should be taught);
- Review all lessons before they are taught, allowing sufficient time for preparation and revision;
- Spend a minimum of 1/2 hour per week with the field experience candidate in planning/conference time;
- Evaluate the field experience candidate at the end of the experience by using the *Ohio Wesleyan University: Field Experience Evaluation Form*; and
- Complete Disposition Assessment.

Expectations for University Supervisors

- Work collaboratively with the field experience candidate and the cooperating teacher;
- Serve as a resource for the field experience candidate;
- Observe the field experience candidate a minimum of twice during the experience and review the “Field Experience Observation Form;”
- Conduct mid-term and final conferences with the field experience candidate;
- Evaluate the field experience candidate at the end of the experience by using the *Ohio Wesleyan University: Field Experience Evaluation Form*; and
- Complete Disposition Assessment.

*All Programs 8/2014*
Self-Reflection Paper
(Completed at the end of each Field and Student Teaching experience)

The intended use of this assessment is to develop the habit of reflecting on how one’s teaching impacts student learning.

This assessment aligns with the following standards:
- CAEP Standard 1 – Candidate Knowledge, Skills, and Professional Dispositions
- InTASC Standard Category – Professional Responsibility
- Ohio Standards for the Teaching Profession Standard 7 – Professional Growth
- OWU Learning Outcome 10 – Candidates understand and demonstrate the importance of engaging in reflective practices.

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

- Regarding your teaching, what do you feel good about? What do you wish had gone better? Provide specific examples to support your statements.
- What connections have you made between your teaching and your class readings, discussions and/or assignments?
- What questions about teaching and learning have been raised for future exploration through your experience?
- After reflecting on this teaching experience, identify both short-term goals (for your next teaching experience) and long-term goals (for your professional teaching experience) that support your continued growth as a professional. Describe your plan for reaching your short-term goals.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Proficient</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Focus is on students. Uses assessment and</td>
<td>Focus is on students. Uses assessment and</td>
<td>Focus is on specific teaching tasks such as</td>
<td>Focus is on self (i.e., how does this affect me?) or on issues that do not involve a personal stake. Primary concerns may include control of the students, time and workload, gaining recognition for personal successes (including grades), avoiding blame for failure.</td>
</tr>
<tr>
<td></td>
<td>interactions with students to interpret what</td>
<td>interactions with students generally to</td>
<td>planning and management, but does not consider connections between teaching issues. Uses assessment and observations to mark success or failure without evaluating specific qualities of student learning for formative purposes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and how students are learning in order to</td>
<td>interpret what students are learning.</td>
<td></td>
<td></td>
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<td></td>
<td>help them, especially concerned with</td>
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<td></td>
<td>struggling students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Discusses both growth and shortcomings as</td>
<td>Discusses growth and shortcomings generally;</td>
<td>Discusses growth and shortcomings generally;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>related to the teaching experience in a</td>
<td>insights have some detail.</td>
<td>insights are cursory and lack depth.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>thorough, reflective manner; insights are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>detailed and specific.</td>
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<td></td>
</tr>
</tbody>
</table>

H:\EDSHRD\Education Program\Program Handbook\ProgramHandbook-2015-16.doc
<table>
<thead>
<tr>
<th>Reflective Inquiry</th>
<th>Questions are related to circumstances; asks hard questions that challenge personally held assumptions. Questions reflect engagement with others’ perspectives.</th>
<th>Questions are related to circumstances. Questions seek the perspectives of others with open consideration of new ideas.</th>
<th>Questions are asked about specific situations; stops asking questions once initial problem has been addressed.</th>
<th>Questions about needed personal change seem contrived or are not present. Critical analysis is limited to critiquing or blaming others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>Includes thoughtfully drawn connections between one’s own teaching and class readings, discussions, and assignments from this and past semesters. Makes meaningful, theoretical or practical connections.</td>
<td>Includes some connections to the three themes between ones’ own teaching and class readings, discussions, and/or assignments from this and past semesters.</td>
<td>Mentions class readings, discussions, and/or assignments; however, connections to one’s own teaching are vague or superficial.</td>
<td>Does not include connections to readings, discussions, and/or assignments.</td>
</tr>
<tr>
<td>Goals</td>
<td>Long- and short-term goals are specific, personalized, and achievable; clear steps for how short-term goals will be achieved are identified.</td>
<td>Long- and short-term goals are set and reasonable; steps for achieving short-term goals are identified.</td>
<td>Long- and short-term goals are vague, simplistic, or too broad for progress to be recognized.</td>
<td>Either long-term or short-term goals are set, but not both, or no goals stated.</td>
</tr>
<tr>
<td>Writing</td>
<td>Paper is almost entirely free of spelling, punctuation, and grammatical errors; any errors present don’t impede understanding.</td>
<td>Paper may contain a few errors; but the errors don’t impede understanding.</td>
<td>Paper has many errors that distract the reader and temporarily impede understanding.</td>
<td>Paper has numerous spelling, punctuation, and grammatical errors such that the paper’s meaning is obscured.</td>
</tr>
</tbody>
</table>

**Overall Scoring Rubric for the Self-Reflection Paper**

**Excellent** – Majority of the ratings for “Focus,” “Reflective Inquiry,” and “Connections” are excellent; one criterion may be scored proficient or adequate; none are scored unsatisfactory. Both the ratings for “Goals” and “Writing” are proficient or higher.

**Proficient** – Majority of the ratings for “Focus,” “Reflective Inquiry,” and “Connections” are proficient or higher; one criterion may be scored adequate, none are scored unsatisfactory. The ratings for “Goals” and “Writing” are at least adequate.

**Adequate** – Majority of the ratings for “Focus,” “Reflective Inquiry,” and “Connections” are adequate; one criterion may be scored unsatisfactory.

**Unsatisfactory** – Two or more of the ratings for “Focus,” “Reflective Inquiry,” and “Connections” are unsatisfactory.

**Candidates earning an overall rating of “Unsatisfactory” must rewrite their self-reflection paper.**

APPENDIX A:
Alignment of
Unit Conceptual Framework and Learning Competencies with Standards
Ohio Wesleyan University  
UNIT CONCEPTUAL FRAMEWORK:  
ALIGNMENT WITH STANDARDS

Our graduates attain the qualities of a *competent, committed, professional teacher* for *a diverse, democratic society* by meeting the Ohio Wesleyan University Teacher Education Unit’s learning outcomes. The three themes provide the framework for organizing the ten learning outcomes.

**OWU Candidate Learning Outcomes are aligned with the expectations at the state, professional, and national levels.** Professional Standards include those standard developed by NAEYC, NCTE, IRA, NCTM, NCSS, NSTA, NMSA, ISTE, AAHPERD/NASPE, ACTFL, NAEA, NASM, and AATE. See individual programs for the specific alignment.

**THEME I: CONTENT KNOWLEDGE**

<table>
<thead>
<tr>
<th>OWU Learning Outcome 1) <em>knowledge</em> of disciplines being taught and the <em>ability</em> to organize, integrate, and convey knowledge so that it is comprehensible to all students.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ohio Standards for the Teaching Profession</strong></td>
<td><strong>CAEP Standards</strong></td>
</tr>
<tr>
<td>Standard 2: Teachers know and understand content area for which they have instructional responsibility.</td>
<td>Standard 1: Candidate Knowledge, Skills, and Dispositions</td>
</tr>
</tbody>
</table>

**THEME II: TEACHING AND LEARNING**

<table>
<thead>
<tr>
<th>OWU Learning Outcome 2) <em>knowledge</em> of human development, motivation, and learning, as well as the individual and contextual factors which guide one’s <em>ability</em> to develop instruction that is appropriate for all students.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ohio Standards for the Teaching Profession</strong></td>
<td><strong>CAEP Standards</strong></td>
</tr>
<tr>
<td>Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.</td>
<td>Standard 1: Candidate Knowledge, Skills, and Dispositions</td>
</tr>
</tbody>
</table>

OWU Learning Outcomes are derived from the Unit’s Conceptual Framework. See the Conceptual Framework for complete background information and supporting research.  
Revised 8-16-2012
### THEME II: TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>OWU Learning Outcome 3)</th>
<th>Knowledge of classroom organization, management, and curriculum, and the ability to design, implement and manage the learning environment in ways that support active student learning and independence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Standards for the Teaching Profession</td>
<td>CAEP Standards</td>
</tr>
<tr>
<td>Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.</td>
<td>Standard 1: Candidate Knowledge, Skills, and Dispositions</td>
</tr>
</tbody>
</table>

### THEME II: TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>OWU Learning Outcome 4)</th>
<th>Knowledge of a variety of instructional strategies and materials, including technology, that encourage students’ problem-solving, critical thinking and independent learning, and the ability to select and implement instructional strategies that account for and adapt to all contexts, learners, and content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Standards for the Teaching Profession</td>
<td>CAEP Standards</td>
</tr>
<tr>
<td>Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.</td>
<td>Standard 1: Candidate Knowledge, Skills, and Dispositions</td>
</tr>
</tbody>
</table>

The OWU Learning Outcomes are derived from the Unit’s Conceptual Framework. See the Conceptual Framework for complete background information and supporting research. Revised 8-16-2012
Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society

**THEME II: TEACHING AND LEARNING**

<table>
<thead>
<tr>
<th>OWU Learning Outcome 5) knowledge of a variety of assessments strategies that are embedded in instruction and the ability to use formative and summative assessments to monitor and evaluate student learning, and to inform one’s own teaching.</th>
<th><strong>Ohio Standards for the Teaching Profession</strong></th>
<th><strong>CAEP Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3: The teacher effectively uses formal and informal assessment strategies to evaluate student progress.</td>
<td>Standard 1: Candidate Knowledge, Skills, and Dispositions</td>
<td></td>
</tr>
</tbody>
</table>

**THEME III: CHARACTER AND PROFESSIONALISM**

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

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

The OWU Learning Outcomes are derived from the Unit’s Conceptual Framework. See the Conceptual Framework for complete background information and supporting research.

Revised 8-16-2012
APPENDIX B:  
Field Experience Evaluation Forms

Forms can also be found online at: education.owu.edu
Education 110: Role of the School
Evaluation Form
Community Agency Experience

STUDENT NAME: ________________________________

Please check YES or NO regarding the student’s performance during field experience this semester.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has been dependable and responsible.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. The student has taken initiative.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>3. The student has shown a positive attitude toward experience.</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

How would you rate the overall commitment of the student? (Please circle one.)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Above Average</td>
<td>Average</td>
<td>Needs Improvement</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Additional comments: (Optional)

Name of Agency: ________________________________

Supervisor: ________________________________

Date: ________________________________

At the completion of the experience, please return to: Role of the School Instructor
Education Department
Ohio Wesleyan University
Delaware, OH 43015

OR

FAX: 740-368-3553
## Student Community Service Documentation Form

**Education 110: Role of the School**  
Ohio Wesleyan University

<table>
<thead>
<tr>
<th>Date of Service</th>
<th>Time In/Out =</th>
<th>#Hrs.</th>
<th>Program/Agency Confirmation (Signature of Site Supervisor Required)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Total # of Hours Served:** ____________  
**Final Confirmation:** _______________
Education 251: Psychological Foundations of Education
Tutoring Experience Evaluation Form

Date: __________________________ Name of Student: ____________________________

Participating Teacher: ______________________________________________________

School: __________________________

Please rate the student’s performance by Circling One Number for each question below according to the following key:

<table>
<thead>
<tr>
<th></th>
<th>1 - Never</th>
<th>2 - Seldom</th>
<th>3 - Occasionally</th>
<th>4 - Frequently</th>
<th>5 - Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please circle Yes or No for the following questions:

5. Has this OWU student regularly fulfilled his/her commitments to you? (e.g. appeared on time, prepared materials and activities as previously agreed upon, etc.)
   YES       NO

6. Was the OWU student dependable? (Did he/she accept responsibility, follow through on delegated tasks, etc.)
   YES       NO

7. Was the dress, appearance and conduct of the OWU student acceptable?
   YES       NO

8. Was it helpful to you to have this OWU student assist the students?
   YES       NO

How would you rate the overall effectiveness of this OWU student? (Please circle one.)

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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

Return by __________________________
# Education Field Experience
## Scheduling Form

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>__ Pre-K-3</td>
</tr>
<tr>
<td>E-mail</td>
<td>Cell Phone</td>
</tr>
<tr>
<td></td>
<td>Are you interested in a special education placement? _____ Yes _____ No</td>
</tr>
</tbody>
</table>

Do you have transportation? _____ Yes _____ No
If you have transportation, are you willing to take a rider to your field experience? _____ Yes _____ No

Please fill in your class schedule below. Indicate times that may change with a question mark. Work must be scheduled around field placement.

<table>
<thead>
<tr>
<th>Hour</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
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<td>9:00</td>
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<td>10:00</td>
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<td>11:00</td>
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<td>12:00</td>
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<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

AYA & MA Only - Major Area of Study: ________________________________
MS Only - Areas of Concentration: ____________________________

Please list your previous field experience.

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 329 (EC only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 349 (MC seniors only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Weekly Record of Field Experience Activities

<table>
<thead>
<tr>
<th>OWU Student</th>
<th>Week Beginning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Signature</th>
<th>**See Below</th>
<th>University Supervisor Signature</th>
</tr>
</thead>
</table>

**Directions:** Record the estimate of the time you spent in the classroom. Be sure you calculate a total. Submit the report to the Education Office each Friday for the preceding week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Hours in the Classroom</th>
<th>Additional Preparation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of the week’s work: (Be specific about what you did, i.e., tutoring, observing, class lessons taught, etc.)

What I have learned this week about students and teaching:

Areas I would like to work on next week:

**Teacher’s signature confirms that the candidate has completed the form and the hours are correct. Please do NOT sign incomplete forms.**

Revised 9/20/2012 - All Programs
Field Experience Formative Observation Form

Teacher: __________________ Grade: ______ School: ____________________________

OWU Student: _______________ OWU Observer: ______________ Date: __________

Theme One: Content Knowledge

• *Knowledge* of the disciplines being taught and the *ability* to organize, integrate, and convey knowledge so that it is comprehensible to all students.

Comments on candidate’s strengths/areas to improve in content knowledge:

Theme Two: Teaching and Learning

• *Knowledge* of human development, motivation, and learning, as well as, the individual and contextual factors which guide one’s *ability* to develop instruction that is appropriate for all students.

• *Knowledge* of classroom organization, management, and curriculum, and the *ability* to design, implement and manage the learning environment in ways that support active student learning and independence.

• *Knowledge* of a variety of instructional strategies and materials, including technology, that encourage students’ problem-solving and critical thinking and the *ability* to select and implement instructional strategies that account for and adapt to all contexts, learners, and content.

Comments on candidate’s strengths/areas to improve in teaching and learning:
Theme Three: Character & Professionalism

- Commitment to teaching as a viable, honorable profession.
- Importance of improving one’s efficacy as it relates to student learning.
- Necessity for ensuring that democratic ideals for a multicultural society are the foundation of all teaching and learning.
- Importance of engaging in reflective practices.

Comments on candidate’s strengths/areas to improve in character & professionalism:

General Comments/Suggestions for Improvement:
APPENDIX C:
Sample Forms

Forms can also be found online at:

education.owu.edu
Ohio Wesleyan University  
Lesson Plan Template

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Student Teacher:</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter a content area.</td>
<td>Enter your name.</td>
<td>Enter your cooperating teacher’s name.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Grade Level:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter a date.</td>
<td>Enter a grade level.</td>
<td>Enter a topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Cooperating Teacher Signature:</th>
<th>University Supervisor Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter a school name.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-instructional Planning:
What do your students know about the topic? What pre-assessment(s) will allow you to determine exactly what your students know about the topic prior to instruction?

Common Core State Standard:
What academic content standards (district, state, national) does this lesson plan support?

Learning Targets:
What do you want the students to learn? Be specific and write in student friendly language. For example, write “I can multiply a one digit number by a three digit number with regrouping” versus “multiplication” OR “I can analyze the setting of a fictional story and describe its importance.”

Materials and Resources:
Technology – (check all boxes that apply)

- [ ] Computer(s)
- [ ] DVD Player
- [ ] Television
- [ ] Other
  - Enter other form of technology.
- [ ] Document Presenter (ELMO)
- [ ] Interactive Whiteboard (Smart Board)
- [ ] VCR Player
- [ ] Other
- [ ] Digital Camera
- [ ] Internet Connection
- [ ] Video Recorder (Flip Camera, Camcorder)

Printed Materials/Media:
Identify the textbooks, story books, trade books, lab manuals, reference materials, images, etc. that support this lesson.

Learning Environment Preparation:
What supplies need to be gathered to implement the lesson? How do you need to prepare the learning environment to support this lesson? How will you distribute the materials?

Internet Resources:
Indicate the web addresses (URLs) that support the lesson.

Other:
Identify other materials and resources that you will use to support student learning.

Introduction:
How will you capture student interest and attention? How will you activate students’ prior background knowledge or experience? How will you make the content relevant to your students?

Procedure:
Instructional Cycle: Provide an outline of what you and the students will do during the instructional cycle. Describe each learning task and learning style(s) addressed within each learning task. Draft the questions you will use to facilitate discussion and to check for understanding. If appropriate, also describe the language skill(s) addressed within each activity. As necessary, describe any grouping strategies. Also describe any organizational directions that you have planned to help students develop an understanding of this lesson’s content. Indicate any new procedures that students must be taught to successfully complete this lesson. Provide time estimates to assist in planning.

Academic Language: (Middle Childhood, Adolescent to Young Adult, Multiage)
Identify the key content specific vocabulary, terminology, and concepts [academic language] that students need to understand to participate fully in this lesson. This may include content specific language that you are modeling for students or that you expect students to acquire during this lesson. Identify the instructional supports (learning tasks) that you will provide for students to learn and use the identified academic language.

Academic Language: (Early Childhood)
Identify the language (developmentally appropriate sounds, words, phrases, sentences or paragraphs) that you want children to use or create as they engage in the learning experience. **Describe the instructional supports you will use to help children develop and use the identified language structures.**

<table>
<thead>
<tr>
<th>Accommodations for Individual Differences: (i.e., exceptionalities, ethnic, racial, gender, socioeconomic, language, learning styles, and religion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you adapt this lesson to accommodate for individual differences? For example, what specifically will you do to support struggling and/or advanced learners throughout the lesson or during particular learning tasks?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closure is an opportunity to help students think about what they learned during the instructional cycle. It can also provide one last opportunity to check students’ understanding of the learning targets. How can you help students think about what they learned during the instructional cycle?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you determine whether all students understand the content you taught? What evidence will convince you that the students have met the learning targets for this lesson? What formal and informal feedback will you provide?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Evaluation of the Lesson: (Reflections after teaching the lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the student assessment data, reflect on your teaching and student learning by responding to the following: What worked and what didn’t? For whom? Why? Were the objectives/learning targets accomplished completely with all the students? What might you do differently? How was the pacing effective/not effective? What was the ratio of positive to negative feedback? How much time was spent on teacher-directed instruction versus student engagement?</td>
</tr>
</tbody>
</table>

Revised 1/2013
Early Childhood: Application for Student Teaching

Name: ___________________________ Date: ___________________________

Term and Year you will be student teaching: ___________________________

What will be your local address while student teaching?  What is your home address?

______________________________________________
______________________________________________
______________________________________________

Telephone/Cell: ___________________________

E-Mail: ___________________________

Record of Preparation in Teaching Field:

<table>
<thead>
<tr>
<th>Course</th>
<th>Final Grade</th>
<th>Taking</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Early Childhood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of the School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics and Teaching Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Methods I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Methods II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology of Physically and Behaviorally Impaired Children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you plan to work or participate in sports or other activities during the student teaching semester?

☐ Yes  ☐ No  If “yes” please indicate date and time of the courses/activities. (These must be approved in advance, and we discourage work or courses during this semester.)

_______________________________________________________________________________________________

What is your scholastic average (GPA) for all college work? __________

What is your scholastic average for your Early Childhood Major? __________

EDUC 329:

Fall Semester:  Grade Level: ____  Teacher: ___________________________  School: ___________________________

Spring Semester:  Grade Level: ____  Teacher: ___________________________  School: ___________________________

Educational Psychology Placement:

Grade Level: ____  Teacher: ___________________________  School: ___________________________
Please detail any additional work you’ve done with young children (include all summer jobs, internships, after school tutoring, etc.)

Please detail any experiences you’ve had at the preschool level.

Further preferences or statements about your student teaching placement (considering special education, urban setting, 4/5 grade, etc.) Preferences are considered after licensure requirements and past placements, to the extent possible:

Would you be comfortable student teaching at St. Mary’s? (You would not be expected to teach religion.)

- Yes
- No

Will you have a car on campus to use during student teaching?

- Yes
- No

If you have a car during student teaching, would you be willing to give a ride to other student teachers placed at the same school?

- Yes
- No
Middle Childhood: Application for Student Teaching

Name: ___________________________ Date: ____________

1. What will be your local address while student teaching? Telephone/Cell Number: __________________

E-Mail Address: __________________

Record of Preparation in Teaching Field:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Taking</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of the School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Literature &amp; Teaching Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Principles &amp; Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics and Teaching Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you plan to enroll in any courses during the student teaching semester? □ Yes □ No
If “yes” please indicate date and time of the courses.

2. What is your scholastic average (GPA) for all college work?
   What is your scholastic average (GPA) for your Major? __________ Minor? __________

3. Previous Field Experience Placement:
   Grade: ______ Content Area: __________________ Teacher: __________ School: __________
   Grade: ______ Content Area: __________________ Teacher: __________ School: __________

4. Student Teaching Preferences:
   Grades 5-8
   1st choice: __________________ 2nd choice: __________________ 3rd choice: __________________
   Content Area 1: __________________

   Content Area 2: __________________

   Will you have a car on campus to use during student teaching? □ Yes □ No
If you have a car during student teaching, would you be willing to give a ride to other student teachers placed at the same school? □ Yes □ No

Please attach a current resume.
Due: the Monday of the third week of the semester prior to student teaching.
AYA & Multi-Age: Application for Student Teaching

(Include Form A and Form B)

Please fill out the attached pages. Then:

A. Have the Department Chair in your area of certification sign Form B.
   Make two copies of Form B.

B. Return Form A and the original of Form B along with your resume
   to the Education Department;

C. Give the Department Chair in your area of certification a copy of Form B.

D. Keep a copy of Form A and Form B for your records.

DUE: The Monday Following Spring Break (Junior Year)

PLEASE NOTE: This is one year prior to the semester in which you will be
student teaching. This is necessary because we are competing for spots with other
area colleges. Late applications may result in diminished opportunity for the ideal
placement.
Ohio Wesleyan University  
Department of Education

Student Teacher Data Record

A. ___________________________________________  
   Last Name  First  Middle  Date

   E-Mail____________________________________  Phone________________________

B. Academic Major ___________________________ Advisor __________________________

C. Courses yet to be completed for graduation _________________________________

   Cumulative Grade Point Average ____________________
   GPA in Licensure Area Courses ____________________
   GPA in Education Courses ________________________

D. Teaching Field Preferences (by subject):

   First__________________  Second__________________  Third__________________

E. Teaching Field Preferences (by grade level). Rank according to your preference-1,2,3.

   □ Elementary   □ Middle School   □ High School

F. Licensure Areas

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

G. Please attach a current resumé

Note: Information from sections D and E will be used in making student teaching assignments. 
Most students will have more than one placement.
Ohio Wesleyan University

Department of Education

Application for Student Teaching

I desire approval as a student teacher in __________________________________________. The preparation that I have had together with further work that I am doing or plan to do is shown below. As a candidate for assignment as student teacher, my preparation

☐ Will be completed prior to student teaching.

☐ Will be completed by taking the following courses after student teaching.

Signature of Applicant ________________________________ Date ____________________

Departmental or Area Recommendation

This applicant for student teaching is

☐ Approved

☐ Not approved

Signature ________________________________ Date ____________________

All courses planned for senior year:

<table>
<thead>
<tr>
<th>Semester I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any additional coursework to be completed before graduation:
Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society

Ohio Wesleyan University
Teacher Education Unit

Procedures for Applying to Student Teach Off-Cycle

1. The off-cycle student teacher should work with the director of his/her licensure program as soon as he/she is aware of the potential need to student teach off-cycle.

2. The director will communicate this information to the Education Department Chair at this time.

3. The off-cycle student teacher will complete and submit the Petition to Student Teach Off-cycle form by April 1 as well as the appropriate Application for Student Teaching.

4. If it has been more than a year since the student teacher completed his/her methods courses, the Education Department Chair will schedule an Off-cycle Admission Interview. The appropriate licensure program director and the Education Department Chair will conduct the interview. The interview will focus on content addressed in methods courses: lesson planning, individual differences, creating curricular units, etc.

5. The Education Department Chair will bring the petition forward for an admission discussion at the next Department meeting.

6. If the off-cycle student teacher is admitted, then the student teacher will meet with the director of his/her licensure program to plan his/her student teaching experience. If the off-cycle student teacher is not admitted, he/she will receive a feedback letter with a suggested course of action.

Criteria for admission to off-cycle student teaching:

- “Fully Admitted” to relevant Licensure Program (requires GPA check, review of Field Experience Evaluations)
- Completion of all coursework for licensure and graduation prior to student teaching (requires transcript check). Candidates in AYA/MA program need to complete EDUC 377: Teaching Workshop in the spring prior to their fall student teaching experience. Candidates in EC and MC need to complete Corrective Reading in the fall semester prior to their fall student teaching experience.
- Completed Petition to Student Teach Off-cycle form submitted to the Education Unit Chair by April 1.
- Completed Application for Student Teaching form.
- If necessary, the Off-cycle Admission Interview will be completed (No more than 1 response rated “adequate,” no responses rated “unsatisfactory.”)

Revised 03/27/15
Prepared by: Committee on Professional Education

Ohio Wesleyan University
Teacher Education Unit

Petition to Student Teach Off-Cycle

Date of Petition: ______________________

Directions:
1. Please attach a copy of your current transcript.
2. Please complete the form and obtain the necessary signatures
3. Turn in completed form and transcripts to Education Department Chair

Student Teacher’s Name: __________________________ ID# __________________________

Requesting Permission to Student Teach (Semester Year): ________________________________

Requesting Permission to Student Teach at OWU or another Institution: (If other institution, please indicate the Institution): ________________________________________________________________

Reason for student teaching off-cycle:
__________________________________________________________________________
__________________________________________________________________________

Signatures Supporting this Request:

- Adolescent to Young Adult (AYA) and Multi-age (MA) Signature of Department Chair in content area major: __________________________ Date: ____________

- AYA/MA – Director of Licensure Program: __________________________ Date: ____________

- EC – Director of Licensure Program: __________________________ Date: ____________

- MC – Director of Licensure Program: __________________________ Date: ____________

Criteria: (For Education Department Only)

- Transcript Attached Educ GPA Content Area GPA
- Full Admittance into Licensure Program
- Completion: All licensure coursework Completion: All University Coursework
- Passed: OAE Pedagogy Exam Passed: OAE Content Exam 1/ACTFL-OPI Passed: OAE Content Exam 2/ACTFL-WPT
- Successful Completion: Student Teaching Admission Interview

Final Decision:
☐ Approved ☐ Not Approved

Education Department Chair Signature: ________________________________________________

Revised 03/27/15
Off-Campus/Study Abroad Student Teaching Information Sheet
Completed Form DUE at the start of the semester prior to Student Teaching

Candidate’s Name: ___________________________________________ ID#: ____________________________

Today’s Date: ______________________________ Anticipated semester of graduation: ____________________

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

Contact person for the Program: ______________________________________________________________

Dates Off-Campus/Study Abroad Student Teaching Experience

Beginning Date ________________________ End Date ______________________

If seeking licensure in the Adolescent to Young Adult (AYA) program or the Multi-Age (MA) program, please explain your plan for completing EDUC 377: Teaching Workshop:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

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

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

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

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

- Student Teaching Activity: Diversity Activity; Working with ELL Students Activity
- Self-Reflection Paper
- Self-Assessment – Student Teaching Evaluation Form
- 4-year Resident Educator Licensure Paperwork – completed on-line with a credit card to pay licensure fee ($160)
- Exit Surveys – completed online
- Exit Interview – conducted in person, on phone, or via the internet

Signatures Supporting this Request:

Signature – Advisor: __________________________________________________________
Signature – Director Licensure Program: ___________________________________________

Criteria: (For Education Department Only)

_____ Transcript Attached          _____ Student Teacher: Full Admittance
_____ Completion: All licensure coursework        _____ Completion: All University Coursework

Final Decision:

___ Approved       ___ Not Approved

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

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

This assessment is completed at a minimum of three points.

**GATEWAY I: Admittance to Licensure Program**
- Completed by EDUC 110 and EDUC 251 field supervisors
- Completed by candidate as a self-assessment, and submitted with application materials
- One or more “Falls short of expectations” requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor) to discuss the viability of the candidate’s admission to the education program, and a written action plan for improvement.

**GATEWAY II: End of Methods Courses and Field Placements**
- Completed by cooperating teachers and methods professors
- Completed by candidate as a self-assessment and submitted to the Department
- One or more “Falls short of expectations” requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor) to discuss the viability of the candidate’s continuation in the education department, and a written action plan for improvement.

**GATEWAY III: End of Student Teaching**
- Completed by cooperating teachers and university supervisors
- Completed by candidate as a self-assessment and submitted to the Department
- More than one “Falls short of expectations” results in unsuccessful completion of student teaching and ineligibility for licensure.

Students may be asked to complete the dispositional assessment at other times as well, either as a self-assessment or at a professor, supervisor, or advisor’s request.

---

¹ Licensure Code of Professional Conduct for Ohio Educators, 2008, p. 8
Dispositions are not simply values and attitudes, but *the ways in which those are habitually demonstrated*. It is these outwardly expressed behaviors (i.e., verbal and non-verbal communication, actions, demeanor) that are assessed here.

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

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

<table>
<thead>
<tr>
<th>Meets All Expectations</th>
<th>Partially Meets Expectations</th>
<th>Falls Short of Expectations</th>
</tr>
</thead>
</table>

Comments/Examples:

<table>
<thead>
<tr>
<th>Examples may include…</th>
<th><strong>Professional Behaviors</strong></th>
<th><strong>Unprofessional Behaviors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal and non-verbal communication conveys respect, confidence, and enthusiasm – smiles, makes eye contact, speaks clearly</td>
<td>Verbal and non-verbal communication conveys disrespect and a lack of confidence and enthusiasm – slouches, doesn’t make eye contact, mumbles</td>
<td></td>
</tr>
<tr>
<td>Written communication is respectful, clear, and reflects the appropriate level of formality for the situation (e.g., emails use a greeting, closing, and proper spelling &amp; punctuation)</td>
<td>Written communication is disrespectful, unclear, or too casual for the situation (e.g., emails do not include a greeting or closing and use “text” language)</td>
<td></td>
</tr>
<tr>
<td>Communicates directly, honestly, and fairly; expresses concerns constructively</td>
<td>Gossips, complains frequently; complains about school problems, staff, or students in unacceptable forums</td>
<td></td>
</tr>
</tbody>
</table>
2. **Candidate works well with peers, cooperating teachers/school staff, and OWU faculty/staff** (OWU Learning Outcome 7; OSTP 6.2-4)

<table>
<thead>
<tr>
<th>Meets All Expectations</th>
<th>Partially Meets Expectations</th>
<th>Falls Short of Expectations</th>
</tr>
</thead>
</table>

Comments/Examples:

**Examples may include…**

<table>
<thead>
<tr>
<th><strong>Professional Behaviors</strong></th>
<th><strong>Unprofessional Behaviors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Works well with others; others are willing and eager to work with candidate</td>
<td>Has difficulty working with others; others are unwilling and unenthusiastic about working with candidate</td>
</tr>
<tr>
<td>Demonstrates initiative; recognizes ways to participate that are helpful and productive</td>
<td>Does not demonstrate initiative; routinely needs to be asked to participate, or oversteps professional boundaries</td>
</tr>
<tr>
<td>Proactive and respectful in addressing problems</td>
<td>Passive or defensive in addressing problems</td>
</tr>
<tr>
<td>Focus is routinely on others’ best interests (e.g., plans lessons based on students’ interests &amp; needs, and cooperating teacher’s guidance)</td>
<td>Focus is routinely on own best interests (e.g., schedules make-ups for field placement around own schedule rather than cooperating teacher &amp; students’ schedule)</td>
</tr>
</tbody>
</table>

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

<table>
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</thead>
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Comments/Examples:

**Examples may include…**

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</tr>
</thead>
<tbody>
<tr>
<td>Candidate is familiar with and adheres to code of ethical conduct for his/her licensure area</td>
<td>Candidate is not familiar with and/or does not adhere to code of ethical conduct for his/her licensure area</td>
</tr>
<tr>
<td>Candidate addresses ethical concerns through appropriate channels</td>
<td>Candidate ignores ethical concerns</td>
</tr>
<tr>
<td>Candidate maintains confidentiality; is thoughtful and careful when sharing private information</td>
<td>Candidate violates confidentiality; shares private information casually</td>
</tr>
<tr>
<td>No plagiarism, academic honesty or OWU code of conduct violations</td>
<td>Plagiarism, academic honesty or OWU code of conduct violations</td>
</tr>
</tbody>
</table>
### 4. Candidate demonstrates commitment to learning and professional growth (OWU Learning Outcome 10; OSTP 7.2)

<table>
<thead>
<tr>
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<tbody>
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**Examples may include…**

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</tr>
</thead>
<tbody>
<tr>
<td>Attends class/field placements with zero unexcused absences; arrives on time (in the classroom ready to work at start); keeps appointments; may volunteer beyond requirements</td>
<td>Misses class; arrives late; leaves early; doesn’t notify professor/cooperating teacher of absences/tardies or does so at the last minute</td>
</tr>
<tr>
<td>Assignments and lesson plans are submitted by due date; attends to tasks and responsibilities without prompting</td>
<td>Assignments and lesson plans are late; fails to attend to tasks and responsibilities, or requires prompting</td>
</tr>
<tr>
<td>Participates in class and meetings with cooperating teachers regularly with meaningful questions and comments</td>
<td>Does not participate in class or meetings with cooperating teachers, or questions and comments are extraneous/distracting</td>
</tr>
<tr>
<td>Candidate’s appearance is neat, modest, and appropriate for the circumstances</td>
<td>Candidate’s appearance is disheveled, immodest, or inappropriate for the circumstances (e.g., too casual)</td>
</tr>
<tr>
<td>Demeanor is open to and interested in new methods and ideas; conveys enthusiasm about being in class and field placement</td>
<td>Is apathetic towards or disdainful of new methods and ideas; does not convey enthusiasm about being in class or field placement</td>
</tr>
<tr>
<td>Actively applies principles and strategies learned about in coursework to field experiences</td>
<td>Does not apply what is learned in coursework to field experiences</td>
</tr>
</tbody>
</table>

### 5. Candidate uses constructive feedback and self-reflection to grow and improve (OWU Learning Outcome 10; OSTP 7.2)

<table>
<thead>
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**Examples may include…**

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<th><strong>Unprofessional Behaviors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcomes and seeks out constructive feedback with an open mind</td>
<td>Closed to constructive feedback; defends/justifies behavior, written work, etc.</td>
</tr>
<tr>
<td>Changes to behavior, written work, etc., based on feedback</td>
<td>Does not change in response to feedback, or reverts back to old patterns</td>
</tr>
</tbody>
</table>
6. Candidate seeks opportunities to learn about and positively impact teaching quality, school improvements, and student achievement
(Learning Outcome 8, 9; OSTP 7.3)

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**Examples may include...**

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<th>Professional Behaviors</th>
<th>Unprofessional Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate observes thoughtfully and asks relevant questions of field supervisor/cooperating teacher</td>
<td>Candidate is a passive observer and does not ask questions of field supervisor/cooperating teacher</td>
</tr>
<tr>
<td>Candidate attends to the needs of all learners</td>
<td>Candidate defers responsibility for students’ learning needs</td>
</tr>
<tr>
<td>Candidate persists in helping students who struggle, and does so with patience, care, and intentionality</td>
<td>Candidate does not persist in helping students who struggle, or expresses impatience or disdain</td>
</tr>
<tr>
<td>Candidate provides multiple opportunities and entry points for students to learn, particularly with students experiencing difficulty</td>
<td>Candidate provides few opportunities and a single entry point for students to learn</td>
</tr>
</tbody>
</table>

**Additional comments:**
Standards addressed:

Council for the Accreditation of Teacher Preparation

CAEP Standard 1: Content and Pedagogical Knowledge
Candidate Knowledge, Skills, and Professional Dispositions (1.1)
Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

CAEP Standard 2: Clinical Partnerships and Practice
Clinical Experiences (2.3)
The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Interstate Teacher Assessment and Support Consortium

InTASC Standard 9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Ohio Standards for the Teaching Profession

OSTP Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
6.1: Teachers communicate clearly and effectively.
6.3: Teachers collaborate effectively with other teachers, administrators and school and district staff.

OSTP Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
7.1: Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
Ohio Wesleyan University
Field Experience Final Evaluation
(Completed by Cooperating Teacher and University Supervisor)

Student Teacher ___________________________ Name of Teacher ___________________________ Subject/Grade Level ________

Name of School and District___________________________________________ Date_______________________

________________________ Cooperating Teacher Signature ___________________________ University Supervisor

Signature

Please evaluate the student teacher according to the following criteria:

Excellent – Consistently Exceeds expectations
Proficient – Consistent Meets expectations
Adequate – Partially meets expectations
Unsatisfactory – Needs focused attention

(Those who complete this form can choose to evaluate point by point and then score the general category, or holistically evaluate the general category.)

<table>
<thead>
<tr>
<th>CONTENT KNOWLEDGE</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**A. Content**
- Knows major concepts and principles of content matter
- Considers interdisciplinary connections

**B. Pedagogy**
- Translates content knowledge into developmentally appropriate instructional goals and plans
- Knows content-related pedagogy
- Selects appropriate and diverse methods and resources (including technology)
- Considers applications of content to real world settings
- Designs instruction that is clear, well-sequenced and coherent
- Makes accommodations for multiple approaches to learning and diverse student backgrounds

Comments on candidate’s strengths/areas to improve in content knowledge:
## TEACHING AND LEARNING

### II. Human Development, Motivation, and Learning

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Proficient</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

- Applies knowledge of intellectual, social, and emotional characteristics of age group
- Establishes appropriate level of rigor for grade level and individual students

### III. Classroom Organization, Management and Curriculum

<table>
<thead>
<tr>
<th>Excellent</th>
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</table>

#### A. Social/Instructional Environment
- Establishes an environment of mutual respect and rapport
- Creates and maintains appropriate interactions with students
- Sets high expectations for learning
- Promotes meaningful, purposeful work
- Establishes and maintains consistent standards of behavior
- Supports students’ continual engagement in authentic work

#### B. Curriculum
- Sets lessons within context of broader curricular framework
- Makes use of district, state, and national curricular guidelines

### IV. Instructional Strategies and Materials

<table>
<thead>
<tr>
<th>Excellent</th>
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<th>Unsatisfactory</th>
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</table>

#### A. Presentational Skills (Lesson Presentation)
- Communicates clearly and accurately using effective oral and written language
- Uses time effectively and encourages students to do the same
- Makes smooth transitions
- Strives for active involvement of all students
- Uses variety of instructional strategies that meets the needs of all students

#### B. Interactive Techniques (Collaborative)
- Makes appropriate adjustments during implementation of the lesson to make learning accessible to all students
- Uses questioning and discussion techniques that engage and challenge all students
- Encourages students to extend their thinking and apply what has been learned
C. Materials
- Uses variety of instructional materials that meet the needs of all students

Comments on candidate’s strengths/areas to improve in teaching and learning:

**CHARACTER AND PROFESSIONALISM**

<table>
<thead>
<tr>
<th>VI. Commitment</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the student present in your class during the assigned times?</td>
<td>Yes _____</td>
<td>No _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the student was not able to be present, were you notified?</td>
<td>Yes _____</td>
<td>No _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was all missed time made up?</td>
<td>Yes_____</td>
<td>No_____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Demonstrates enthusiasm for teaching and learning
- Presents an appropriate professional appearance and demeanor during all school-related events as well as within the greater community context
- Is reliable, punctual, and dependable
- Knows and follows school procedures

(Note: OWU Candidate’s Learning Outcomes V and VII are not assessed during Field Experiences.)
### VIII. Efficacy

<table>
<thead>
<tr>
<th>Excellent</th>
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</tr>
</thead>
</table>

- Demonstrates a belief that all students can learn by providing multiple opportunities for students to achieve the learning goals
- Persists in helping students learn despite initial difficulties or failures
- Accepts responsibility for all students' learning by trying new instructional strategies

### IX. Democratic Ideals

<table>
<thead>
<tr>
<th>Excellent</th>
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<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

- Treats all students respectfully regardless of abilities, exceptionalities, cultural differences, and life experiences
- Promotes the ideals of fairness, social justice, and equality, such as, selecting materials that reflect diverse perspectives, recognizing standard English as one option for the classroom and the other vernaculars of English are to be valued and respected
- Appreciates the need to attend equitably to all learners in the educational setting, such as calling on all student indiscriminately
- Engages students in the co-construction of rubrics, classroom procedures, learning tasks, etc., as developmentally appropriate

### X. Reflective Practices

<table>
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<th>Unsatisfactory</th>
</tr>
</thead>
</table>

- Reflects on the effect of one's own teaching on student learning
- Uses constructive suggestions to improve

**Comments on candidate’s strengths/areas to improve in character and professionalism:**

**General Overall Comments:**

Revised 8/2012 – All Programs