Teacher Education Program Handbook

Department of Education

2023-2024

Preparing educational leaders for a more just society

Welcome Teacher Education Candidates,

John Carroll University has been preparing teachers since 1920 and since that time, has been recognized for its commitment to cultivating teachers who are socially just, culturally competent, and pedagogically skilled. Our commitment to the Jesuit Ideal of an Educator continues strong today.

The goal of the *Jesuit Ideal* is a leader-in-service. *The Jesuit Ideal* embraces a religious, personal, social and action-oriented mission. The *Ideal* is represented by five dimensions of personhood, which together foster intellectual growth, self-discovery, continuous adaptation, commitment to continuous improvement, and a willingness to accept the challenges of leadership; all essential components for effective teachers in the 21st Century.

The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel foster the content knowledge, skills, and dispositions that contribute to the formation of the professional as Person who embodies the *Jesuit Ideal.* The conceptual framework grounds and guides the department's professional education programs. The educator as a person is foremost.

In this Handbook, you will learn more about the unique characteristics and challenges of teacher preparation at John Carroll University. It will provide you with the information you need to navigate your program.

The Department of Education welcomes you to our program. Be assured of our commitment to your success as you pursue your personal and professional goals as a member of our University and our Department.

Sincerely,

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INTRODUCTION

"…we want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today." - P. Kolvenbach, S.J. 1989

University Mission

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world. The University finds the source of its inspiration in the experience of Saint Ignatius of Loyola and the centuries-long commitment of the Society of Jesus to academic excellence and service to the common good. The Jesuit Catholic character of John Carroll University is a single reality based on the integration of faith and culture. It represents a commitment to a church within the world, serving the human search for truth and value, and for justice and solidarity. It also represents a reverence for the transcendent vision that Christ preached and lived as the final best expression of human fulfillment. This Jesuit Catholic character inspires and guides the intellectual, professional, and ethical labors that make John Carroll a university.

Consistent with the University mission, the Department of Education is committed to providing a professional education in a liberal arts context, upholding social justice values, remaining responsive to society's changing needs, focusing on personal as well as professional development of the individual and emphasizing teaching that is anchored in a strong research base and the Jesuit Ideal of an Educator

JCU Institutional Academic Learning Goals

The University has identified nine learning goals, which represent the knowledge, skills, and dispositions of John Carroll graduates.

1. Demonstrates an integrative knowledge of human and natural worlds'
2. Develop habits of critical analysis and aesthetic appreciation;
3. Apply creative and innovative thinking;
4. Communicate skillfully in multiple forms of expression;
5. Act competently in a global and diverse world;
6. Understand and promote social justice;
7. Apply framework for examining ethical dilemmas;
8. Employ leadership and collaborative skills;
9. Understand the religious dimensions of human experience.

Department of Education Conceptual Framework

The conceptual framework of the Professional Education unit in the Department of Education is grounded in the *Jesuit Ideal of an Educator* which is characterized by five dimensions of the person (Gray, 2004; Havernak, 1992; McCool, 1986)[1].

Five Dimensions of the *Jesuit Ideal*

Formation of the total person. One of the most valuable resources educators can draw on in their educational practice is their own sense of self. The *Jesuit Ideal* calls for educators to communicate the importance of seeking truth, meaning, and value with their whole being. Each educational act progresses not only from content area expertise, but also from the whole person as an agent of change. Only as educators have developed their own person can they help to develop the candidate as person.

Personal influence of the educator. To influence the growth and development of students, the educator seeks to know about their lives both in and out of school. This knowledge is the foundation of dialogue that contributes to the development of the total person of the candidate.

Educational settings as communities of personal influence. In educational practice, educators view the school setting as a community of engagement with others for the betterment of humanity in the school locale and in the society. The school setting is seen as an active site of social justice where diversity and individual differences are celebrated.

Education as a vocation. The *Jesuit Ideal* asserts that educators view their role as a vocation, a life of dedicated service towards the growth and development of candidates. In turn, educators continually work at their own professional growth and development committed to the greater good

Integration of the disciplines to extend and synthesize knowledge. The *Jesuit Ideal* honors the integration of the disciplines to advance deep knowledge and understanding. Educators are cultivated by the combined wealth of human and spiritual experience found in the integration of the arts, sciences, and professional education curricula.

[1] Gray, S.J., H. (2004). *Response to the Jesuit Ideal of an Educator as a Conceptual Framework.* Paper presented at Faculty Retreat, Department of Education & Allied Studies at John Carroll University.

Harvanek, R.J. (1992). *The Jesuit vision of a university.* University Heights, OH: John Carroll University.

McCool, G.A. (1986). *The Jesuit ideal of a teacher: A complex and developing tradition.* Unpublished manuscript.

Department Outcomes Aligned with the JCU Academic Learning Goals

The Department of Education has identified learning outcomes that address the Jesuit Ideal of an Educator and the knowledge, skills, and dispositions required to be an effective educational leader in the 21st Century**.**

Initial Licensure Programs		***JCU Academic Learning Goals***
Domain	***Department of Education Learning Outcomes***	
I. Contexts	I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.	1,2
	I-2. Recognizes the value of understanding the interests and cultural heritage of each candidate.	6,9
	I-3. Plans instruction based on knowledge of subject matter, candidates, the community, and curriculum goals.	2,3,5
	I-4. Creates a learning environment of respect and rapport.	4,5,6,8
II. Learner Development	II-5. Understands how children/youth develop and learn.	1
	II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.	4,5,6
	II-7. Understands how learners differ in their approaches to learning.	1,7
	II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.	1,5,6,2,3
III. Practice	III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.	1,3,4,5,2,
	III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	3,6,8,2,5
	III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2,4,8
	III-12. Understands and uses formative and summative assessment approaches and strategies.	1,2,3,5
IV. Person	IV-13. Reflects on professional practices.	2,7
	IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.	4,5,8
	IV-15. Grows and develops professionally.	5,8,2

Department of Education Programs

The Teacher Education Program at John Carroll University is accredited through the Council for the Accreditation of Teacher Education (CAEP) and the various Specialized Professional Associations, (AMLE, NSTA, NCTM, NCTE, NCSS). The Department offers various degree, licensure, and endorsement programs.

Undergraduate: Traditional

Upon acceptance into the Teacher Education Program, the candidate completes coursework in the chosen area of licensure. John Carroll University offers three teaching licensure programs: Primary Childhood (P-5), Middle Childhood (MC), and Adolescent/Young Adult (AYA) Licensure. Candidates who complete the Primary Childhood and Middle Childhood Programs earn a Bachelor of Arts Degree in Education; Candidates completing the AYA program earn a Bachelor's Degree in their teaching field with a secondary major in Education. In addition to completing coursework specifically required for licensure, the candidate completes coursework in the required integrative core for the university.

Licensure Programs

The Department offers three licensure programs: Primary Childhood, Middle Childhood, and Adolescent Young Adult. At the undergraduate level, candidates pursuing Primary Childhood and Middle Childhood licensure earn a Bachelor's Degree in Education. Candidates pursuing AYA licensure earn a bachelor's degree in their teaching fields, with a secondary major in Education. Licenses are offered in Integrated Language Arts, Integrated Social Studies, Integrated Science and Integrated Math.

For all programs, candidates complete field experiences and clinical practice to develop knowledge, skills and dispositions in specific teaching domains. Experiences are varied and range from on-campus settings to school and community settings. Candidates complete a professional year of pre-student and student teaching in classrooms; they are expected to apply knowledge and skills gained in coursework to classroom settings. Candidates must successfully complete the pre-student/student teaching year to be eligible for licensure.

M.Ed. Initial Licensure

The Professional Teacher Initial Licensure Program is a full or part time program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree. The master's degree course of study is a 45-66 credit hour program (depending on licensure area; with additional content area coursework if necessary for Middle Childhood, Adolescent/Young Adult licenses) at the graduate and undergraduate levels, including a six-semester hour clinical teaching placement.

M.Ed. School-Based Initial Licensure

The School-Based M.Ed. Program is a full-time, intensive 11-month program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree. The master's degree course of study is a 39-45 credit hour program (depending on licensure area) at the graduate level, which includes a six-semester-hour teaching candidateship. The program requires summer coursework and one full academic year that includes coursework and full-time placement within a school/classroom.

Candidates are responsible to apply for licensure upon successfully completing student teaching, program requirements, and passing the state mandated exams. Faculty advisors and program coordinators are available for consultation during this process.

Reading Endorsement

A state endorsement that can be added to a teaching license that provides teachers with the credential to teach reading K-12. This program requires 15 credit hours and the appropriate OAE exam. This is a graduate-level program only offered to in-service teachers.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission Criteria for Undergraduate Candidates

To initiate application to the Teacher Education Program, candidates complete the Teacher Education Application Form, generally during the semester when enrolled in *School and Society (ED253)*. The form can be accessed through the department's website. Candidates are evaluated on the following criteria:

- Successful completion of *Introduction to Education (ED 1010) and the appropriate child development course (2311/2315)*
- Academic record for: overall GPA, education GPA, and content GPA (MC, AYA)
- Oral and written communication skills
- Instructor's observations in course and field experiences of dispositions for teaching
- Signed statement of moral character [Verification of Moral Character Form] and successful criminal background check

Criteria for admission decisions are summarized in Table 1.

Table 1. Criteria for Admission

Decision	Criteria
Accepted	Favorable faculty recommendation 1. Academic Record: ≥2.7 overall; ≥2.7 Content Area (MC, AYA); ≥2.7 ED courses **2.** No or limited concerns regarding **oral and written communication based on course performance (EN 1250, COM 1251, ED 1010, ED 2311, ED 2110) and interview process.** **3.** No or limited concerns regarding dispositions for teaching **based on instructor observations in courses and field experiences.** 4. Successful criminal background check (i.e., Bureau for Criminal Investigation [BCI] and FBI
Accepted Conditionally*	Favorable faculty recommendation Academic Record: 2.3-2.7 overall; 2.0-2.7 ED courses; 2.0-2.7 Content Area (MC, AYA) Some concerns regarding **oral and written communication based on course performance (EN 1250, COM 1251, ED 1010, ED 2311, and ED 2110) and interview process.** Some concerns regarding dispositions for teaching **based on instructor observations in courses and field experiences.**
Reject	Student is not eligible for admission to Teacher Education. This classification is given when: 1. Criterion 4 (BCI & FBI check) is not met; 2. Criterion 1 (GPA) is not met and either criterion 2 or 3 is not met.

***Note:** Conditional acceptance may be given for **up to two semesters, including the semester in which the student applies.** Depending on the student's performance in meeting the conditional acceptance criteria, an extended timeframe for program completion or dismissal from the program may result.

Declaration of Major

If candidates have not already declared Education as a major, once they have been accepted into the Teacher Education Program they must complete the Application for Declaration of Major form that can be found on John Carroll's website: https://jcu.edu/registrar/services-and-forms

Admission Criteria for Graduate Candidates

Application to Master's Initial Licensure Programs is initiated in Graduate Studies admission procedures. (Graduate Bulletin). In brief, admission criteria include:

- An undergraduate degree from an accredited institution
- An undergraduate cumulative GPA of ≥3.0
- Written statement of personal interests, goals and expectations
- Two letters of reference
- Personal interview
- Official transcript
- Teaching Demo (YouTube)*
- Faculty/site coordinator interviews*
- *School-based program requirement

POLICIES AND PRACTICES

Policies and Practices for Advisement and Academics

Undergraduate Advisement

Once admitted to the Teacher Education Program, candidates are assigned a faculty advisor in the Department of Education. Candidates seeking Adolescent and Young Adult licensure in content teaching fields also are assigned an advisor in their discipline. In consultation with their advisor(s), candidates develop a timetable and schedule of coursework that lead to licensure in the chosen grade band and teaching field(s). Ultimately, candidates are responsible for ensuring all course work is completed prior to the student teaching semester. Advisement forms for different licensure areas are available on the department website.

M.Ed. Initial Licensure Advisement

Once admitted to the Teacher Education Program through the Graduate School admission procedures, all candidates are assigned a faculty advisor in the Department of Education. In consultation with their advisor, candidates develop a timetable and schedule of coursework that lead to licensure in the chosen teaching field(s). Ultimately, candidates are responsible for insuring all course work is completed prior to the student teaching semester. Advisement forms for different licensure areas are available on the department website.

Grade Point Average and Grades

Candidate progress is monitored throughout the Teacher Education Program. In order to remain in good standing, undergraduate candidates are expected to maintain a 2.7 GPA in their Education and Content Area coursework as well as the overall GPA. Candidates must earn a minimum grade of C (not C-) in all licensure courses. A grade of C- or lower in any licensure course results in the need to retake the course or its equivalent. A GPA of 3.0 is required of all graduate candidates.

Comprehensive Exam Requirement (edTPA)

Students in initial licensure programs for the M.Ed. will complete the edTPA during their student teaching experience. The edTPA serves as the comprehensive exam for initial licensure programs.

All candidates for the M.Ed. (Professional Teacher and School-Based Programs) must pass the edTPA. If candidates do not earn a passing score, they are required to complete and pass a remediation.

Deadline of Application for Teaching License

Typically, candidates apply for their teaching license at the completion of their programs when all program and licensure requirements have been met. **Candidates in all John Carroll University Education Department licensure programs should note that the department will not approve licensure applications beyond five years after program completion.**

Policies and Practices for Field and Clinical Experiences

Field and Clinical Placements

The Department of Education placement policy is; *Teacher Education faculty determine field and clinical placement sites in collaboration with partner schools and districts.*
Consideration is given to the following factors to ensure quality field and clinical experiences: (i) the candidate's collective field experience; (ii) diversity and multiculturalism of sites; (iii) relative proximity to the university

Transportation for Field and Clinical Placements

Teacher candidates are responsible for providing and arranging for their transportation to placement site during the clinical year (PST and ST semesters), as well as to their field experiences earlier in the program.

Background Investigation

The Department of Education must have your Ohio BCI and FBI fingerprinting and background check on file before you enter the classroom. Teacher candidates must have a valid, successful background check completed prior to entering PST and ST semesters. The background check is considered valid for one calendar year from the date of processing. The background check may be completed and submitted to the Department before the Student teaching semester begins. A candidate may also have a background check that is valid through a portion of the semester and can begin on site. However, the candidate will need to complete another check before the prior one expires. Please note that a valid background check is required when applying for an Ohio teaching license. Candidates should consider the timing of their background check for PST and ST in light of that requirement.

Locations to obtain your background check

1. John Carroll University Police Department
2. University Heights Police Department
3. Find a location using the Ohio Attorney General's Website

Important to remember for your fingerprinting and background check

- Bring your Ohio Driver License or state issued ID
- You must be able to pay cash or check. Please note costs may vary by location
- The background codes you need to apply for

  Ohio/BCI 3319.291 and FBI 3319.291

- In the "Mail Results to" section please write:

  Matt Hands
  1John Carroll Blvd
  University Heights, Ohio 44118

TB Testing

Some districts require candidates who are working in schools to have an annual TB Test. Check with your assigned district to find out if this is a requirement. TB testing can be done at the John Carroll University Campus Health Services or with your own personal physician. Please provide TB test results to the Department's Administrative Assistant by the end of the third week of the current semester.

Fees

In order to complete the Teacher Education Program, teacher candidates will incur the cost for the electronic portfolio, Teacher Performance Assessment (edTPA), required state licensure exams, and liability insurance for the clinical year. The teacher candidates will pay the fees associated with these assessments.

Electronic Portfolio Fee

The Electronic Portfolio fee is $110. This electronic portfolio will allow you to upload important assignments, edTPA materials, and other documents that are used to assess your progress in the program. This electronic portfolio helps build your professional teaching portfolio as you move into a teaching position and is valid for seven years. This fee is applied to ED 2110 for undergraduate students and for graduate students charged to new student accounts at the time of first registration.

edTPA

The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach their particular subject area(s) and particular grade levels. The assessment focuses on candidate learning, theory and research, and evidence-based practice.

This assessment takes place during the second semester of the clinical year, during student teaching. Throughout the program, you will engage in courses and practica to help you prepare for this assessment.

This assessment carries a $300 fee. In order to offset this cost throughout your program, fees are be assigned to the following courses:

P-5 Primary			**Middle Childhood**			**Adolescent Young Adult**		
UG	*Grad*		*UG*	*Grad*		*UG*	*Grad*	
ED 3011	ED 5510	*$70*	ED 3012	ED 5510	*$70*	ED 3013	ED 5510	*$70*
ED 3021	ED 5311	*$70*	ED 3012	ED 5012	*$70*	ED 3013	ED 5013	*$70*
ED 4961	ED 5013	*$70*	ED 4962	ED 5962	*$70*	ED 4963	ED 5023	*$70*
ED 4071	ED 5071	*$70*	ED 4072	ED 5072	*$70*	ED 4073	ED 5073	*$70*

In most cases, a candidate will not have more than $70 per semester or $140 a year in fees associated with this assessment and the department will cover the remaining additional cost of $20.

Liability Insurance

All PSTs and STs are required to provide proof of liability coverage. You may use a private carrier or obtain coverage by joining The National Education Association and the state affiliate the Ohio Education Association. Follow this link https://www.ohea.org/aspiringed/ or see the Department of Education Programs Canvas site.

The membership year runs from September 1 or date of enrollment through August 31st. Currently Liability insurance through the OEA is free because they have decided to wave the fee for aspiring educators.

Ohio Assessment for Educators

As part of the licensure process, the State of Ohio requires teacher candidates to successfully pass the Ohio Assessment for Educator (OAE) examinations. There are fees associated with each of the OAE exams. **Beginning July 1, 2020, the Ohio Department of Education will accept a passing score on the edTPA to replace the OAE Professional Knowledge Exam. Candidates who do not pass the edTPA will still be required to take and pass the Assessment of Professional Knowledge**. **However, candidates still need to pass the OAE in their specific licensure area(s).** To learn more about the exams and fees visit: http://www.oh.nesinc.com/

Lesson Plan Template

The Department has two templates for you to use in all field and clinical experiences. The JCU Daily Lesson Plan Template and JCU Formal Lesson Plan Template. A lesson plan template is required for all formal observed lessons in the field.

Substitute Teaching

Teaching licensure candidates are placed in school sites as part of their teacher education program. Graduate level pre-student/ student teachers can apply for their substitute-teaching license through the Ohio Department of Education. With a substitute-teaching license, graduate students can assume all teaching responsibilities in the absence of the mentor teacher. Undergraduates are **NOT** eligible for substitute teaching. When the candidate teacher assumes responsibility for the class due to an immediate emergency, the school principal or another certified staff member must notify the appropriate Teacher Education Program Coordinator and periodically check with the candidate teacher on site until a contracted substitute teacher is in place.

Work Stoppages

Teacher licensure candidates are candidates at John Carroll University. They are not licensed personnel of an agency school or school district and therefore do not have any legal status. They should not report to a program or school site in the event of work stoppages.

Student Concerns and Remediation Policy

When a student concern is identified in an academic course or field placement, the course instructor, cooperating teacher, or university supervisor will complete the Student Concerns Form (available on the website

here: https://jcu.edu/academics/education/about/faculty-resources and in the Appendix). The form will be submitted to the Field Placement Coordinator for review and forwarding to the appropriate program coordinator and/or academic advisor. The program coordinator and/or academic advisor will work with the student to create and carry out an appropriate remediation plan.

Termination of the Candidate from Field and Clinical Experiences

A professional education candidate must demonstrate the highest professional standards when placed in the field. This expectation is indicated by the school's acceptance of the candidate to the field and clinical experience. The candidate is expected to conform to established school policies, to insure student safety and well-being, and to exhibit professional educational practices that conform to our Code of Ethics. When it appears that a candidate is seriously deficient in meeting these expectations, a request may be made by the school or by the university/site supervisor to meet with University officials to consider the candidate's status in the program. Reasons for dismissal from field and clinical experience may include, but are not limited to, the following:

- Lack of responsibility in fulfilling requirements.
- Behaviors indicating an attitude of indifference or hostility.
- Ineffective written or oral language, which interferes with performance of teaching.
- Limited teaching skills (e.g., unprepared, no lesson plans, or poorly written lesson plans, poor classroom management).
- Poor interpersonal skills with school's students, faculty, and/or staff.
- Violation of school policies, procedures, rules, regulations, or code of ethics, including any harm or potential harm to students, staff, families, one's self, or others involved in the school setting.
- Lack of appropriate professional attitudes or behaviors.

Procedures for Termination

If a problem arises which could culminate in termination of the candidate's field or clinical experiences, the appropriate school or university personnel will notify JCU's appropriate program coordinator in writing, that issues have been raised that question a candidate's ability to move forward in the program. The program coordinator will inform the co-chairs of the situation with the candidate.

As soon as reasonably possible, the parties will meet to discuss the problem(s). Written documentation of the problem(s) will be shared with the candidate. The candidate will be informed in writing of the specific conditions that he/she must meet in order to continue with the experience and the period of time within which this must be accomplished.

If, by the end of the period established during the meeting, the co-chair, program coordinator, and others involved agree that the candidate has not met these conditions, the experience will be terminated. A formal letter of dismissal, describing the candidate's performance, and indicating the reasons for dismissal, will be prepared and delivered to the candidate in a meeting with the candidate convened by the site supervisor and attended by the mentor teacher and the school principal, the appropriate coordinator, and department chair. The candidate will be removed from the experience immediately upon delivery of the letter and he/she will not receive credit for the experience

Appeal

Due process is available to candidates who wish to appeal their termination. First, candidates should discuss the matter with their advisor. After this discussion, if the candidate wishes to pursue an appeal, they should do so in writing to the department co- chair within 30 days of termination. If further action is required, an appeal may be made to the appropriate dean.

FIELD AND CLINCAL I EXPERIENCES

From the beginning of a candidate's program and culminating in Student Teaching, field experiences are an integral part of the Teacher Education Program. Built upon increasing levels of complexity and candidate involvement, and paying particular attention to diverse settings and sites, the program seeks to develop candidates who display the characteristics of educators who can teach effectively in a variety of settings. The focus is on in-classroom experiences that are integrated with coursework. Candidates' progress is regularly evaluated based on performance data in essential teaching knowledge, skills and dispositions. The Department of Education's placement policy is; *Teacher Education faculty determines field and clinical placement sites in collaboration with partner schools and districts*. Consideration is given to the following factors to ensure quality field and clinical experiences: (i) the candidate's collective field experience; (ii) diversity and multiculturalism of sites; (iii) relative proximity to the university.

Some in-classroom experiences have candidates apply teaching principles to cases or problems. These experiences may occur in the university classroom and are evaluated by the instructor. Other field experiences occur in off-campus settings such as a school or community agency and include observations, tutoring, assisting teachers and school administrators, and teaching lessons to students.

Clinical Placement I: Various field placement experiences that are embedded in coursework during the early and middle phases of the teacher education program. These placements vary from group visits to individual placements and range in duration and complexity based on the level of the course.

Introductory Courses: These courses, typically taken in the first and second year of undergraduate study, and at the beginning of the graduate program, involve field experiences that include observation of diverse aspects of the profession, such as child and adolescent development, technology, and best practices in pedagogy, assessment, and management. As candidates progress, candidates assist teachers by working with individual candidates and small groups.

Methods Courses: Field experiences required during these courses, typically taken in junior year and midway through a graduate program, continue with focused observations of teaching and working with individual and small groups of candidates, including candidates with special needs. In addition, candidates are required to teach at least one formal lesson to a small or whole group of candidates

Literacy Courses: Early field experiences for all candidates include observation of literacy instruction and teaching a reading lesson. Later in the program, Middle Childhood and Primary Childhood engage in practica, which include conducting reading assessments and planning a reading intervention based on assessment data, and participate in a school-based intervention program consisting of one-on-one tutorials and conferences with candidates, parents, teachers, and course instructors.

Clinical Placement II: (professional year/pre-student and student teaching): Teacher candidates participate in school-embedded clinical work for one full academic year.

Pre-Student Teaching: During the first semester of Clinical II, candidates are provided a clinical educator (cooperating teacher) and university supervisor and are placed in the clinical partner school for a minimum equivalency of one full day each week. Candidates familiarize themselves with the school culture and curriculum, begin to develop relationships with their mentors and students, and gradually begin to co-plan and co-teach whole group lessons with their mentors.

Student Teaching: Assuming a successful pre-student teaching semester, candidates continue in their placement full-time, gradually assuming full responsibility, with their mentors, for the operation of the classroom.

This professional year serves as a culminating experience in the teacher preparation program.

M.Ed. Initial Licensure Field and Clinical Practice

Candidates in the Professional Teacher Initial Licensure Programs follow the same procedures for field experiences/clinical practice as those candidates seeking licensure in the undergraduate program.

Clinical Educators

Throughout a candidate's field and clinical practice, various educational professionals serve in support roles to ensure success in the field. This is particularly true during the clinical experiences.

According to the Council for the Accreditation of Educator Preparation (CAEP), these professionals are referred to as Clinical Educators, defined as; *"all educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences."*

Mentors or Cooperating Teachers: Strong school-based clinical educators are essential to the success of the clinical experience and are selected for their deep expertise and their extensive experience (minimum of 3 successful years of teaching on a professional license in the candidate's licensure area). They are trained as mentors and highly skilled in supporting the learning of adult candidates as well as that of children. Ideally, they work with each candidate for the duration of his or her clinical experience.

Coordinating Faculty (Program Coordinators)**.** Specially designated collegiate faculty work closely with K-12 schools, to assist and oversee the institution's teacher candidates' clinical experience. These faculty members—like their school counterparts— are able to positively communicate with and support teacher candidates throughout their clinical experience. They work jointly with clinical educators in designing, implementing, assessing, and revising candidates' clinical experience.

University Supervisors University full-time or part-time faculty are responsible for the supervision and evaluation of teacher candidates. They work collaboratively with clinical

educators and coordinating faculty to provide the candidates with the support and resources necessary to achieve success in their clinical II experiences.

Standards of Professionalism during Field Experiences (Clinical I)

During the in-school observation hours of field and clinical experiences, candidates are expected to act professionally at all times and keep in mind that this school may be a district they are assigned for completion of their student teaching. Candidates need to make a good impression, keeping in mind that they are not only representing themselves at the site, but the University and Department as well. Candidates should:

- Arrive at or before the time the cooperating teacher arrives;
- Dress professionally and attend to personal hygiene
- Wear any district required identification in plain sight at all times.
- Keep observation appointments. If an emergency arises and plans must be changed, notification of the school and teacher immediately with sincere apologies is imperative.
- Track all observation hours on required time sheet and have cooperating teacher sign when observation hours are complete as required by specific courses.
- Use professional language in and out of the classroom with everyone (no profanity or overly casual language) — with adults and students alike.
- Demonstrate attentiveness and an eagerness to learn.
- Display a willingness to use feedback and/or criticisms as an opportunity for improvement and growth.
- Display a willingness to work with students from different cultures, different socioeconomic levels, and/or different learning abilities.
- Be respectful of peers, families, teachers, staff and principals.
- Be committed to meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner.
- Demonstrate a belief that all students can learn.
- Display persistence in the face of difficulty, stress or adverse conditions.
- Display a positive attitude toward teaching and learning.
- Turn off your cell phone. If there is an anticipated need to use a cell phone for an urgent matter, notify the cooperating teacher ahead of time.
- Spend all of your observation time at the site engaged in appropriate professional/educational activities.
- Thank the cooperating teacher and the office personnel at each visit and at the end of the experience.

Similar Standards of Professionalism for Clinical II are provided in the next section of the Handbook.

THE PROFESSIONAL YEAR

The Professional Semesters: Overview and Roles and Responsibilities

The pre-student teaching semester is the first half of the candidate's Clinical II Year, which is followed the next semester by student teaching. During the pre-student teaching semester, candidates commit to spending on the equivalent of a full day, each week at the school site. During this semester, the candidate works to establish a relationship with the cooperating teacher, the students, and the school community and becomes familiar with the curriculum and teaches some lessons. This is a developmental process as the candidate moves from his or her initial coursework and field experiences into the beginning of the professional year, which, if successful, leads into student teaching at the same site with the same cooperating teacher(s) and university supervisor. During student teaching, the candidate is committed to five full days per week at the site. **Student teachers may be approved to take one additional course during the semester they student teach. The request to take an additional course must be made at the time of application for student teaching (15 hours for undergraduate/12 hours for graduate total)**. Teacher candidates cannot assume that the license is an automatic outcome of this year. Candidates must be successful in both experiences as well as fulfill requirements as prescribed by the Department.

University Supervisor

During the Clinical II Year, highly qualified, full time faculty and part time instructors serve as university supervisors of up to five pre-student teachers/student teachers. The university supervisor mentors the same candidate throughout the professional year, unless circumstances warrant a change. The following are expectations of the university supervisor:

- Serves as a liaison between the cooperating teacher (and field site) and the Department of Education.
- Supervises and mentors the teacher candidate throughout the clinical year.
- Visits the field site early in the semester to review the requirements of the professional year to see that the teacher candidate and the cooperating teacher(s) have established a good professional rapport and to troubleshoot any emerging issues.
- Collaborates with cooperating teachers and teacher candidate(s) at school site to provide meaningful feedback and mentoring.
- Reviews lesson plans and observes lessons for at least the minimum number of times required for pre-student and student teaching.
- Completes the required number of online observations and evaluation summary forms for each candidate according to the department schedule.
    - Conducts observations including submission of e-documentation
        - PST: 3 per semester per candidate
        - ST: 4 per semester per candidate
    - Conducts summary evaluations including submission of e-documentation
        - PST: 1 per semester

        - ST: 2 per semester (1 mid-term, 1 final) These evaluations are orally conducted in a three-way conference format (CT, US, ST), with the US submitting a Consensus Evaluation Form to the appropriate Education department program administrator.
- Participates in orientation meetings of PST/ST and all university supervisors and candidates.
- Participates in monthly meetings of university supervisors.

Cooperating Teacher

A cooperating teacher is a highly qualified schoolteacher who serves in the role of collaborator in the preparation of teacher candidates including their selection and assessments of candidates. The cooperating teachers serve in the role of mentor for an initial licensure candidate. On a day-to-day basis, the cooperating teacher mentors the candidate throughout both clinical semesters unless circumstances warrant a change. The following are expectations of a cooperating teacher:

- Serves as a mentor and role model to the candidate.
- Supports the development of teacher candidate as the candidate increases responsibility for teaching practice, from observing to assisting in the classroom to teaching lessons to individuals, groups of students and the whole class.
- Provides information and resources to help the candidate become familiar with the district/school curriculum and teaching methods.
- Involves the teacher candidate in professional development opportunities, extra-curricular activities, and parent/family activities such as conferences.
- Facilitates conversations between and among the candidate and university supervisor to provide meaningful feedback and mentoring.
- Reviews lesson plans and observes lessons for at least the minimum number of times required for pre-student and student teaching.
- Completes the required number of online observations and evaluation summary forms for each candidate according to the department schedule.
    - Conducts observations including submission of e-documentation
        - PST: 3 per semester per candidate
        - ST: 4 per semester per candidate
    - Conducts summary evaluations including, as pertinent, submission of e-documentation
        - PST: 1 per semester
        - ST: 2 per semester (1 mid-term, 1 final). These evaluations are orally conducted in a three-way conference format (CT, US, ST), with the US submitting a Consensus Evaluation Form to the appropriate Education department program administrator.
- Confers/communicates with the teacher candidate and university supervisor on a regular basis to provide feedback about progress and any areas of concern.
- Attends orientation and any other meetings/events on JCU campus.

Pre-Student Teacher

The purpose of the Pre-Student Teaching semester is to introduce you into the school community in which you will Student Teach. The Pre-Student Teaching semester has requirements and assessments unique to the Pre-Student Teacher and dictates whether you will continue into the Student Teaching semester. Please understand that you are responsible for all standards, regulations and requirements itemized below. These statements reflect the professional standards expected in Clinical Experience II.

- I understand that Pre-Student Teaching involves a commitment to be at my field-placement the equivalent of 1 day per week, for 14 weeks.
- I understand that it is my responsibility to contact my Cooperating Teacher and set up my schedule ideally by the end of the first week of classes of the current semester.
- I understand that it is my responsibility to make observation arrangements with my University Supervisor.
- I understand that there is an expectation of professional behavior and professional dress at all times.
- I understand that there is an expectation that I learn about and uphold the policies regarding professional conduct applicable to my placement site.
- I understand that in cases of my attending my placement site one full day a week there is an expectation of my arriving early and departing after the students leave the building. In cases where I am regularly attending my placement site the equivalent of two half days a week, acceptable arrival and departure times will be negotiated with my Cooperating Teacher. In all, I understand that being late is not acceptable and is unprofessional.
- I understand that, in the event I will be absent from my Pre-Student Teaching responsibility, I must contact my Cooperating Teacher the night before or before 7:00 AM in the morning. In addition, I must contact my University Supervisor.
- I understand that there is an expectation that lesson plans will be prepared for every teaching situation, whether it is one-on-one, small group, or whole class.
- I understand that there is an expectation that the Cooperating Teacher will have the lesson plan the week prior, but never less than two (2) days prior, to my teaching episode.
- I understand that there is an expectation that my University Supervisor will have the lesson plan no less than two (2) days prior to my observation.
- I understand that there is an expectation that I will meet with the Cooperating Teacher on a regular basis to discuss my teaching, classroom behavior, protocols, personal and professional development as a teacher, or anything that relates to the development of an effective teaching-learning environment.
- I understand that there is an expectation that I will begin to become part of the school community, attend teacher meetings when possible, as well as family-teacher conferences and other events as they occur.
- I understand that I will be observed in formal teaching situations at least three (3) times by my University Supervisor and at least three (3) times by my Cooperating Teacher during the pre-student teaching semester.

- I understand that there is an expectation that everything that I do related to planning, preparation of class materials, and assessment of learning, reflects an understanding of developmental characteristics, and utilize age-appropriate materials.
- I understand that there is an expectation that my planning, teaching, and involvement with students demonstrates an understanding for accommodating learning experiences to meet the individual differences of all learners.
- I understand that there is an expectation that I will be responsible for all books, documents, assignments, and responsibilities given to me during the Pre-Student Teaching semester.
- I understand that in order to move into the Student Teaching semester I must have:
    - Favorable recommendations from my University Supervisor and my Cooperating Teacher
    - Met expectations for the pre-student teaching semester
    - Completed all coursework related to my specific license
    - Have the following GPA's
        - 2.7 or higher Overall GPA
        - 2.7 or higher Education GPA
        - 2.7 or higher Teaching Content Area(s) GPA (MC, AYA)

*A copy of the **Pre-Student Teaching Semester Statement of Obligations & Responsibilities** form is included in the student's field binder to review and sign. The signed statement indicates that the candidate has read this list of obligations and responsibilities, understands these obligations and responsibilities, and that non-compliance with all of the requirements will jeopardize opportunity to enter the Student Teaching semester.*

Student Teacher

The purpose of the Student Teaching semester is to provide candidates with a full day, full semester placement in a classroom setting, accompanied by a weekly seminar held at John Carroll University.

- I understand that Student Teaching is a full day, full semester commitment in the classroom.
- I understand that there is an expectation that I learn about and uphold the policies regarding professional conduct outlined by my placement site.
- I understand that I am expected to attend each session of the weekly seminar.
- I understand that there is an expectation of professional behavior and professional dress at all times.
- I understand that there is an expectation of arriving <u>early</u> and leaving <u>after</u> the students leave the building. Being absent, or late, is not acceptable and is unprofessional.
- I understand that there is an expectation that lesson plans will be prepared for every teaching situation, whether it is one-on-one, small group, or whole class.
- I understand that there is an expectation that the Cooperating Teacher will have the lesson plan no less than two (2) days prior to my teaching episode.

- I understand that there is an expectation that my University Supervisor will have the lesson plan no less than two (2) days prior to my observation.
- I understand that there is an expectation that I will meet with the Cooperating Teacher daily to discuss my teaching, classroom behavior, protocols, or anything that relates to the development of an effective teaching-learning environment.
- I understand that there is an expectation that I will begin to become part of the school community, and attend teacher meetings as well as family-teacher conferences.
- I understand that there is an expectation that I will be observed in my teaching at least four (4) times by my University Supervisor and my Cooperating Teacher. In addition, there will be a midterm and final evaluation opportunity.
- I understand that I am expected to incorporate my Cooperating Teacher and University Supervisor's feedback into my subsequent teaching experiences and overall conduct at my placement.
- I understand that there is an expectation that my planning, preparation of class materials, and assessment of learning reflect an understanding of how to accommodate learning experiences to meet the individual differences of all learners.
- I understand that there is an expectation that I will be responsible for all books, documents, assignments, and responsibilities given to me during the Student Teaching semester
- I understand that I need to complete the edTPA and meet the **benchmark score requirements** set by the Department of Education. Full details will be distributed in the ED 405 seminar. Where I do not meet these requirements, I will need to satisfactorily complete an intervention plan that consists of revising my edTPA to meet the benchmark scores. I will be subject to receiving an Incomplete for the seminar course until I meet these requirements.
- I understand that there is an expectation that I will be responsible to acquire student teaching liability insurance with proof of same.
- I understand that there is an expectation that I may be responsible to acquire a TB test (Health Services provide this, ext. 4349).
- I understand that I am obligated to Student Teach every day of the semester, including the times when John Carroll is on a break. The only time I am on break is when the school where I am Student Teaching is on break. I also understand that I must attend the student teaching seminar when JCU is in session, even when my school site is on break. No exception to this rule will be made except by the Teacher Education Program Coordinators or the Department Chairperson.
- In order to be recommended for licensure, I understand that I will need:
    - Evaluations from my University Supervisor and my Cooperating Teacher(s) that indicate a successful Student Teaching experience
    - All coursework completed related to my specific license
    - The following GPA's
        - 2.7 or higher Overall GPA
        - 2.7 or higher Education GPA
        - 2.7 or higher Teaching Content Area(s) GPA (MC, AYA)

- A passing score on all required licensure exams and program required assessments, including
  The edTPA.

*A copy of the **Student Teaching Semester Statement of Obligations & Responsibilities** form is included in the student's field binder to be reviewed and acknowledged by the student. The signed statement indicates that the candidate has read this list of obligations and responsibilities, understands these obligations and responsibilities, and that non-compliance with all of the requirements will jeopardize opportunity to be recommended for licensure.*

GOALS FOR THE PROFESSIONAL SEMESTERS

In order to maximize the Professional Semesters' benefit to the candidate ***the Cooperating Teacher and University Supervisor will help the candidate:***

Understand subject matter and learner development	**Create** an environment for student learning	**Organize** knowledge for student learning	**Teach** for student learning	**Reflect** on professional teaching
• Understand the developmental characteristics and needs of candidates of this age/grade • Build content area knowledge • Align lessons with standards	• Develop appropriate classroom management skills • Understand candidate behavioral issues • Create a classroom environment conducive to learning	• Develop planning skills • Connect lesson content with candidates' prior knowledge/skill/ interest and future content • Access reputable resources to assist with instructional planning • Integrate disciplines when possible and appropriate	• Use varied instructional strategies and grouping patterns • Develop behaviors and procedures that optimize learning (i.e., transitions, questioning skills) • Communicate clear goals and procedures • Monitor candidates' learning through a variety of assessment methods • Address the needs of diverse learners	• Reflect and self-evaluate • Utilize feedback from previous lessons and observations • Develop professional goals

Important Considerations

Attendance

It is expected that you be at your school site, in the classroom, on the appointed days. As a rule, plan to arrive and leave the school site on the same schedule as expected of all teachers in the school. If an illness or emergency occurs, first call or e-mail your Cooperating Teacher and the school as soon as possible. Preferably, call the night before an absence; at the latest, notification should occur before 7 a.m. on the day of your absence. If possible, contact your Cooperating Teacher directly rather than merely leave him or her a message. In all, consult with your Cooperating Teacher at the beginning of the semester to clarify preferable modes of communication in the context of illness/emergencies. In addition, in these cases, please contact your University Supervisor to keep him/her in the loop.

Candidate Teaching Placements

Your placement was made to provide you with a high-quality field experience and to acquaint you with diverse settings during the course of your Teacher Education Program. The Department of Education policy states that the "Teacher Education faculty determines field and clinical placement sites in collaboration with partner schools and districts. In the placement process consideration is given to the following factors to ensure quality field and clinical experiences: (i) relative proximity to the university; (ii) the candidate's collective field experience; and (iii) diversity and multiculturalism of sites." If there are issues or concerns about your placement, then you should discuss them with one of the Teacher Education Program Coordinators.

Co-Teaching Models

Where and when appropriate, the department supports the use of a co-teaching model. In this model, teacher candidate and cooperating teacher co-plan and co-teach lessons during the professional year. At the beginning of the year, cooperating teachers take the lead in planning and teaching. As the year progresses, the candidates increasingly take the lead. Throughout the year cooperating teachers and candidates, collaborate in the planning and teaching; to not only benefit the candidates' growth and development, but that of the students in the class as well. (See Appendix for Models of Co-teaching).

Dress Code

Professional dress is required at all times in the school building.

Extracurricular Events

It is recommended that you attend school activities during the semester

Lesson Plans

This is a requirement for all Candidate Teachers for every teaching situation, whether it is a one- on-one, small group, or a large group teaching experience. (See Appendix for Lesson Plan Template). Lesson plans must be given to your Cooperating Teacher(s) at least two days prior to the teaching experience and given to your University Supervisor

prior to an observation. Consult with your University Supervisor for specifics on this point. (See Appendix for a copy of the Lesson Plan Template.)

Professional Development

It is mandatory that you participate in professional development offered by JCU's Career Center, the Department, and the school and district where you are pre-student and student teaching.

Verification of Moral Character

JCU requires the affirmation of good moral character of all its candidates. Candidates entering the Teacher Education Program and again at the beginning of the Professional Year, complete a Verification of Moral Character Form is part of your Teacher Education application and Pre-Student Teaching application in Tk20.

Code of Ethics

The moral and ethical responsibilities of teaching present a consistent and complex challenge. While the following points will be interpreted within the teaching context, these points should assist the teacher candidate to become an ethical practitioner.

- The teacher candidate should refrain from imposing personal, moral, religious, or political views upon candidates. Instead, the candidate should demonstrate a liberated mind.
- The teacher candidate when receiving or using information about candidates in class or work should protect students and families' right to privacy.
- The teacher candidate should maintain the dignity and integrity appropriate to the profession.
- The teacher candidate must strive to be fair while judging students' actions.
- The teacher candidate must demonstrate professional behavior, outlined by the University as well as the placement site, at all times in all circumstances.
- When in any doubt, the teacher candidate should contact his or her Cooperating Teacher, University Supervisor, and/or Teacher Education faculty member.

Professional Dispositions

Candidates for initial licensure are expected to develop and adhere to the following professional dispositions, aligned with the Conceptual Framework Domains:

Culturally Responsive (Contexts, Learner Development)

Active commitment to understand and judiciously incorporate into one's teaching and relationship with candidates and others sensitivity to all candidates' beliefs, values, interests, learning styles and world views that are likely grounded in the dynamics of candidates' cultural backgrounds.

Developmentally Responsive (Contexts, Learner Development)

Active commitment to understand and judiciously incorporate into one's teaching and relationship with candidates and others a sensitivity to candidates' cognitive, emotional and physical preparedness to engage in the learning tasks sponsored by the curriculum and teaching candidate.

Critically Reflective (Practice)
Active commitment to systematically examine and articulate one's beliefs, values, assumptions and practices in light of a) their attunement to systematic and contextual dynamics; b) their likely and apparent impact on others and c) their resonance with best practices research.

Collaborative (Person)
Active commitment to work with others in a professional manner. Willingness to share views, problem-solve, assume and fulfill responsibilities and work through conflicts and disagreements, in a style that is forthright, fair-minded, sensitive and attentive to the best and common interests applicable to a given situation.

Committed to Excellence (Person)
Active commitment to perform the relevant work with moral integrity, intellectual curiosity, ongoing reflection and openness, the pursuit of deep subject matter knowledge and pedagogic resourcefulness, and an overall sustaining devotion to high standards of learning and achievement, for oneself and for all candidates and others involved.

Justice-Oriented (Person)
Active commitment to examine and advocate, that which is truthful, good and fair in particular situations. This commitment entails thoughtfully examining competing perspectives on truth, goodness and fairness and determining what should be done to adjudicate these values in the myriad situations of daily life.

ASSESSMENT

Assessment Systems

Under the Ohio license rules, candidates cannot get a recommendation for a teaching license by simply passing required classes. Candidates must be able to demonstrate that they know and are able to demonstrate the skills and dispositions that are specified in the standards. This requires that performance assessments be carried out during the teacher education program. As you move through your program and through the Gateways, a number of different kinds of performance assessments will take place to assess your knowledge, your performance, and your dispositions for being a professional teacher. Please see the Appendix for a detailed description of the Undergraduate and Graduate Gateways and overview of the general requirements on which you will be assessed.

The Department of Education uses Tk20 as a platform for its assessment system and candidates' portfolios. Candidates pay a one-time fee at the time of program admission and can build and store their e-portfolios through their accounts for seven years. During pre-student teaching and student teaching, mentors, cooperating teachers, and university supervisors complete observation feedback forms and mid-term and final evaluations through the Tk20 system. The Department of Education provides ongoing training and support in the use of the Tk20 system to faculty, candidates, and clinical educators.

A set of assessments is used to measure candidate progress and achievement of the intended outcomes in the Teacher Education Program. Other assessments are embedded throughout coursework. The assessment measures used at different gateways in the program are described in the next section.

Assessment Measures

GPA and Course Grades

In order to be accepted into the Teacher Education Program, candidates must have a minimum GPA of 2.7 overall, in Education coursework, and in coursework related to their teaching fields (MC and AYA). A 2.7 GPA must be maintained to continue through the program and to be admitted to the Professional Year. A grade of C or higher (not C-) is required in all Education and teaching field-related courses. Graduate students must earn a grade of B or better (not B-) in all 400-level courses.

Field Evaluations

In Methods courses, and various other courses requiring field experiences, cooperating teachers evaluate the candidates in the area of professional dispositions and interactions with students and faculty.

Technological Pedagogical and Content Knowledge (TPACK)

Candidates self-assess their pedagogical knowledge, content knowledge and technological pedagogical content knowledge at the beginning and at the completion of

their program for the purposes of evaluating their growth in their understanding and use of technology in the classroom and for program evaluation.

Social Justice Scale
Candidates self-assess their perspectives toward issues of social justice at the beginning and at the completion of their program for the purposes of evaluating their growth in the understanding of and disposition toward issues of social justice and for program evaluation.

Clinical Assessments

During the Professional Year, teacher candidates are assessed on their dispositions and performance in five categories at multiple times during the semesters:

- Understanding subject matter and learner development
- Creating an environment for candidate learning
- Organizing knowledge for candidate learning
- Teaching for candidate learning
- Assessing student performance
- Reflecting on professional teaching

Observation Feedback Form (OFF)
Candidates are assessed using this measure during their pre-student and student teaching semesters. Both cooperating teachers/mentors and university supervisors assess the candidates a minimum of three times during pre-student teaching and four times during student teaching.

PST Final Evaluation (FE)
Based on the standards that guide the licensure programs (CAEP, AMLE, INTASC) cooperating teachers, university supervisors, and pre-student teachers assess candidates' performance at the end of the pre-student teaching semester. Successful performance on this measure is used in part as a gateway to the student teaching semester.

Candidate Preservice Assessment of Student Teaching (CPAST)
CPAST is tool used across the state of Ohio to assess the performance of student teachers. Cooperating teachers, university supervisors, and student teachers individually assess the candidate at the midterm and at the completion of the student teaching semester. After individually assessing the candidate, a triadic conference is held at which time consensus is reached on each item of the measure. Based on the evaluation, goals for the second half of student teaching and then for the first year of teaching are developed and agreed upon.

edTPA
The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach their particular subject area(s) and particular grade levels. The assessment is designed with

a focus on candidate learning, theory and research, and evidence-based practice. It is based on the findings that a successful teacher:

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

This assessment takes place during the second semester of the clinical year, during student teaching. Throughout the program, the candidate will engage in courses and practica to help to prepare for this assessment.

State Assessments

The State of Ohio requires all candidates for licensure to successfully complete the Ohio Assessment for Educators. The State of Ohio will accept a passing score on the edTPA to replace the OAE Assessment of Professional Knowledge Exam. Candidates who do not pass the edTPA will still be required to take and pass the Assessment of Professional Knowledge. Primary Childhood and Middle Childhood candidates are required to take the Foundations of Reading test. All licenses also take the appropriate content area test(s). These exams are typically completed during the Professional Year. More information may be found at the following website: http://www.oh.nesinc.com/

Applying for Teacher Licensure

The JCU Education department prepares both undergraduate and graduate students for professional licensure in Ohio for three licenses: Primary (P-5), Middle Child (4-9) and Adolescent/Young Adults (7-12). Students also often transfer their Ohio license to nearby states such as Pennsylvania, New York, Illinois, or Michigan. We highly recommend students get their Ohio licenses first before transferring it.

Licensure Eligibility

Eligibility for a teaching license in the state of Ohio is based on the following:

1. Successful completion of the bachelor's degree.
2. Successful completion of a teacher education program.
3. Successful completion of the appropriate OAE examinations.

APPENDIX

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AWARDS AND SCHOLARSHIPS

The Department of Education has the privilege to award scholarships and awards to candidates studying in the areas of education, undergraduate and graduate. Please visit the department website (http://sites.jcu.edu/education/pages/candidate-information/awards/) to apply for the scholarships and awards.

Rev. Joseph Owens, S.J. Scholarship Award

This scholarship is awarded to an outstanding junior education candidate who best exemplifies the values of scholarship, leadership, and service that Rev. Joseph Owens, S.J., championed during his tenure in the department. Rev. Owens was a member of the Department of Education from its founding in 1935 to his retirement in 1987. He was instrumental in building teacher education at John Carroll University into one of the Ohio's premier professional programs.

Sally H. Wertheim Educational Leadership Award

This award recognizes an outstanding graduate candidate who not only demonstrates leadership, scholarship, character, and commitment to others-qualities steeped in the Jesuit mission-but who also seeks to enhance, and shows promise for improving, the educational experiences of children and youth. Candidates for the award must be enrolled in a graduate degree program in education at John Carroll.

The William P. Hoffman Endowment for Professional Development Award

This scholarship is a memorial tribute to Dr. William P. Hoffman who was a professor in the John Carroll University Department of Education. He worked with the Educational Administration program from 1970 to 1980. The purpose of this award is to recognize an outstanding senior or graduate candidate in the department who demonstrates leadership, scholarship and service to support professional development and scholarly research or presentations at professional conferences in the field of education.

Golden Apple Awards

The Golden Apple Awards honors graduating education candidates for academic excellence based on their grade point averages. The department makes six to eight of these awards each year, divided among candidates for certification/licensure at the undergraduate and graduate level.

Francis T. Huck Awards

Dr. Francis T. Huck's career in the department spanned three decades – the 60s, 70s, and 80s. He taught research and statistics, but his love was the teacher education program, where he assigned candidates for field placement and candidate teaching. Upon retirement, the department established the Francis T. Huck Award to honor outstanding undergraduate candidate teachers. The department makes the award available to candidate teachers pursuing each certification/licensure levels. The selection process is as follows:

- University supervisors, Site Supervisors, and cooperating teachers may nominate a candidate teacher with a minimum overall grade point average of 3.0.
- The candidate teacher fills out a response form, and the full-time teacher education faculty selects recipients, based on university supervisor recommendation, academic achievement, and professionalism.

The Rev. Joseph O. Schell Ignatian Award for Excellence in Education

The scholarship is in honor of Rev. Joseph Schell, S.J., in recognition of the role that both he and scholarship support once played in the life of the donor, John D. Smith, a member of the class of 1962 Smith credited the core philosophy-based Jesuit education as having been instrumental in his rise to the level of managing partner at Anderson Consulting. This scholarship will be awarded to up to six students and may equal up to a quarter of a student's tuition. Eligibility is based on financial need.

The Educator Alumni Award

The Educator Alumni Award is given to a graduate of John Carroll University who has demonstrated significant and distinguished accomplishments in the field of Education. Nominations are sought each year from Faculty, Staff, Administration and the public. Nominations, with a brief description of the nominee's accomplishments should be sent to The Department of Education, 310A Administration Bldg. 1 John Carroll Blvd., University Heights, OH 44118, or by email to education@jcu.edu. The deadline for nominations is the last Friday in February of each academic year.

Distinguished Educator Award

The Distinguished Educator Award is awarded to a member of the Education Professional Community who has distinguished accomplishments in the field of Education and has maintained strong connections with John Carroll University Nominations are sought each year from Faculty, Staff, Administration and the public. Nominations, with a brief description of the nominee's accomplishments should be sent to: The Department of Education, Administration Bldg. 310, 1 John Carroll Blvd., University Heights, OH 44118 or by email education@jcu.edu. The deadline for nominations is the last Friday in February of each academic year.

ASSESSMENT MEASURES- GATEWAYS

Department of Education and School Undergraduate Gateways			
Gateway 1: Admission to Teacher Education (TE)	Gateway 2: Admission to Pre-Student Teaching	Gateway 3: Admission to Student Teaching	Gateway 4: Exit/Recommend for License
Completed application	Completed application, including a resume structured according to DESP guidelines	Completed application	Pass all required Ohio Assessments for Educators (OAEs) with a score of ≥220
Pre-requisite: ED 100: ≥C grade	Based on transcript audit: 2.7 overall minimum GPA, 2.7 minimum GPA in education courses, and 2.7 minimum content-area	Based on transcript audit: 2.7 overall minimum GPA, 2.7 minimum GPA in education courses, and 2.7 minimum content-area	Pass ED 444 Student Teaching
Enrolled in ED 253 and/or taken ED 200 (EC)	Course requirements completed with ≥C grade	All course requirements completed with ≥C grade (one unfilled course requirement may be requested for approval; decision based on GPA and field performance)	Complete edTPA with score ≥ 37
Based on transcript audit: 2.7 overall minimum GPA, 2.7 minimum GPA in education courses, and 2.7 minimum content-area GPA	Positive field evaluations from cooperating teacher	Positive field evaluations from cooperating teacher for education courses and positive clinical evaluations from cooperating teacher and university supervisor during pre-student teaching	Satisfactory CPAST and OFF evaluations (80% of all items ≥ meet expectations)
Good oral and written communication skills evidenced by ≥C in EN 125, CO 125, ED 100, ED 200 (EC), ED 202 (AYA and MC), ED 253; successful interview with faculty member	No or limited dispositional concerns as noted by faculty and/or cooperating teachers in field experiences	Demonstrated teaching practices that provide evidence of the department's dispositions for the teaching profession	Completion of required assessments: Social Justice Scale TPACK
	Successful interview with faculty member	Positive recommendation university supervisor and cooperating teacher	
No or limited dispositional concerns as noted by faculty and/or cooperating teachers in field experiences		Approval by Council on Teacher Education (comprised of Associate Deans, elected faculty member, Registrar, Program Coordinators, partner representative)	
Successful criminal background check			
Completion of required assessments: Social Justice Scale TPACK			

Audit of grades & GPAs conducted each semester by administrative assistant

Audit of grades & GPAs conducted each semester by administrative assistant

Audit of grades & GPAs conducted each semester by administrative assistant

Department of Education Graduate Initial Licensure Gateways (PT & SB Programs)			
Gateway 1: Admission to Program	Gateway 2: Admission to Pre-Student Teaching	Gateway 3: Admission to Student Teaching	Gateway 4: Exit/Recommend for License
Current resume or curriculum vita	Completed application, including a resume structured according to DESP guidelines	Completed application	Pass Ohio Assessments for Educators (OAEs) Professional Knowledge exam with score ≥220
Bachelor's degree from an accredited institution	Based on transcript audit: 3.0 overall minimum GPA, 2.7 minimum GPA in ED courses, and 2.7 minimum content-area	Based on transcript audit: 3.0 overall minimum GPA, 2.7 minimum GPA in ED courses, and 2.7 minimum content-area	Pass ED 445 Student Teaching
Undergraduate cumulative GPA of at least 2.75	Grades ≥B or higher in all 400-level coursework, and grades ≥ C in 500-level coursework	Pass Ohio Assessments for Educators (OAEs) with a score ≥220 on content area exam(s) (MC/AYA)	Complete edTPA with score ≥ 37
Transcript audit to identify additional course requirements as needed for program area	Positive field evaluations from cooperating teacher	All course requirements completed with ≥C grade (one unfilled course requirement may be requested for approval; decision based on GPA and field performance)	Successful completion of comprehensive exam
Well-written statement indicating personal interests, goals, and expectations from the degree program	No or limited dispositional concerns as noted by faculty and cooperating teachers in field experiences	Positive field evaluations from cooperating teacher; positive clinical evaluations from cooperating teacher and university supervisor during pre-student teaching	Satisfactory CPAST and OFF evaluations (80% of all items ≥ meet expectations)
Two letters of reference from work-related persons who attest to the applicant's ability to succeed in graduate studies	Successful interview with faculty member	Demonstrated teaching practices that provide evidence of the department's dispositions for the teaching profession	Completion of required assessments: Social Justice Scale TPACK
Successful interview with faculty member		Positive recommendation university supervisor and cooperating teacher	
Successful criminal background checks		Approval by Council on Teacher Education (comprised of Associate Deans, elected faculty member, Registrar, Program Coordinators, partner representative)	
Completion of required assessments Social Justice Scale TPACK			

Audit of grades & GPAs conducted each semester by administrative assistant

Audit of grades & GPAs conducted each semester by administrative assistant

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STUDENT CONCERN PROCESS

Student Concern Process for the Field

Step 1	Student Concern Form filed With the Coordinator of Student Records and Clinical Placements *Student Concerns Google Form. Link at the bottom of* https://jcu.edu/academics/education/about/faculty-resources *page*
Step 2	Completed Student Concern Form is sent to the student, the Department Chair, Program Coordinator and the Advisor. A Concern Conference is scheduled.
Step 3	During the Student Concern Conference, the student, the faculty member/cooperating teacher who raised the concern, the Program Coordinator and the Department Chair will collaborate to complete the Student Concern Improvement Plan. The plan should list the goals, how the goals will be assessed, timeline and person responsible to monitor the plan.
Step 4	Student progress on the improvement plan will be monitored according to the timeline and person responsible. If the specified goals have been met within the timeline, the process concludes with a written approval note placed in the student's departmental folder. If the goals have not been met, the process will proceed to step 5.
Step 5	An additional meeting will be attended by the student, the faculty member/supervisor complainant, the Program Coordinator and the Department Chair. The student must bring to the meeting a written explanation of why the agreed upon goals have not been met. The committee can decide to revise the improvement plan and require the student to repeat the field experience, or the committee can decide the student has not met the requirements of the field experience and is no longer eligible for the licensure program. A student is only permitted to repeat a field experience once while enrolled in the licensure program.

STUDENT CONCERN PROCESS

Student Concern Process for Academic Performance

Step 1	Classroom instructor files Student Concern form with the Coordinator of Student Records and Clinical Placements (*t*o be hired soon). *Student Concerns Google Form. Link at the bottom of https://jcu.edu/academics/education/about/faculty-resources page*
Step 2	Completed Student Concern Form is sent to the student, advisor and the Program Coordinator.
Step 3	The advisor schedules a meeting with the student and course instructor who completed the referral to review the concern and share campus resources. The Student Concern form including the advisor's written comments are placed in the student's file.
Step 4	Student progress will continue to be monitored through the Licensure Program gateways. If a student receives a second Student Concern form, a meeting will be scheduled with the student, academic advisor and Program Coordinator. An improvement plan will be written with a timeline for monitoring progress and the person responsible. If the student improves and meets the goals of the improvement plan, a note will be placed in the student's file.
Step 5	If the student does not meet the goals of the improvement plan, the Department Chair, Program Coordinator, advisor and student meet to discuss performance. The student may be placed on conditional acceptance or status in their Licensure Program. In accordance with the department handbook, students have two semesters to improve performance and advance in their program. Students who do not improve by the end of the second semester of conditional acceptance may be dismissed from the program.

LICENSURE

Which OAE Do I Need to Take?

Licensure Area	License types offered at John Carroll	OAE Content	OAE Pedagogy*
Primary (PK-5)	Primary (PK-5)	055 Primary Education and 190 Foundations of Reading	057 Assessment of Professional Knowledge: Early Childhood (PK-5)
Middle Childhood (4-9)	Language Arts and Reading (4-9	028 Middle Grades English Language Art and 190 Foundations of Reading	002 Assessment of Professional Knowledge: Middle Childhood (4-9)
	Mathematics (4-9)	030 Middle Grades Mathematics and 190 Foundations of Reading	
	Science (4-9)	030 Middle Grades Mathematics and 190 Foundations of Reading	
	Social Studies (4-9)	031 Middle Grades Social Studies and 190 Foundations of Reading	
Adolescence to young Adult (7-12)	Integrated Language Arts	Arts 020 English Language	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)
	Integrated Mathematics	027 Mathematics	
	Integrated Science	024 Integrated Science	
	Integrated Social Studies	025 Integrated Social Studies	

***(Passing edTPA can replace this OAE requirement)*

Applying for an Ohio Teacher License

To apply for your teaching license please access the Ohio Department of Education's (ODE) website using this link: http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License.
This link will take you through the process. We will receive an email from the ODE letting us know that you have applied. Once we have concluded that you have met all the requirements for eligibility, we will approve your application. You will receive more information about the application process during the student teaching seminar.

Ohio Resident Educator Program

The Ohio Department of Education will transition from the Four-Year Resident Educator License to a **Two-Year Resident Educator licenses**, beginning April 12, 2023. The revised 2-year program will continue to provide new teachers with support from a mentor and additional professional development during the first years of teaching. Once hired, Ohio schools must register beginning teachers in the residency program, which they need to successfully complete to qualify for a five-year professional educator license (Ohio Revised Code 3301-24-18). Schools and districts are responsible for determining eligibility of their beginning teachers for the Resident Educator program and for assigning them each with a certified mentor.