

DEPARTMENT OF TEACHER EDUCATION

Shawnee State University

Student Handbook for Teacher Licensure Programs

2009-2010 Academic Year



prepared by the
Office of
Preprofessional
Services

NCATE
The Standard of Excellence
in Teacher Preparation



Accredited by the National Council for the Accreditation of Teacher Education and approved by the Ohio Department of Education for the preparation of teachers.

DEPARTMENT OF TEACHER EDUCATION

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A Message from the Teacher Education Department

Dr. Paul M Madden, Department Chair



On behalf of the College of Arts and Sciences and the Department of Teacher Education, I would like to welcome you to Shawnee State University. The Department of Teacher Education faculty and other academic professionals are dedicated to your growth and development and the improvement of P-12 education. We all stand ready to help guide you toward the completion of your academic and professional goals. You, however, must assume the greatest responsibility for your academic study and professional preparation. The teacher education programs at Shawnee State are highly selective, standard-based programs designed to prepare highly qualified, competent, and caring educators.

My best wishes for a wonderful year!

Office of Pre-professional Services

**Debra S. Weber, M.A.Ed.
Director**



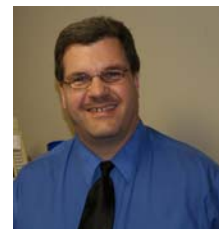
This is an exciting time to be a student in Shawnee State's Teacher Education Program. I am fortunate to be a member of the team that will help to provide the field experience and guidance necessary to prepare you for the profession of teaching.



**Kathy Webb, M.Ed.
Coordinator, Field and Clinical Experiences**

I am happy to welcome you as you continue your journey to become a member of the teaching profession. As a part of the Pre-professional Services team, I arrange your field assignments that provide necessary diverse placements and expert teaching mentors to enhance and complete your clinical practice. It is my sincere wish that you have a successful experience as a teacher candidate. Enjoy!

**Kevin D. LeMaster, A.A.B
Representative**



We hope that your experiences with Pre-professional services are a good one. I assist with any computer related or TK20 questions, and do the reviews for Level 1 admission. I look forward to making each experience a pleasant one. Good luck in your future!

Licensure Programs at SSU

The Department of Teacher Education at Shawnee State University is accredited by NCATE (National Council for Accreditation of Teacher Education) and has been approved by the Ohio Board of Regents and the State of Ohio Department of Education to offer the following degree and licensure programs:

2+2 Program for Associate and Bachelor Licenses

PRE-KINDERGARTEN - ASSOCIATE Grades Pre-K
Associate of Applied Science in Early Childhood Development

EARLY CHILDHOOD EDUCATION Grades PreK-3rd
All subjects/learners
Bachelor of Science in Education

MIDDLE CHILDHOOD EDUCATION

Bachelor of Science in Education

Social Studies Grades 4-9 Two content areas

Reading/Language Arts

Mathematics

Science

Middle Childhood Generalist Endorsement Grades 4-6 (added to Middle Childhood license)

Bachelor of Science in Natural Science Grades 4-9 Math & Science

MIDDLE CHILDHOOD GENERALIST Grades 4-9 (added to license)

ADOLESCENT TO YOUNG ADULT

Bachelor of Arts in English/Humanities Grades 7-12 One content area
Integrated Language Arts

Bachelor of Science in Mathematical Sciences Integrated Mathematics

Bachelor of Arts in Social Sciences Integrated Social Studies

Bachelor of Science in Natural Sciences Integrated Science

(with concentrations in Life Science, Earth Science, and Physical Science)

MULTI-AGE VISUAL ARTS Grades P-12 Visual Arts
Bachelor of Fine Arts Ceramics, Drawing, or Painting

MULTI-AGE INTERVENTION SPECIALIST Grades K-12 Special Needs
Bachelor of Science in Education

EARLY CHILDHOOD INTERVENTION SPECIALIST Grades P-3 Special Needs Mild to Moderate
Bachelor of Science in Education

READING ENDORSEMENT K-12 (added to license)

DEAF STUDIES CERTIFICATE (Not a teaching license)

SSU Teacher Education Domains of Teacher Capacity

“SSU is an NCATE accredited institution preparing learner-centered, inquiring professionals.”

The Shawnee State University teacher candidates are expected to possess knowledge, skills, and dispositions in the following five domains of teacher capacity:

Domain I

- ◆ The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).
 - Understand the discipline they teach and how to teach it to students.

Domain II

- ◆ The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.
 - Know how children learn and develop and can provide learning opportunities that support that development.
 - Understanding that students learn differently, and adapt their instruction to diverse learners.

Domain III

- ◆ The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.
 - Create environments that encourage positive social interaction, active learning, and self-motivation.
 - Understand effective communication techniques and use them in the classroom.
 - Foster relationships with colleagues, parents, and community agencies to support students' learning and well-being.

Domain IV

- ◆ The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome.
 - Use a variety of instructional strategies to encourage critical thinking, problem solving, and performance skills.
 - Plan instruction based on knowledge of subject, students, the community and curriculum goals.
 - Use formal and informal assessment strategies to evaluate and insure the continuous development of the learner.

Domain V

- ◆ The SSU teacher candidate practices professionalism.
 - Continually evaluate their own practice and seek opportunities to grow professionally.

July 2008 update

Shawnee State University
Department of Teacher Education
Conceptual Framework



**“Teacher as learner-centered,
inquiring professional”**

1. The Vision of Teacher as Learner-Centered, Inquiring Professional

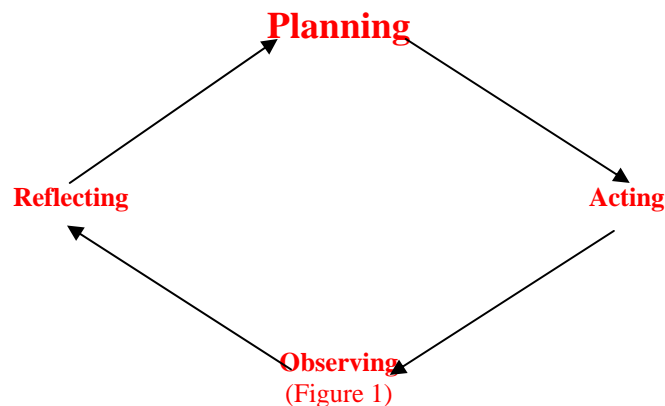
The Department of Teacher Education holds primary responsibility within Shawnee State University for the preparation of teachers. In conjunction with other divisions of the College of Arts and Sciences, the Department offers a slate of licensure programs to prepare entry-level teacher candidates for teaching students in grades pre-kindergarten through twelve. The teacher education faculty and staff share a commitment to quality programs that will meet the challenges facing educators in the twenty-first century. To that end, a vision has been collectively constructed that Shawnee State University prepares teachers as **learner-centered, inquiring professionals**.

The notion of **learner-centered** supports a belief that the effectiveness of teacher preparation should be demonstrated through the capacity outcomes of its graduates, their knowledge and ability to teach (NCATE, 1998). This effectiveness can be further translated in P-12 classrooms, demonstrated by the learning outcome of the school-age learners. Good teaching, therefore, should be judged through the perspective of learners engaged in the process of learning. That is, an effective teacher must 1) teach for understanding -- to teach in ways that help learners understand ideas and perform proficiently; and 2) teach for diversity -- to teach in ways that help diverse learners find productive paths to knowledge so they also learn to live constructively together (Darling-Hammond, 1997). This learner-centered notion culminates in the moral purpose of teaching -- that the ultimate commitment of education professionals is to the welfare

of all students (Goodlad, Soder & Sirotnik, 1990; Sockett, 1993), in their physical, moral, and intellectual growth.

The notion of teachers as **inquiring professional** underscores the belief of preparing teacher as decision-makers and problem solvers. Thus, learning to teach is approached as a matter of practice-based inquiry. The guiding rationale for the program at Shawnee State University is to dispose the teacher candidate to continually and systematically plan for, inquire into, and reflect upon practice, through all domains of the curriculum, and extend to life-long learning. This is a vision of teaching that assumes teachers continue to develop cognitively, technically, and socially over time. The emphasis is on building the capacity of teacher candidates by providing them the necessary knowledge, skills, and dispositions to critically inquire into their practice, right from the beginning. Teacher candidates can hardly be fully prepared in their initial teacher preparations but much can be done in terms of how they will be disposed to further learning and development.

In order to translate the learner-centered, inquiring professional vision into a workable framework to guide the SSU program curriculum, a model of action research has been employed. This model is characterized by four steps which link action into a cycle and the cycle into a process of reflectivity: planning (to improve practice through action), acting (to implement the plan), observing (to identify the effects of action in the context), and reflecting (to use the effects as a basis for future planning and subsequent action through a succession of cycles).



The teacher candidates practice the inquiry model during their entire learning experience at Shawnee State University, individually and in collaboration with peers, cooperating teachers, and professors. Through a number of means including written journals, critical observation, clinical teaching, case analysis, and teacher work sample, the teacher candidates examine issues that commonly arise in the authentic classroom settings. The inquiry process strengthens the skills and dispositions needed by the learner-centered teachers to understand the teaching-learning process, identify what is going on with the learners, and assess the outcome of their learning. More importantly, using the inquiry model to practice early in the program establishes a valuable life-long learning attitude that is modeled, as well as practiced and, therefore, perpetuated by the teacher candidate (Jackson, Boostrom, & Hansen, 1993).

2. [Rationale of the Vision](#)

The vision of “learner-centered, inquiring professional” reflects multiple orientations to both the nature of knowledge and knowing, and to teaching and learning. Prevalent constraints to the full education of teachers have been an over-reliance on one epistemological orientation—namely behavioristic psychology orientation—or an unplanned random and often implicit incorporation of several. The former cannot begin to do justice to the complex, highly social and interpersonal nature of schools, teaching and learning, and the latter usually contributes to confusion on the part of those desiring to become teachers.

The **competency** orientations build on the foundation of a positivistic epistemology and behavioristic psychology. It emphasizes the development of discrete and observable skills of teaching that can be taught and assessed separately, as they are related to student learning. The **personalistic/developmental** orientation is derived from perceptual and developmental psychology. It advocates a teacher education program highly responsive to the self-perceived needs and concerns of prospective teachers. It emphasizes that knowledge is shared and negotiated between parties but ultimately personal. Thus, the curriculum focus is guided by the belief that “We teach who we are,” or, “Let personal preferences lead learning.” The **academic** orientation traces its philosophical roots in the origin of the Western intellectual tradition. It emphasizes the knowledge base in the core disciplines of the liberal arts and sciences in teacher education. Teachers are expected to be scholars in their content areas. The **social re-constructionist** orientation is derived from a phenomenological epistemology. It addresses the cultural,

social and linguistic dimensions of how one comes to know. Beliefs and intentions of teachers and students are given priority here as the product of constructivist thinking, thus are uncertain and evolving.

Knowledge is the result of students' interactions with their peer learners and learning environment, rather than something students passively receive from teachers. Finally, the **critical theory** orientation is derived from those who are concerned with social justice, morality, and ethics. It demands that the teacher attend to the mission of schools in addressing societal-global inequities and injustices and that they continually reflect on the moral and ethical dimensions of their teaching (Crow-Maienza, 1996; Richardson, 1996; Doyle, 1990; Shulman, 1986).

While each of these above orientations to teacher education is provocative, reinforcing, and overlapping, by no means are they mutually exclusive. The vision of learner-centered, inquiring professional allows a synthesis of elements from various orientations in the development of the SSU teacher education programs. The faculty draw strengths from each orientation to determine the key domains of teacher capacity -- knowledge, skills, and dispositions -- that our teacher candidates are expected to possess, and they model the best practices of teaching supported by research in the field of education.

3. Five Key Domains of Teacher Capacity for the Learner-Centered, Inquiring Professionals

The knowledge base for all of the SSU teacher education programs is defined as **five** constituent domains of **teacher capacity**, including: 1) domain of general studies and discipline areas; 2) domain of the diverse learner and learning process; 3) domain of learning contexts and environments; 4) domain of effective teaching strategies; and 5) domain of professional development.

A learner-centered, inquiring teacher must be knowledgeable in the specialized **discipline** area he or she chooses to teach, which is based on a solid grounding of **general studies** expected of an educated person (Shulman, 1987). That teacher also develops content knowledge pedagogy -- knowledge of how to help others learn the discipline content. Equally importantly, the teacher understands the curriculum alignment within each discipline and the relationships among disciplines. The teacher is capable of connecting, integrating, and synthesizing general knowledge with disciplinary studies to serve the purpose of making the content accessible and meaningful to all students (Crossman, Wilson & Shulman, 1989; Murray & Porter, 1996). That teacher is also capable of integrating subject matter in teaching and using

interdisciplinary inquiry as a means to help P-12 students link subject matter knowledge to real world problems.

The learner-centered, inquiring teacher must be knowledgeable about **diverse learners** and how they engage in the **learning process**, especially if differently from each other. Research in the fields of human brain and intelligence, epistemology, and developmental psychology informs the Shawnee State University programs about how one comes “to know.” The faculty share a belief that learning occurs when students relate new ideas to their own past experiences or prior knowledge. Learning involves conceptual change through students’ self-instructive and regulative processes (Wang, 1989; Solomon, 1998). A learner-centered, inquiring teacher reaffirms the place of the learner as the center of the active-learning process by planning instruction in ways that enhance this concept of learning (Barnes, 1989; Anderson, 1989). The Shawnee State University programs stress the ways in which such learning differs within each discipline area and by each learner. Studies of learning theories and human growth and development are accompanied by concrete illustrations within each discipline.

The learner-centered, inquiring teacher must welcome and appreciate the increasing diversity in schools and the society. The teacher understands the impact of cultural, social, historical, legal, and ethical **contexts** on teaching and learning. The teacher also understands the relevance of students’ family backgrounds and community influences on learning. Diversity is highly valued, and seen as a strength in fostering a tolerant and respectful learning community in such contexts. The teacher candidate seeks communication and collaboration with students, parents, colleagues, and other professionals, in adapting instruction to meet the learning styles and needs of diverse learners, inclusive of students with disabilities, cultural and linguistic diverse backgrounds, gifts and talents, as well as students-at-risk for school success due to other social factors (Hollins, King & Hayman, 1994).

The learner-centered, inquiring teacher must be knowledgeable and skillful in **teaching strategies**, including effective planning, instruction, management, and assessment and evaluation (Reynolds, 1989; Murray, 1996). The teacher candidate is exposed to research findings on effective learning and teaching generated from major research paradigms which have contributed to the general knowledge in this field. The teacher candidate is encouraged to select from abundant educational resources, including computer technology to enhance learning. Working with the faculty across the

university community, the teacher education faculty incorporate communications and technologies throughout the entire teacher education curriculum. The teacher candidate is expected to possess not only “computer literacy,” but also the ability to explore the use of modern communications technologies in carrying out their functions and responsibilities as teachers (NCATE Technology Report, 1997).

The learner-centered, inquiring teacher must value and practice reflectivity and inquiry toward the goal of attaining critical competence as a thoughtful professional. The Shawnee State University teacher education programs inculcate a habit of, and develop skills in, life-long learning and **professionalism**. The program promotes thoughtful professionals who are able to analyze their own teaching and use studied and structured forms of reflection to improve their teaching effectiveness. The four-step inquiry model, as elaborated earlier in this document, is used across all the knowledge domains of the curriculum.

4. [Goals for Teacher Candidates at Shawnee State University](#)

Specific goals for teacher candidates are delineated in terms of knowledge, skills, and dispositions within each of the aforesaid capacity domains.

- 1) The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).

Knowledge:

- A broad general education essential for an “educated person.”
- An in-depth working knowledge in specific discipline area(s).

Skills:

- Enable learners to understand patterns of thinking specific to the discipline(s).

Dispositions:

- Value and practice inclusive orientation to learning.

- 2) The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.

Knowledge:

- Principles of human growth and development.
- Epistemological and psychological understanding of human learning.

Skills:

- Communicate challenging expectations according to learner readiness.
- Use multiple instructional strategies responsive to learners’ cultural and developmental needs.

Dispositions:

- Demonstrate sensitivity to all learners.
- Support positive learner self-concept by fostering learner success.
- Assist learners in clarifying beliefs, attitudes, and values as well as fostering cognitive development.

- 3) The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.

Knowledge:

- Social, political, philosophical, historical, ethical, and legal contexts of teaching and learning in American society.

- Changes in family settings and social contexts and the impact on teaching and learning.

Skills:

- Create and manage safe, fair, and supportive learning environments.
- Communicate and cooperate with parents and other professionals in working with diverse students.

Dispositions:

- Value and advocate communication and collaboration in learning communities.
- Establish empathic, cooperative relationships with and among all learners.

4) The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome.

Knowledge:

- Content pedagogy theories.
- Curriculum alignment within a discipline and across curriculum.

Skills:

- Planning
 - Develop multiple perspectives by integrating disciplines, learners' interests, and technological resources.
 - Select and organize instruction to connect learner experience in and outside the classroom.
- Instruction
 - Make content comprehensible to learners.
 - Guide learners toward constructing knowledge through a variety of experiences.
 - Encourage critical and divergent thinking.
 - Use instructional time effectively.
- Management
 - Demonstrate effective classroom management.
- Evaluation
 - Monitor and evaluate learning through a variety of means.
 - Modify instruction based on learning.

Dispositions:

- Be accountable for learning.
- Continuously assess and improve instruction for diverse learners.

5) The SSU teacher candidate practices professionalism.

Knowledge:

- Moral and legal responsibilities of a professional teacher.
- Approaches to reflectivity and inquiry.

Skills:

- Reflect on beliefs and conduct as a professional teacher.
- Participate in professional activities.
- Observe school policies and procedures.

Dispositions:

- Continue to inquire and grow as a professional.
- Model life-long learning.

These goals, derived from the “learner-centered, inquiring professional” vision, serve the University’s mission, and are closely correlated to the Ohio Licensure Standards and INTASC Principles for teacher education programs.

Figure 2. Links among the SSU Goals, Ohio 1998 Licensure Standards, Professional Educator’s Standards, and Shawnee State University Mission

Shawnee State Teacher Candidate Goals	Ohio Licensure Standards	Professional Educator’s Standards	University Mission
<p>1. The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).</p> <p>2. The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.</p> <p>3. The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.</p> <p>4. The SSU teacher candidate employs effective teaching strategies to ensure the desired learning outcome.</p> <p>5. The SSU teacher candidate practices professionalism.</p>	<p>(A) Subject Matter</p> <p>(B) Student Learning (C) Diversity of Learners</p> <p>(F) Learning Environment (G) Communication (J) Student Support</p> <p>(D) Planning instruction (E) Instructional Strategies (H) Assessment</p> <p>(I) Professional Development</p>	<p>1. Understand student learning and development and respect the diversity of the students they teach.</p> <p>2. Know and understand the content area for which they have instructional responsibility.</p> <p>3. Understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <p>4. Plan and deliver effective instruction that advances the learning of each individual student.</p> <p>5. Create learning environments that promote high levels of learning and achievement for all students.</p> <p>6. Collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p> <p>7. Assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p>	<p>A Regional, public institution</p> <p>Prepare students for the changing needs of business, industry, education, and society through its diversified degree programs</p> <p>Recognize the importance of knowledge, values, and cultural enrichment</p> <p>Foster competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking</p> <p>Provide opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts.</p>

5. Curriculum Structure

In keeping with the Shawnee State University mission as a undergraduate institution, the teacher licensure programs are designed to fit within a four-year time frame. Candidates enrolled in the early childhood, middle childhood, and intervention specialist programs earn a baccalaureate degree in education. Those enrolled in the adolescence to young adult programs, and those in the visual arts program, earn a degree from Arts and Sciences departments.

Each program is composed of four distinctive, yet interrelated, components:

- General Education Program
- Professional Education Core and Related Studies
- Discipline area coursework
- Licensure specific coursework with field/clinical experiences

While each program has its own specific requirements within each curriculum component, all of the programs are designed to operate within this conceptual framework. The program designs comply with the Ohio standards and NCATE approved curriculum guidelines.

It is worth noting here that the development and implementation of education programs at Shawnee State University is ensured by a genuine and continuing **collaboration** among professionals on and beyond the campus. Faculty in Arts and Sciences departments have been involved in designing and reshaping each program from the very beginning. An understanding is shared that the teacher candidate's knowledge in the discipline area is the prime foundation for an effective pedagogy to warrant a positive impact on student learning. Such an understanding enables each program to maintain a high intellectual vigor with provision of ample field and clinical experiences, yet is still manageable for candidates to

finish within four years. Collaboration has also been sought from the teacher candidates, education professionals in the school communities, and outside professional consultants for program design, implementation, and assessment. Local and regional partner schools have been identified to provide professional development experiences for both pre-service and in-service teachers. An advisory council composed of the Teacher Education Department faculty and staff, faculty in Arts and Sciences, practicing teachers, school administrators, and representatives from the local communities, provides valuable input to the Shawnee State University teacher preparation through regular meetings and involvement in special program-related activities.

6. Assessment and Evaluation

The Department of Teacher Education uses multiple measures to systematically assess and evaluate its candidates, programs, and the Department operations. The emphasis of assessment of evaluation at the program and Department levels is decidedly on candidates' performance in the five capacity domains and goals, as clarified in the previous section. While candidates' performance is continuously monitored and assessed throughout the program, four main levels of evaluation are identified as:

1. Admission to the Department of Teacher Education
2. Admission to the teaching licensure program
3. Admission to student teaching
4. Application for initial teaching licensure

At each level of evaluation, the criteria and procedures are identified and communicated clearly to the candidates; specific evaluation areas are identified (What), instruments developed (How), and assessors' responsibilities allocated (Who). The overview of the Candidate assessment is as follows:

Figure 3. Teacher Education Candidate Assessment

<i>What is assessed?</i>	General studies & Discipline area(s)	Diverse learner & learning	Learning contexts & environments	Effective teaching strategies	Professionalism
<i>How is it assessed?</i>	Course grade University placement tests ACT Praxis I, II (Specialty area)	Reflective writing Simulation Clinical observation Portfolio entry Praxis II (PLT)	Reflective writing Simulation Clinical observation Portfolio entry Praxis II (PLT)	Reflective writing Simulation Clinical observation Lesson plan Portfolio entry Video of teaching Praxis II (PLT)	Reflective writing Clinical observation Portfolio entry Video of teaching Lesson plan Praxis II (PLT)
<i>When is it assessed?</i>	Level I, II, III*	Level I, II, III	Level I, II, III	Level II, III, IV	Level II, III, IV
<i>Who is responsible?</i>	Preprofessional Services A & S faculty DTE faculty	Preprofessional Services A & S faculty DTE faculty	Preprofessional Services DTE faculty Cooperating teacher	Preprofessional Services A & S faculty DTE faculty Cooperating teacher	Preprofessional Services A & S faculty DTE faculty Cooperating teacher

- * Level I: Admission to Teacher Education
- Level II: Admission to Specific Licensure Program
- Level III: Admission to Student Teaching
- Level IV: Recommendation for Licensure

In addition to candidates' assessment, the Department collects, compiles, and analyzes data obtained through a number of other **internal** and **external** assessment variables, to systematically evaluate the overall quality of program offerings and the Department overall operations to seek continuous improvement.

Figure 4. Teacher Education Program and Unit Operation Assessment Variables

Internal Evaluations	External Evaluations
<ol style="list-style-type: none"> 1. Instruction Evaluation – each semester. Students' anonymous evaluation of faculty instruction using an institutional form. 2. Faculty Self-Evaluation and Dean/Chair Evaluation -- Annually. Areas of evaluation including teaching, scholarship, and service. 3. Incoming Student Survey – each semester. A written survey given to all EDUC 1115 students at the beginning of each semester 4. Student Teaching Experience Survey – each semester. A written survey given to all student teachers at the end of their student teaching experience. 5. Teacher Education Portfolio – reviewed at each level of admission. Required for all students pursuing a license throughout the program. 6. SSU Academic Program Review – Every five to ten years. A comprehensive program review by the University. 7. EPCC Review – As needed. The University Educational Policy and Curriculum Committee authorization of program/course change proposals by departments. 	<ol style="list-style-type: none"> 1. Kathy-employment survey pilot 2. Graduate Follow-up Survey -- Annually. A written survey mailed to all graduates of the previous year. 3. Cooperating Teacher Survey – Each Semester. A written survey electronically mailed to cooperating teachers who have supervised student teachers each semester. 4. Teacher Education Advisory Council Review – each semester. Providing different perspectives from the Council's diversified membership. 5. Ohio Department of Education Review – Every seven years. Comprehensive program review by a joint team of ODE and NCATE. 6. AQUIP – Up to ten year cycle. Comprehensive review of the University operation. 7. Title II Report – Annually. A report with graduate and program data to ODE according to the federal and ODE guidelines.

7. Guidelines/Standards Authorities Referenced in the Conceptual Framework:

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Teacher Preparation Sequence & Professional Development Cycle

Teacher preparation in Ohio is a planned and structured sequence of education and testing and performance assessment. Professional Development is a continuous cycle of education/development and practice. The following flow chart exemplifies the teacher preparation and professional development sequence of a professional educator in the State of Ohio.

Admission to the University
ACT or Praxis I Examination
Enrollment in Preparation Program (Pre-Admit)
Admission to Teacher Education
Program Admission
Praxis 2 Content Area Test
Student Teaching
Praxis 2 PLT
Program Completion
Provisional License
Entry Year
Praxis III Assessment
Professional License
Individual Professional Development Plan
License Renewal
No permanent License. Repeat last two units of sequence for rest of career

Professional Conduct and Appearance

Professional Conduct

Students will:

- Conduct themselves, at all times, in a manner befitting Shawnee State University and the profession of teaching.
- Meet or exceed all policies/procedures related to professional conduct set fourth by the district for professional staff.
- Use proper grammar in both written and oral communications.
- Maintain confidentiality regarding students and/or building faculty/staff prior to, during, or after field/clinical experiences.
- Arrive and depart at the scheduled time and days.
- Mute or de-activate personal communication devices (cell phones, pagers, etc.) during field/clinical experiences.
- Adhere to district/building staff policies regarding the use of tobacco products during field/clinical experiences. At no time shall smokeless tobacco be used in a classroom or school building.
- Refrain from consuming alcoholic beverages prior to or during a field/clinical experience or professional experience event.

Professional Appearance

Students will:

- Maintain good personal hygiene and appearance.
 - o Hair and body will be clean and free of odors.
 - o Users of tobacco products must take extra care to remove odors from clothes worn to field/clinical assignments.
 - o Chewing gum is not accepted in most classrooms and is not acceptable behavior.
 - o Students having false teeth shall wear them for all professional experiences.
 - o Tattoos will be covered by clothing or adhesive bandage (i.e. Band-Aid).
 - o Earrings should be subtle and professional in nature. Typically, one set for women or men is appropriate. Tongue studs and other exposed body piercing are not appropriate to any field/clinical setting.
 - o Hair will be colored/arranged in a conservative, professional style.
 - o Standard contact lenses are appropriate.
- Dress in a professional manner appropriate to the assignment.
 - o Clothes will be clean, well-fitting, in good repair, and professional in nature.
 - o Jeans, t-shirts, and sneakers are typically not considered professional attire. Only in special circumstances, with approval, will a student be permitted to attend a field/clinical experience wearing such clothing.
 - o Mini-skirts are not considered professional attire for a school setting.
 - o Low cut blouses are not considered professional attire for a school setting.

- o Dress shoes are appropriate. Western-style boots are typically not considered professional in nature. Very high heels may impede performance of assignments. No open toed shoes.
- o Appropriate undergarments will be worn to all field/clinical experiences and should not be exposed.

Academic Integrity¹

"Plagiarism is the act of presenting another's words or ideas as your own writing without [acknowledging](#) your debt to the original source," per the definition used by the SSU English & Humanities Department and by [Senior Seminar](#) faculty. ([more](#))

Plagiarism is considered academic misconduct "...whether it occurs in the classroom (i.e., through the use of term papers or laboratory reports from any source other than the student's own work) or anywhere else within the Shawnee State community" according to the [Shawnee State University Student Handbook](#) (38).

A paper or project with "stuff" that you downloaded, cut-and-pasted, bought, or borrowed **without** proper [acknowledgements](#) is plagiarized.

How to Avoid Plagiarism

When in doubt, cite it. If you found out something and are passing it along in your paper, [document](#) it.

Whether you are quoting word for word or only just talking about what you found out, make a [reference](#). If you are quoting verbatim, in addition to providing a citation, either put the quote in quotation marks or set it off as an indented block of text.

It doesn't matter where it came from -- an article, a TV show, the Internet, an email, a cartoon, a textbook, a table, a webpage -- it must be [cited](#).

¹ www.shawnee.edu

ADA²

Shawnee State University advocates a barrier free campus and provides a variety of support services to all disabled students. The Student Success Center support includes classroom accommodations, technical assistance to improve learning, and the removal of structural barriers. Documentation of each student's disability, their capacity for learning, and prior classroom services provided are necessary in order that proper accommodations are established and communicated to the faculty member. Students are asked to submit their class schedule for each academic semester so that services are consistent with the learning process. Support services allow each student at Shawnee State to pursue a particular area of study, empowering the student to realize their own unique potential for success.

The Student Success Center office also acts as a liaison between the student and sponsoring regional agencies such as the Bureaus of Vocational Rehabilitation and Visual Impairments. Orientation for new students is available during campus visitations or by appointment with the office.

Department Assessment Program for Admission and Retention

Be sure to read this section carefully. You are ultimately responsible for meeting the standards for your program.

While Shawnee State University is an open enrollment institution, the teacher preparation programs have selective admissions and retention policies. The Department of Teacher Education utilizes a comprehensive assessment program for the admission and retention of its students. This assessment program includes grade point averages and minimum grade requirements for general education, content area, and professional education coursework; performance on standardized tests of competency in content and professional knowledge; professional performance assessments (including oral and written communications); and a comprehensive portfolio. The Admission/Retention Advising Sequence helps guide the student through the process. A copy of this sequence chart is found in the appendix.

Students must complete a series of electronic applications, each resulting in a thorough review of their academic and professional performance. Students provide intended program information in a Pre-Admission Student Information Form. Level 1: students apply for Admission to Teacher Education. Level 2: students apply for Admission to Program Candidacy. Level 3: students apply for admission to Student Teaching. When all requirements are completed, students apply for a provisional teaching license. Information regarding the criteria for each level of admission can be found in the following pages. Sample copies of the application forms are located in the appendix.

Also included in this section are more detailed explanations of the PRAXIS series of tests and information regarding the portfolio requirement. A sample copy of the Portfolio Review form and the Portfolio Style Guide may be found in the appendix.

² Shawnee State University 2007 – 2008 Catalog, page 49

Education Course Grade Requirement Policy

The Department of Teacher Education has a course retake and successful completion policy for all courses offered through the education program. Any course offered by the Department of Teacher Education (ED__ courses) must be completed with a grade of C or higher in order to be considered “successfully completed.” If a grade of C- or lower is earned in any course it must be retaken. No credit will be awarded for the lab, field, or clinical hours associated with the course. If the course is retaken and a grade of C or higher is not earned the second time, the student will be administratively withdrawn from the program. A student may appeal the withdrawal through the academic hearing process if s/he feels extenuating circumstances has precluded successful performance. The results of the hearing will be final.

Program Standards Policy

Students who have not been enrolled at Shawnee State University for a period of three consecutive semesters will be required to meet existing program standards at the time of re-enrollment.

Shawnee State University has initiated the following Catalog Rights as described on page 38 of the 2007-08 Catalog.

The academic requirements and policies that a student must follow are determined by the course catalog in place at the time of initial registration at Shawnee State University. If a student fails to enroll for three consecutive semesters, he or she must follow requirements and policies in the course catalog at the time of return to SSU. A student has the right to petition the academic department that offers his or her major for a change in catalog. A student also has the right to request course substitutions and waivers of requirements.

Waiver and/ or substitution of a required course or courses must comply with SSU **“Guidelines Regarding Waivers and Substitutions of Required Courses.”** Copies of these guidelines are available from the dean’s office, College of Professional Studies; the dean’s office, College of Arts and Sciences; or the Office of the Registrar.

Finally, it is important to note the following statement printed on the inside cover of this catalog:

“These requirements are subject to change prior to graduation in order to comply with federal, state, and accreditation requirements. Shawnee State University reserves the right to make changes in its programs, policies, and procedures prior to your graduation, which you will be required to meet unless specifically exempted from the changes.”

Portfolio Information

At Shawnee State University each student pursuing teacher licensure will complete a professional portfolio as one component of his/her program and recommendation for licensure. This portfolio is based upon the Domains of Teacher Capacity. Each student will collect and display, through the portfolio, artifacts to support his/her competency in each of the five Domains of Teacher Capacity. Information regarding the portfolio guidelines is available from the department office.

Students will be introduced to the professional portfolio concept in EDUC1115. The instructor will provide specific assignments for them to guide them through the beginning stages of the portfolio development process. All students must successfully complete the portfolio assignments and pass the class with no less than a C. Level 1 application will be submitted to the office secretary who will begin the paper process. Students who transfer credit for EDUC2230 will also be required to develop a portfolio as part of EDUC2215, Orientation to Education.

After receiving Level 1 students will continue to review and collect artifacts throughout their program. E-portfolios will be created and maintained as levels of knowledge and understanding are obtained. Using the five Domains of Teacher Capacity, students and the seminar supervisor will identify documentation that best indicates their competency in the capacities to date.

Students and Advisers will again review student e-portfolios at Level 2. The students will review the criteria for an professional e-portfolio. They will review the various uses for a portfolio and explore different organizational styles for professional presentation. Choices for artifact inclusion will be examined.

EDXX4485: will be completed with the appropriate methods courses. The experiences and courses during this semester will most likely produce the greatest number of artifacts for potential inclusion in the e-portfolio. Students will begin to prioritize artifacts so the e-portfolio is nearly completed at the end of this course. Artifacts collected during the Student Teaching experience may replace many of the artifacts.

During the Student Teaching experience, EDXX4490, students will collect artifacts based upon their full-time teaching experience(s). While attending weekly seminars, students will have the opportunity to evaluate existing artifacts and collect additional artifacts, which are directly related to their professional performance. Students are required to complete “mock interviews” as part of the Student Teaching Seminar. E-portfolios should be as complete as possible to be utilized in the interviewing process. Students will continue to evaluate and replace artifacts as more appropriate items are identified.

The pre-service teacher may use the professional e-portfolio as a tool in seeking employment. The in-service teacher will find the experience of portfolio development invaluable when required to complete individual professional development portfolios for licensure renewal and/or for National Board certification.

The student’s education advisor will complete an e-portfolio review form as necessary. A copy will be issued to the student, one to the faculty advisor, and one will be placed in the student’s licensure file. A SATISFACTORY PORTFOLIO REVIEW IS REQUIRED for each of the levels of Teacher Education. If a student’s e-portfolio is rated unsatisfactory in

any area, the e-portfolio should be revised according to the reviewer's comments and resubmitted for review. A sample form is found in the appendix.

Pre-Admission Student Information

Students who are interested in a teacher preparation program at Shawnee State University must complete the Pre-Admission Student Information form. This form is typically completed in EDUC1115: Introduction to the Teaching Profession, the first course in the professional education sequence. Students who transfer into Shawnee and do not complete EDUC1115 may complete the application in EDUC2215: Transfer Orientation, or by coming into the Teacher Education office, Room 227 Massie Hall.

The Pre-Admission Student Information form collects demographic information from the student and requires him/her to sign a "Statement of Good Moral Character" affirming their legal eligibility for licensure. Additionally, students must read and affirm, by initialing, statements regarding minimum entry requirements for all teacher licensure programs.

Completion of the Pre-Admission Student Information form does not guarantee admission to Teacher Education or a specific licensure program at SSU. Students must meet and maintain eligibility in their desired programs to be recommended for a teaching license.

A sample of the Pre-Admission Student information form is found in the Appendix.

Level 1: Admission to Teacher Education

Although Shawnee State University is an open enrollment institution, Teacher Education is a selective admissions program. Admission to the University does not guarantee admission to Teacher Education. To be considered for admission a student must meet the following criteria:

1. Satisfactorily complete at least 36 quarter hours of university/college coursework
2. Maintain all program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in ENGL1101, ENGL1102, ENGL1105, GEP Quantitative Reasoning Course
 - A grade of C or higher in EDUC1115
 - A grade of C or higher in PSYC1101
3. Satisfactory field experiences evaluations for EDUC1115
4. Satisfactory scores on all portions of the Praxis I Examinations or approved equivalent measure of basic skills on the Academic Profile Test.

	Praxis 1 Test	ACT
Reading	172	19
Writing	172	19
Math	172	19
Composite		21

1. ACT Composite score of 21 with a minimum sub-score of 19 in Math, Reading and English.
2. Successful completion of the Portfolio development Assignment
3. Satisfactory progress toward professional portfolio development with approval signature from faculty advisor
4. Evidence of Good Moral Character
5. Satisfactory BCII Background Check (fingerprinting).
6. Satisfactory FBI Background Check (fingerprinting) *deadlines vary*

Admission to Teacher Education Status

Applications for Admission to Teacher Education are to be submitted to the Department of Teacher Education. Following a review, applicants will be notified of their status by their Shawnee email account regarding the status of their application. Students will be granted Full Admission or Denial.

Students earning **Admission** may continue to take coursework toward their licensure programs. These students are eligible to register for upper division courses in their licensure program as they meet necessary prerequisites. Admitted students may apply for student teaching when appropriate.

If a student's application is **Incomplete**, the application may be returned for further preparation.

If a student is **Denied Admission**, he or she may re-apply after correcting deficiencies noted in his/her status letter. **A Correction of Deficiency form will be submitted with documentation of correction.**

An Application for Admission to Teacher Education is available at education.shawnee.edu. After completing the application students **must** print, sign and submit the application to the Office of Pre-Professional Services in the Department of Teacher Education.

Level 2: Admission to Candidacy/Licensure Program

Admission to Teacher Education does not guarantee admission to a specific licensure program. Students may apply for admission to their desired area of licensure upon completion of the following requirements.

1. Level 1 Admission to Teacher Education.
2. Satisfactorily complete at least 90 credit hours of university/college coursework.
3. Cumulative GPA of 2.75 or higher.
4. Grades of C or higher in all completed GEP courses.
5. A 3.0 average and a grade of C or higher in required professional education, reading/literature, and licensure component courses.
6. Grades of C or higher in required related studies courses.
7. A GPA of 3.0 or higher in the curriculum content area or licensure content area courses.
8. Two signed letters of recommendation (not from family members)
Letter(s) with signatures may be faxed
 - a. Professional reference from someone in the education profession
 - b. Character reference who has known you for at least three years
9. Affirmation of Statement of Good Moral Character.
10. Satisfactory evaluations of all educational core class experiences
11. Satisfactory background check(s)
12. Evidence of ability to integrate technology in curriculum (Educ 2230)

13. Satisfactory progress toward the portfolio development with advisor's signature.

14. Recommendation of education faculty advisor

Admission to Licensure Program Status

After a thorough review of the Application for Candidacy, the Coordinator of Preprofessional Services will make a determination of admission status. The Coordinator will notify the applicant electronically (TK20). Applicants will receive Admission or Denial. Incomplete applications may be returned at the discretion of the Coordinator.

Applications are available on-line at education.shawnee.edu . Please complete, sign and submit the application to the Office of Pre-Professional Services in the Department of Teacher Education. A Correction of Deficiencies form will be submitted with documentation of correction.

Full admission is required for registration in licensure methods courses and for application to the student teaching experience.

Level 3: Admission to Clinical Teaching

Students wishing to student teach must apply and be accepted for the experience. Students must submit an application to the Department of Teacher Education.

Applications for student teaching must be submitted a year in advance.

Fall Semester – Applications must be submitted electronically (TK20) no later than December 1.

Spring Semester – Applications must be submitted electronically (TK20) no later than May 1.

Applications submitted after the deadline will be considered by the faculty. No guarantees can be made for acceptance, however.

Application to Student Teaching Status

Upon review applicants will be notified electronically of their eligibility status. If a student is admitted to Student Teaching he or she can look forward to receiving a placement no less than 2 weeks before orientation. If a student is ineligible he or she will be notified electronically of that fact and a list of deficiencies will be included.

Students who are determined ineligible may appeal the status with a written plan of program completion signed by a faculty advisor from the Department of Teacher Education. Students should arrange a meeting with the Coordinator of Pre-professional Services to review his or her plan of correction as soon as possible in order to arrange placement. Placement of ineligible students will not occur unless all pre-requisites are met and at the discretion of the director. If a person is ineligible for placement he or she may be required to re-apply as

referenced in this section of the handbook. A sample application is included in the Appendix for your review.

Admission to Student Teaching Criteria

1. Full Level II admission to the teacher education program
2. Program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in all completed GEP courses
 - A grade of C or higher in Related Studies components (*all Psychology courses must be completed prior to student teaching*)
 - A grade of C or higher and a GPA of 3.0 or better in Professional Education and Reading/Literature requirements (*all required reading/literature courses must be completed prior to student teaching*)
 - GPA of 3.00 in the Licensure component content
3. Current BCI and FBI background clearance check on file
4. Satisfactory completion of all field experiences and practica
5. Continued satisfactory progress toward professional portfolio development with approval signature from faculty advisor
6. Evidence of ability to integrate technology into the curriculum a (Educ 2230)
7. Satisfactory completions of PRAXIS II Content Area/Specialty Test(s) (baccalaureate level only).
8. Pre-Kindergarten Associate applicants must submit two letters of recommendation (from non-family members): one from someone in the field of education and one from someone who can serve as a personal reference. *Signatures are required.*

Recommendation for Licensure

Students who successfully complete all program requirements will be reviewed for licensure recommendation. All criteria must be available at the time of review. Licensure applications are available on-line at the ODE website, click:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1283&ContentID=1026&Content=50801> Completed applications should be returned to the Director of Pre-Professional Services with all appropriate fees attached.

The following criteria are required for licensure recommendation:

1. Satisfactory completion of an appropriate and approved Bachelor of Science, Bachelor of Arts, or Bachelor of Science in Education degree
2. Satisfactory completion of an approved licensure program
Program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in all GEP courses
 - A grade of C or higher in Related Studies components
 - A grade of C or higher and a GPA of 3.0 or higher in Professional Education, Reading/Literature requirements, and licensure component
 - 18 hours of Reading (state requirement) EC,MC
 - A grade point average of 3.0 or higher in Content ComponentSatisfactory completion of student teaching/seminar
3. Satisfactory completion of all portions of the Praxis II Examinations (http://www.ode.state.oh.us/teaching-profession/teacher/educator_preparation under the Menu on the left side of the page see *Praxis II Tests, Codes and Qualifying Scores*)
4. Satisfactory completion of professional portfolio with approval signature from faculty advisor

The Praxis Series

Shawnee State University utilizes the PRAXIS series as one element of our student assessment program. Students complete the PRAXIS I prior to admission to teacher education; PRAXIS II content prior to student teaching, PRAXIS II PLT prior to earning a provisional license; and PRAXIS III prior to professional licensure. The PRAXIS I and PRAXIS II series of examinations are standardized tests completed at testing centers. PRAXIS III is a performance assessment instrument completed during the entry year experience. A trained assessor in the entry year teacher's classroom conducts PRAXIS III.

For test information and registration go on-line at www.ets.org/praxis. Test dates are limited and should be planned well in advance. When registering you must have a score report sent to Shawnee State University. Score reports are received within four to six weeks after test completion. Students will receive reports before the education Department receives theirs.

Students should have their registration forms reviewed by department staff prior to mailing the forms to Educational Testing Services. The tests are expensive and any inaccurate information on the registration form could result in a delay or a non-report of test scores. A fee is assessed for additional score reports.

PRAXIS I

Students must demonstrate their competency in the basic skills of reading, writing, and mathematics prior to taking EDUC1115. Basic competency in the required areas is demonstrated, partially, by achieving the minimum scores on the PRAXIS I examination. All students must earn a score of at least 172 on each test taken.

The PRAXIS I examination may be taken computer based. Computer based testing (CBT) is available at testing centers in the tri-state area. You must register directly with the center at which the test will be taken. Additional fees apply for completing the CBT PRAXIS I. A score of 172 must be earned on the CBT Math, CBT Writing, and CBT Reading.

Test dates for the written exams are limited and should be planned well in advance. Score reports are received within four to six weeks after test completion.

To assist with the preparation for the Praxis 1 examination, study guides, can be found in the Campus Library and at the Success Center (Massie Hall first floor). Computer programs and classroom instruction are also available in the Success Center.

ACT

The Department of Teacher Education has approved the utilization of the ACT as an appropriate substitution for the PRAXIS I test of basic skills. A student must earn a composite score of 21 and sub-score of 19 in each of the Reading, Math, and English areas in order to have the PRAXIS I requirement waived. Registration information and practice questions can be found on-line at www.act.org. ACT practice books are also found in the library and in the campus bookstore.

PRAXIS II (baccalaureate level only)

The PRAXIS II licensure content area test must be successfully completed prior to student teaching and measures knowledge within a chosen licensure area. Scores for the PRAXIS II tests are available at the [Ohio Department of Education website](#) and from the [Department of Teacher Education websites](#). Stay in contact with your Teacher Education faculty advisor for updates on required scores for the PRAXIS II. The PLT for the appropriate grade levels must be successfully completed prior to licensure.

To assist with the preparation for the PRAXIS II examination, the Clark Memorial Library has study guides available for student use.

PRAXIS III (baccalaureate level only)

PRAXIS III is a performance assessment of a beginning teacher's competency in the classroom. An assessor, trained by the Ohio Department of Education, will visit the entry year teacher's classroom to conduct the assessment during the entry year. Successful completion is required prior to the issuance of Professional Licensure. In addition to the PRAXIS III, completion of the state mandated reading coursework is a requirement for some licenses.

Transfer, Post-baccalaureate, SSU Graduates Policy

Transfer Students

Please review the SSU catalog for transfer credit information or on-line at www.transfer.org/. A grade of C or higher is required for all transfer credit. No exceptions will be made for any student entering a teacher preparation program. While the grades for courses transferred in will not be used in the calculation of the overall grade point average for the degree program, the grades earned at the previous institution(s) will be calculated in licensure program grade point averages for admission retention reviews.

Post-baccalaureate Students (persons already holding a bachelors degree)

The teacher education program at Shawnee State University is an undergraduate, initial licensure program. As such, a separate, post-baccalaureate option for licensure does not exist. The programs leading to Adolescent to Young Adult licensure are best suited for post-baccalaureate students.

A student who has graduated from an accredited institution with an overall GPA of 2.75 or higher in an appropriate content area may register for licensure only. Any deficient areas must be met prior to department admissions, program admissions, retention, and recommendation for licensure. All applicable GPA and minimum grade requirements will apply. Students registering for the licensure only option will not earn a degree from Shawnee State University; all coursework will apply only to licensure requirements regardless of credit hours earned. A post-baccalaureate student who feels s/he may be eligible to earn the

bachelor's degree from SSU may have his/her program reviewed and credit transferred into a degree program. Students should review any university policy regarding the eligibility for a second bachelor's degree.

If a student has not met the requisite grade point average or degree requirements, he or she will be held to the same guidelines as a transfer student (see above). Courses from the previous institution(s) may be used to meet the program requirements and the grade earned will be utilized in the calculation of grade point averages for admission and retention reviews.

All post-baccalaureate students must meet with an advisor to develop a program completion plan. This plan should be filed in the student's permanent licensure file. Copies should be forwarded to the Office of the Registrar and the Financial Aid Office.

Shawnee State University Graduates

A person who graduated from SSU without beginning a teacher preparation program and returns to complete a licensure program will be considered a post-baccalaureate student. S/He will be required to meet the same guidelines as listed above. A student who began his/her professional preparation at SSU as an undergraduate must meet the current applicable undergraduate program requirements.

Transfer Orientation

The Department of Teacher Education offers EDUC2215: Orientation to Education to all students who did not complete their introductory course at Shawnee State University. This course serves as an introduction to the teacher preparation programs at SSU as well as an introduction to the professional portfolio, required of all students for program admission and retention and recommendation for licensure.

During the semester of Orientation to Education, students will begin their portfolio based upon the five domains of teacher capacity as defined by the Department of Teacher Education. Students utilize documentation from courses/experiences at their previous institution(s) to support their development in each domain.

Orientation to Education should be completed during a transfer student's first semester at Shawnee State University. Admission to a teacher education program will not be granted without significant progress toward portfolio development.

Program Curricula Overviews

Information related to each licensure area has been developed by the Department of Teacher Education. [Checklists and program brochures are available online.](#)

Students should arrange to meet with their education advisors upon declaring a major/license area. During this initial advising session, a checklist of coursework or degree audit should be reviewed and a copy provided for the student's reference. A copy of this checklist/audit will

be included in the student's licensure file and maintained in the Office of Preprofessional Services.

Program checklists and degree audits provide information related to required courses and overall program grade point averages. It is highly recommended that the student and his/her faculty advisor develop a sequence of courses appropriate to the student's academic and professional goals.

Professional Experiences

Laboratory, Field, and Clinical

Field Experiences

The Department of Teacher Education at Shawnee State University defines Field Experiences as planned, supervised activities in which teacher education students make decisions about education as a career, relate principles and theories from the conceptual framework to actual practice in classrooms and schools, create meaningful learning experiences for all students, and study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional learners. Field experiences will encourage reflection on the students' professional performance and will include structured feedback from University and school faculty and peers.

The teacher preparation program at Shawnee State University is very firmly grounded in the application of theory to practice. Students begin field experience with the first education course, EDUC1115. After gaining a foundation in the profession and an introduction to their chosen area of study, students begin a series of practicum and seminar courses including not only an intensive field experience, but also a weekly seminar.

Placements are made by the Office of Preprofessional Services in partner districts, and are appropriate to the student's area of licensure. School-based faculty and university faculty supervise all field experiences. In order to supervise a field experience student a classroom teacher must have at least one year of professional experience in the area of licensure, an appropriate credential for the assignment, and the recommendation of the building administrator as an exemplary educator. Participating teachers will complete an application form to be maintained by the Office of Preprofessional Services which indicates their qualifications for the assignment and their willingness to participate in the program. Teachers are compensated for their services according to the agreement between the Department and the school district.

Clinical Experience (Student Teaching)

Student teaching is the culminating professional experience for Shawnee State University teacher education students. The student assumes full responsibility for the classroom under the direct supervision of a qualified, experienced classroom teacher and a University faculty supervisor. The student teaching experience is at least twelve weeks in length and may involve placement in more than one classroom depending upon the license pursued. The

placement for this experience is arranged through the Office of Preprofessional Services in the Department of Teacher Education (see Admission to Student Teaching Criteria, p. 34).

To qualify for hosting a student teacher, the cooperating teacher must have at least three years of successful teaching experience, at least one year of successful teaching experience in the assigned area, an appropriate credential for the assignment, and the recommendation of the building administrator as an exemplary educator. Preference is given to teachers who have completed Pathwise mentoring program or the equivalent.

Evaluations for the student teaching experience, practicum/seminar, student teaching experience are placed in the student's licensure file. The Office of Preprofessional Services in the Department of Teacher Education maintains licensure files. Students may review their files at any time. The files may not, however, be removed from the office.

State Mandated Reading Requirements

The description of the State mandated 18 hour reading requirements may be downloaded directly from the State of [Ohio Department of Education website](#).

Students in the early childhood programs, the middle childhood programs and the intervention specialist programs should pay special attention to the professional licensure requirements related to additional coursework in reading.

This section does not apply to any applicant for an educator license designed for persons specializing in teaching children in kindergarten through twelfth grade, or the equivalent, in the area of dance, drama, theater, music, visual arts, or physical education or a specialty area substantially equivalent to any of these when such applicant will be teaching children in the specialty area specified in the license.

A. As used in this section:

1. "Coursework in the teaching of reading" means coursework that includes training in a range of instructional strategies for teaching reading, in the assessment of reading skills, and in the diagnosis and remediation of reading difficulties;
2. "Phonics" means the techniques and strategies used to teach children to match, blend, and translate letters of the alphabet into the sounds they represent, which techniques and strategies are systematically integrated and thoroughly practiced in a developmentally appropriate instructional program to assist the child in learning to read, write, and spell;
3. "Course in the teaching of phonics" means a course providing the background necessary for effectively teaching and assessing phonics, phonemic awareness, and word recognition, including, but not limited to, the following topics:
 - (a) Phonological and morphological underpinnings of English spellings and the history thereof;
 - (b) The nature and role of word recognition in proficient reading;

- (c) Methods and rationale for the instruction of phonemic awareness, decoding, spelling, and the application thereof in reading and writing;
- (d) Methods and rationale for the assessment of phonemic awareness, decoding, spelling, and the application thereof in reading and writing;
- (e) The relation of deficits in phonemic awareness, decoding, spelling, and word recognition to reading disabilities;

- 4. "Phonemic awareness" means the awareness of sounds that make up spoken words and the ability to use this awareness of sounds in reading.
- B. The rules adopted under division (A) of section 3319.22 of the Revised Code shall require an applicant for an initial provisional educator license designated for teaching children in grades kindergarten through six or the equivalent to have successfully completed at least six semester hours, or the equivalent, of coursework in the teaching of reading that includes at least one separate course of at least three semester hours, or the equivalent, in the teaching of phonics in the context of reading, writing, and spelling. In addition, such rules shall require that such license be granted for a period of not more than two years, and shall require that the first renewal of such license be contingent upon the license holder having completed six additional semester hours or the equivalent of coursework in the teaching of reading. The rules shall permit a license holder to apply undergraduate coursework in order to meet such renewal requirement.

Academic Advising

The Department of Teacher Education has updated its student advising system to enhance the level of advising services the students in a teacher preparation program receive. The system is in support of the university-wide initiative to enhance the academic program support students receive while at Shawnee State University.

Each student, upon entering Shawnee State University as an education major or changing his/her major to a teacher preparation program, will be assigned an advisor from the Success Center. This advisor will work directly with the student in program planning and admission requirements. Upon earning Level 1 Admission to Teacher Education, the student will be assigned a faculty advisor from his/her licensure area.

Once admitted to the Department of Teacher Education, faculty in the student's degree/licensure area are the primary providers of academic advising. Students who are pursuing the adolescent to young adult license, art education or middle childhood license with a degree in natural sciences will have an advisor in the content area department as well as the Department of Teacher Education.

The advising process allows students to work with informed faculty members to develop a general academic plan and a semester schedule that enables the student to proceed through a chosen academic program in an appropriate manner. Academic advisors also assist students who seek help in areas of academic difficulty. They help identify referral services within the University, and direct students to these services when needs are identified.

The University requires all students with less than 45 credit hours to have an advising hold removed prior to enrolling in courses each semester. The teacher licensure programs have many external requirements and it is in the best interest of the student to maintain very close contact with his/her advisor. The Department of Teacher Education suggests that students meet with their advisors regularly.

Faculty maintain regular office hours each semester for student advising. Office hours are posted on the faculty's door. The department secretary has a list of all faculty schedules. Meetings with faculty outside of listed office hours are arranged directly with the faculty. The department secretary does not keep faculty calendars.

While the Department of Teacher Education fully supports the missions and services of other advising, counseling, and student services offices on campus, education students are strongly encouraged to maintain good communications with their education advisor and the Teacher Education staff for changes in licensure requirements, program updates, and basic information about the education programs.

Due Process

I. Purpose

The purpose of these guidelines is to assist in the maintenance of legitimate rights and obligations of both students and institutional representatives and to assist in the maintenance of academic integrity. The climate of the institution is one of service to the students and assists them in reaching their established goals. The institution seeks to establish an atmosphere of openness. It is in this spirit that these guidelines are offered.

SSU Due Process Policy

Academic Hearing for Teacher Education

- I. Call to order
- II. Roll Call of Review Committee: Each member should state name and position/role for the record.
- III. Statement of Purpose
- IV. Presentation of Case
- V. Student Response
- VI. Questions/Comments from the Review Committee
- VII. General Discussion
- VIII. Voting: A paper vote by all members present with the following options:
 - A. Request Denied
 - B. Request Approved Without Condition
 - C. Request Approved With Condition
- IX. Closing/Adjournment

Student Services

Preprofessional Services

The office of Preprofessional Services offers student and licensure services to students enrolled in or considering enrollment in a teacher preparation program. The office provides academic and program advising for all students considering a teacher preparation major and all students who have not yet received Level 1 Admission to Teacher Education. Field experience and student teaching placements; applications for admission to teacher education, student teaching, and certification/licensure; and ACT/PRACTICE test registration are some of the services provided. The office is located in the Department of Teacher Education suite on the second floor of Massie Hall. Regular operating hours are 8-5 Monday through Friday. Appointments are recommended. Debbie Weber, M.A.Ed., Director, may be reached at 351.3297 or dweber@shawnee.edu.

Counseling and Psychological Services

Counseling and assessment for personal, social, marriage, and family concerns are provided for students experiencing problems, which interfere with their academic progress or success. These services are provided on a confidential basis and are available by appointment. The center is staffed with a Licensed Professional Clinical Counselor and is located in the University Center. Contact Dr. Michael Hughes at (740) 351-3213.

Career and Placement Services

Career and Placement Services staff maintain extensive contacts on and off campus, which can help you secure employment, either while you're enrolled at the University or after graduation. They help you develop job search, interviewing, resume, and cover letter writing skills, which you can use as you seek employment. Their annual Job Fair, held every February, grows larger every year, and staff in the center can help you transfer to graduate or professional school. You are encouraged to take full advantage of these services, which are available to students, staff, and alumni of the University at no charge. The center is located on the second floor of the University Center. Contact Steve Gregory at (740) 351-3213.

Student Success Center

The Student Success Center, located on the first floor of Massie Hall, provides services to students which promote a successful learning experience at Shawnee State University. The

Center provides advising and referral services in cooperation with university faculty. Learning assistance is offered by the Center through tutoring programs, computer labs, and placement testing services. International students, minority students, and students with disabilities may find help through the Center's special needs services. Contact Dale Taylor at (740) 351-3758.

Student Support Services Program

Student Support Services, funded through a grant from the U.S. Department of Education, offers a variety of assistance to a limited number of qualified Shawnee State University students. To qualify for the program, you must meet income guidelines, be a first generation college student, or have a documented physical or learning disability.

A short application form and a conference with program staff are required. Once accepted into the program, you can take advantage of the following services: academic assistance, assessment, personal counseling, and cultural experiences. The office is located on the first floor of the Commons, in the Trio Center, and services are free to eligible students. Contact Mary Ann Malone at (740) 351-3307.

Student Honors and Scholarships

Teacher education students have opportunities to be rewarded and recognized for their academic and professional performance. These opportunities may result in funding for tuition and other expenses or in public recognition of outstanding performance.

The Department recognizes several students each year at the Outstanding Graduates ceremony held Spring Quarter. Selections are made from students who have petitioned to graduate during the academic year and have completed student teaching. Criteria for this honor include academic, service, and professional performance elements. A complete list of the criteria for selection is available from the Department of Teacher Education.

Several scholarships exist for students, including some specifically reserved for students enrolled in an education program. Many times scholarships go unawarded simply because no one applied. A scholarship brochure is available in the Office of Financial Aid that identifies deadlines involved for application. [Click Link for the most recent scholarship information:](#)