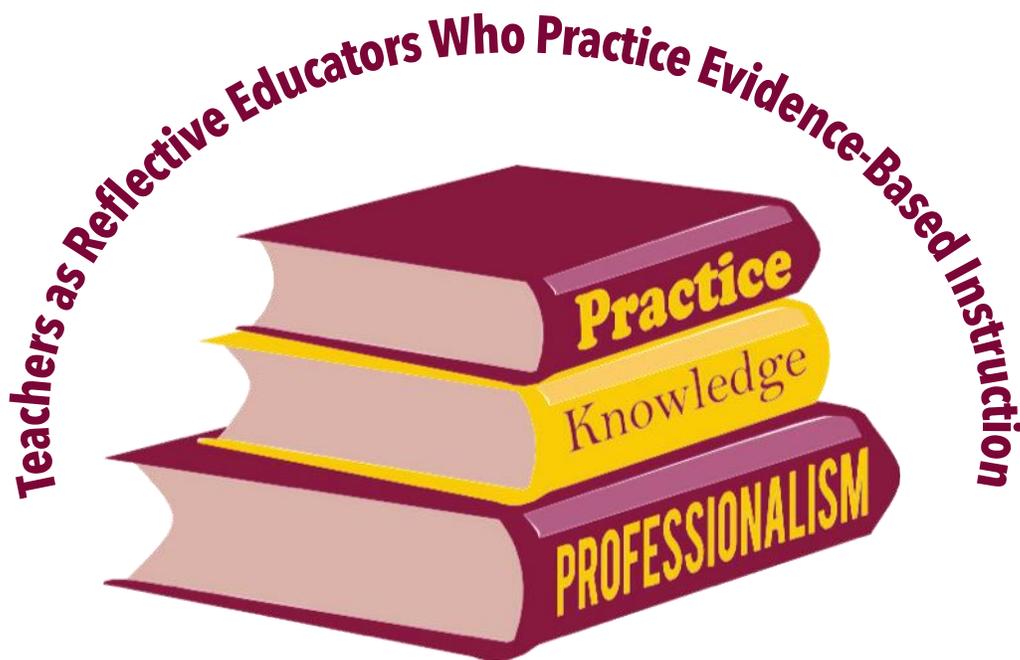




COLLEGE OF EDUCATION

EDUCATOR PREPARATION PROVIDER HANDBOOK



2021-2022

WELCOME
to
CENTRAL STATE UNIVERSITY
Pre-Education and Teacher Education Majors

Welcome to the Central State University College of Education! Becoming a professional educator/teacher is a rewarding experience and a transformative journey. As a Central State University (CSU) student, you will be expected to practice the University's tenets of *Service...Protocol...Civility*[®] in all aspects of your journey to become a professional.

Becoming a teacher will require discipline, efficient time management, and willingness to grow, learn, and transition from the role of a student to a teacher candidate who will inspire PK-12 students to be their very best. During this journey, every faculty and staff person will be here to help you. Seek advice and counsel. In fact, you are encouraged to ask questions and seek assistance often.

You are also encouraged to read all documents presented to you and begin keeping a folder/file of all of the important documents. This Educator Preparation Handbook is one of the documents that you must read and refer to often.

The College of Education Handbook is a resource that will provide critical information. The handbook is not all-inclusive but will serve as an initial guide. You must seek additional information from the Teacher Education Advisement and Partnership Center (TEAP-C), your academic advisor, the director of Field and Clinical Experiences, University faculty, the College of Education department chair, and University supervisors/advisors/faculty as needed.

To be successful, it's imperative that you develop time management skills. Effective time management skills will allow you to be more efficient and accountable in your journey to become a professional educator/teacher.

We look forward to guiding you toward achieving your goal of becoming a professional educator/teacher!

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SECTION I. INTRODUCTION

Central State University was established in 1887 by the Ohio General Assembly as the Normal and Industrial Department of Wilberforce University. In 1947, the General Assembly expanded the Department into a College of Education and Industrial Arts, which provided for four-year college programs. As a result, the College began operating independently from Wilberforce University, and the College continued programs in teacher education, industrial arts, and business, and added a four-year liberal arts program under the name of Wilberforce State College. In 1951, the legislature authorized a name change to Central State College. The College was granted university status in 1965, changing the name to Central State University. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and in 2012, the University was granted 1890 Land-Grant status.

Central State University is Ohio's only 1890 Land-Grant public institution of higher education. The enabling legislation of 1887, however, stipulated that the institution would be open to all persons of good moral character. The University continues to actively promote ethnic diversity in the student population, faculty and staff as a means to enrich the learning environment. Educating students for success, leadership, and service on the state, national, and global levels remain paramount to the University's core historical responsibility. Faculty members have a deep commitment to providing academic advising and mentoring to all students enrolled at the University.

I.A. MISSION STATEMENT

The mission of the Educator Preparation Program (EPP) at Central State University is *to prepare candidates to be reflective educators who practice evidence-based instruction by advocating and demonstrating appropriate learning strategies for diverse student populations*. The EPP remains actively committed to the preparation of educators who are prepared to take appropriate action to enhance the teaching-learning environment for all students.

The Educator Preparation Program supports and fulfills the University's mission to prepare students with diverse backgrounds and experiences for leadership, research, and service. This mission reflects the belief that teaching prepares a knowledgeable, diverse citizenry through appropriate use of technology in scholarship. The mission of the College of Education is to prepare educators who continuously reflect on their effectiveness in serving as facilitators of learning for diverse student populations. The College is actively committed to the preparation of educators who observe and interact with students in various learning situations and, as a result, apply appropriate professional strategies to enhance the teaching/learning environment.

Consistent with the institutional mission, the EPP faculty is committed to its mission of preparing professional educators who become reflective practitioners by focusing on these critical competencies:

- developing content knowledge, pedagogical skills, and professional dispositions that lead to effective teaching;
- implementing defensible instructional decisions and technology applications;
- embracing active, engaged, student-centered learning; and
- teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

VISION

The vision of the EPP is to foster the establishment of a teaching and learning environment that produces professional educators with the knowledge, skills, and dispositions appropriate for the changing needs of students and society in general.

I.B BELIEFS THAT GUIDE THE EDUCATOR PREPARATION PROGRAM

SCHOOLS

We believe that the schools serve many functions. Their responsibilities are:

- providing an environment in which the school, home, and community work as a team to ensure a safe and positive climate for teaching and learning;
- developing an awareness of and respect for diversity;
- developing each student intellectually, emotionally, socially, physically, and academically;
- facilitating a love of learning and preparing students for lifelong learning and contributing to all areas of life and work after graduation;
- serving a number of social functions—refining and transmitting skills, values, and beliefs of the culture, caring for people, preparing students for the world of work, and acting as agents for social change; and
- providing access to the global concepts and ideas through technology.

TEACHERS

We believe that the role of teachers is complex in that they are individually and collectively responsible for:

- being professional educators who model and promote good communication skills, positive moral and ethical values, and good health habits;
- facilitating learning for children who already come to school with a body of knowledge;
- assuming a variety of roles such as decision-maker, child advocate, facilitator, master of content, problem-solver, model, curriculum designer, diagnostician, and manager;
- continuing their own learning/professional development; and
- making decisions about technology, including its effects in the classroom, home, and community.

EDUCATOR PREPARATION PROVIDER

We believe that the Educator Preparation Provider is responsible for:

- reflecting the beliefs of the teaching profession and that these beliefs should be evident throughout the program;
- providing a physical environment and an emotional climate supportive of a high-quality teacher education program;
- providing instruction and other experiences throughout the program which foster the development of knowledge, skills, and dispositions that teachers must have to assume their numerous decision-making roles in schools;
- providing a framework to help candidates develop their own beliefs about schools and teaching, and to apply these beliefs to decisions about curriculum and instruction; and
- integrating the application of technology throughout the curriculum to assure decision making experiences of prospective teachers.

I.C. GOALS OF THE EDUCATOR PREPARATION PROVIDER

The mission is realized for all candidates through the attainment of 11 common goals that are aligned with the Ohio Standards for the Teaching Profession (OSTP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Accreditation of Educator Preparation (CAEP), the Ohio Assessments for Educators (OAE), and Specialized Professional Association (SPA) content standards. The Educator Preparation Program (EPP) has established various subject-specific certifications that help students acquire the following skills:

1. develop an understanding of the subject matter and creating meaningful learning experiences from knowledge;
2. develop an understanding of students' cognitive, social, physical, and emotional development and create learning opportunities that support student academic development;
3. recognize and value student diversity and the differences in how students learn as well as provide instruction to accommodate such diversity;
4. develop instructional plans based on students' needs, curricular goals and models, subject matter, and community;
5. develop pedagogical knowledge and skills, and use this expertise to encourage each student to develop critical-thinking and problem-solving skills;
6. create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, self-motivation, and a sense of caring;
7. develop effective verbal, nonverbal, written, technological, and media communication skills to support and enhance student learning;
8. understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning;
9. develop skills necessary for self-reflection and using this knowledge to analyze past experiences and pursue professional development opportunities;
10. collaborate with students, candidates, parents, community members, and professional colleagues to support student learning and development; and
11. select and use materials, technology, activities, space, and other resources that are developmentally appropriate, support the University's goals and objectives, and are designed to engage student interest in meaningful learning.

I.D. Alignment of Institutional, Model Core and Ohio State Content, Skills and Dispositions Standards

ALIGNMENT OF ASSESSMENTS ADDRESSING CONTENT

INSTITUTIONAL STANDARD	Model Core Teaching Standards (InTASC)	Ohio Standards for the Teaching Profession
<p>CSUEPP candidates demonstrate, through reflective evidence-based instructional practice, that they possess the knowledge of how each individual learns and develops within a context of the individual development.</p>	<p>Standard 1: Learner Development The teacher understands how learners grow and recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Standard 1: Students Teachers understand student learning and development, and respect the diversity of the students they teach.</p>
INSTITUTIONAL STANDARD	Model Core Teaching Standards (InTASC)	Ohio Standards for the Teaching Profession
<p>CSUEPP candidates demonstrate content knowledge through reflective practice, and can articulate the central concepts, tools of reflective inquiry and the constructs of their discipline.</p>	<p>Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</p>	<p>Standard 2: Content Teachers know and understand the content area for which they have instructional responsibility.</p>

Institutional Standard	Model Core Teaching Standards (InTASC)	Ohio Standards for the Teaching Profession
<p>CSUEPP candidates demonstrate pedagogical content knowledge that reflects evidence-based practices and maximizes the opportunity for learning and professionalism.</p>	<p>Standard 2: Learning Differences The teacher uses the understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</p> <p>Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</p>	<p>Standard 2: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.</p> <p>Standard 5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students.</p> <p>Standard 2: Content Teachers know and understand the content area for which they have instructional responsibility.</p>

ALIGNMENT OF ASSESSMENTS ADDRESSING SKILLS

Institutional Standard	Model Core Teaching Standards	Ohio Standards for the Teaching Profession
<p>CSUEPP candidates demonstrate the ability to use appropriate learning strategies and techniques needed to support the practice of technology.</p>	<p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.</p>	<p>Standard 4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>
<p>CSUEPP candidates demonstrate the ability to use assessment and research to foster the establishment of a teaching and learning environment that produces reflective, competent professional educators, informs their efforts, and improves student outcomes.</p>	<p>Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform teacher planning and instruction.</p>	<p>Standard 3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.</p>

<p>CSUEPP candidates demonstrate pedagogical content knowledge that is grounded in evidence-based practices and maximizes the opportunity for learning and professionalism.</p>	<p>Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.</p>	<p>Standard 4: Instruction Teachers plan and deliver effective instruction that advances the learning of each student.</p>
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ALIGNMENT OF ASSESSMENTS ADDRESSING DISPOSITIONS

Institutional Standard	Model Core Teaching Standards	Ohio Standards for the Teaching Profession
<p>CSUEPP candidates demonstrate collaboration and leadership, and engage in positive systems change that produces professional education with the knowledge, skills, and dispositions appropriate to the changing needs of students and society in general.</p>	<p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Standard 6: Collaboration and Communication Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p> <p>Standard 7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.</p>
<p>CSUEPP candidates demonstrate the moral imperative to teach all students by demonstrating and advocating appropriate learning strategies for diverse student learner populations. They foster the establishment of teaching and learning environments that produce professional educators with the appropriate knowledge, skills and professional dispositions.</p>	<p>Standard 9: Professional and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Standard 7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance and involvement as individuals as members of a learning community.</p>

*CSUEPP – Central State University Educator Preparation Provider/Program

II. EDUCATOR PREPARATION PROGRAM ADMISSION REQUIREMENTS & POLICIES FOR PRE-ADMITTED AND STUDENT TEACHING CANDIDATES

II.A. SPECIFIC REQUIREMENTS FOR PRE-EDUCATION MAJORS

Students who seek a teaching degree in the College of Education are considered pre-education majors until certain criteria and competencies are met. These criteria and competencies are generally met during the first three semesters of enrollment in the University. Completing these requirements means that they have satisfactorily completed the first/second Transition Points to be fully admitted into Educator Preparation Provider Programs.

1. Successfully complete designated courses

- 32 hours of general education courses (20 hours for Art and Music majors)
- All Education majors except Music must complete EDU 2500
 - Music Education majors must complete MUS 2280

2. Earn a minimum GPA of

- 3.00 cumulative for students entering the University in fall 2020 and after
- 2.75 cumulative for students entering the University between fall 2019-spring 2020
- 2.50 cumulative for students entering the University prior to fall 2015

3. Meet basic academic skills requirements

- Students entering the CSU/EPP in Spring 2021 and after must meet the following basic requirements:

- 32 Hrs. (Combination of Gen Ed + content)
- GPA 3.0 at CSU after 12 semester credit hours
- Basic Academic Skills Competency
 - High School GPA of 3.0 or higher

OR

- Community College GPA of 3.0 or higher (Must have completed 60 or more credit hours)

OR

- College/University GPA of 3.0 or higher (Must have completed 60 or more credit hours)

OR

ACT

- ACT Reading \geq 21.25
- ACT Writing \geq 6.60
- ACT Math \geq 21.25

OR

SAT

Combined Reading, Writing, and Math Score > 860

OR

*****CBEST**

CBEST Reading \geq 41

CBEST Math \geq 41

CBEST Writing \geq 41

OR

Praxis Core

Praxis Reading > 168.06

Praxis Math > 162.14

Praxis Writing \geq 165

4. All students regardless of Program entry date must also submit proof of the following:

**Clear BCII/FBI Check Results or School district verified form

GPA 3.0 at CSU after 12 semester credit hours

Prior to student teaching, candidates must pass all required licensure exams for their major. Please see [Appendix A.5](#) for more information on the Ohio Assessments for Educators (OAE) exams.

The University will provide an academic advisor for every candidate. Online program advisors and advisors in the Teacher Education and Advisement Partnership Center (TEAP-C) will guide candidates through the Educator Preparation Program. Candidates should communicate regularly with their advisor.

Professional dispositions such as respect for instructors and peers, professional appearance, and communications, trustworthiness, interpersonal skills, etc. are very important to the CSU EPP. Candidates are highly encouraged to consistently demonstrate appropriate dispositions.

*Prior to admission into the EPP, pre-education majors may take 3000 level foundations courses (EDU 3263, EDU 3264, and EDU 3266) and must complete all related field and clinical requirements.

II.B. TEACHER CANDIDACY TO COMPLETION

Following advisor approval for admission, pre-education majors are designated as Educator Preparation Provider Candidates.

- At this transition point, students will continue to work closely with their designated advisor who will assist with their curriculum and class schedule. Students should consult with their program advisor at least twice a semester.
- Candidates entering EPP in fall 2019 must maintain a minimum, cumulative GPA of 2.75 until graduation.
- Candidates entering EPP in fall 2020 must maintain a minimum, cumulative GPA of 3.00 until graduation.
- Candidates will be required to complete field experiences in public schools. Guidelines for field experiences are specific and critical to their grade. Professors and the Office of Field and Clinical Experiences will provide explicit requirements for field experiences. The state of Ohio requires that Educator Preparation candidates complete a minimum of 100 field/clinical hours prior to student teaching placement.
- Personal transportation to designated school sites for field experiences and student teaching **is the responsibility of the candidate.**
- Candidates must pass the Ohio Assessments for Educators (OAE) required for their licensure area license they are pursuing being they are permitted to student teach. (See Appendix A for an explanation of OAE requirements for specific licenses)
- When all course requirements and all department criteria have been met, candidates will be assigned a PK-12 school for student teaching.

II.C. STUDENT TEACHING

At this transition point, candidates will have completed all of the previous transition points satisfactorily. Candidates are to be complimented for reaching this milestone! This is the final phase of becoming a professional educator/teacher. The expectations are higher and the evaluation is more rigorous.

Student teachers will be observed and evaluated by the cooperating teacher, University supervisor, and other designated University representatives. The principal, parents, and other teachers, as well as their students, may also evaluate them. Observations may be formal or informal. This is the phase of preparation in which candidates demonstrate learned knowledge, skills, and dispositions.

Candidates should not take the student teaching experience for granted. Everything they have learned as a Central State University student and as an Educator Preparation candidate will be demonstrated through their words, actions, and performance.

The University supervisor and cooperating teacher will guide and assist candidates through this process. The director of Field and Clinical Experiences will also be of great support. Candidates should plan to attend all of the pre-student teaching meetings and seek assistance whenever needed.

Student teachers responsibilities include:

- becoming a part of the school's community. They should attend parent-teacher meetings, work with parents, observe and be receptive to constructive analysis from the cooperating teacher and University supervisor;
- always being punctual and professional in speech, dress, and school protocols;
- avoiding engaging in non-professional activities;
- notifying their University supervisor immediately if they are having any challenges;
- being present every day at the school site as required. If an emergency occurs that will prevent them from going to their school site, they are to notify their University supervisor and cooperating teacher immediately. Failure to notify both parties is a serious infraction, and may compromise their ability to complete student teaching;
- understanding that three or more absences during student teaching diminishes the experience and may result in removal from the student teaching experience; and
- referring to the Student Teaching Field and Clinical Handbook.

APPENDIX A-1

GENERAL INFORMATION/CLINICAL EXPERIENCES

Clinical experiences are a critical component of the preparation of future teachers. These experiences serve as opportunities for candidates to develop their teaching skills as they enhance their understanding of the teaching profession. Clinical experiences also provide the opportunity to assess candidates' mastery of pedagogy and content knowledge as well as their emerging professionalism as evidenced through the development of professional dispositions. Candidates should consult the Educator Preparation Program's Field and Clinical Handbook for additional information regarding the requirements associated with clinical experiences.

Prior to admission to Educator Preparation Program, candidates participate in field observation experiences that introduce the practical aspects of the teaching profession. The fieldwork requirements provide candidates with sequentially designed, performance-based experiences that may include:

- developing an understanding of the role of the classroom teacher as presented from the teacher's perspective;
- realizing the connection of theory to the practical application; and
- developing teaching competencies through actual classroom application and practice.

Fieldwork requirements are connected to individual courses in the professional education sequence (see Course Description section to identify professional education courses that require fieldwork assignments). Further information regarding fieldwork assignments and placements is provided during candidates' enrollment in the applicable professional education courses.

Student teaching is the capstone event of the teacher education process. During the student teaching experience, candidates complete 12-weeks of practical engagement in the teaching profession. While student teaching, candidates are placed under the direct supervision of both the University supervisor and the cooperating teacher. Student teachers are afforded opportunities to bridge theory and practice in the professional setting that is authentic and in real time. As the culminating requirement of the teacher preparation program, the student teaching candidates are provided guidance as they demonstrate their mastery of the professional expectations and requirements of being an effective teacher. Candidates are frequently assessed during the process, and given pertinent and constructive feedback.

APPENDIX A-2
REQUIRED FIELD/OBSERVATION EXPERIENCE

***DUE TO COVID-19, THE RESPONSIBILITIES OUTLINED IN THESE POLICIES AND PROCEDURES/GUIDELINES MAY NEED TO BE MODIFIED.**

Candidates are required by the state of Ohio to complete field observation; and are required to complete a minimum 100 hours of field-based experience prior to student teaching.

Level 1 Observation Hours

Eligibility:

Students must be enrolled in Central State University.

Requirements:

The EPP offers three foundations courses (EDU 3263, EDU 3264, and EDU 3266). Each foundation course requires 15 observation hours. These hours may be fulfilled virtually or in-person.

Level 2 Methods Hours

Eligibility: Candidates must be accepted to the Educator Preparation Program in the College of Education before registering for methods courses.

Requirements:

100 field hours (All four ECE methods courses are required for ECE majors).

100 field hours (Intervention Specialists can take either the four ECE or the four EDU methods courses). All methods hours should be completed in person except if prohibited by extraordinary circumstances.

- ECE 3561 – Language Arts Methods for ECE – 25 field hours in appropriate grade/designation
- ECE 3562 – Math Methods for ECE – 25 field hours in appropriate grade/designation
- ECE 3571 – Social Studies Methods for ECE – 25 field hours in appropriate grade/designation
- ECE 3572 – Science Methods for ECE – 25 field hours in appropriate grade/designation

Total: 100 hours of methods courses for ECE plus 45 hours of field observation, as noted above.

- EDU 3361 – Language Arts Methods for MCE and AYA – 60 field hours in appropriate grade/designation
- EDU 3362 – Math Methods for MCE and AYA – 60 field hours in appropriate grade/designation
- EDU 3371 – Social Studies Methods for MCE and AYA – 60 field hours in appropriate grade/designation
- EDU 3372 – Science Methods for MCE and AYA – 60 field hours in appropriate grade/designation

Total: 60 hours for AYA (High school level majors take the one subject-specific methods course that applies to their major plus 45 hours of field observation as noted above.)

Total: 120 hours for MCE (Middle childhood level majors take the two subject-specific methods courses that apply to their major plus 45 hours of field observation as noted above.)

*Music education majors must complete 50 methods hours in a setting apropos to the license they are seeking.

Level 3 Student Teaching

Eligibility:

- Candidates must have passing scores on Ohio Assessments for Educators (OAEs) required for designated licensure must be in record with the CSU.
- A cumulative GPA of 3.0 is required.
- An academic audit must be completed by the candidate's academic advisor.
- A BCII/FBI verification form must be on record with TEAP-C.
- A completed student teacher application must be on file with the director of Field and Clinical Experiences.
- The candidate's student teaching site and cooperating teacher must be approved by the CSU director of Field and Clinical Experiences and receiving school district administration

Requirements:

- Student teaching is a full-term (16 wk.) course
- Twelve (12) full weeks of actively student teaching (M-F, full day) are required
- Student teaching should be completed in person unless prohibited by extraordinary circumstances.
- Student Teaching (EDU 4491) must be taken in conjunction with the full-term, 16- week Capstone Seminar (EDU4895)

Field and Clinical Placement Protocols (applicable to Levels 1, 2 and 3)

- Candidates must be placed in a state accredited school with a cooperating teacher who is licensed in the candidate's licensure area. Candidates may indicate a preference for field and clinical placements and cooperating teachers; however, final placement decisions rest with the receiving school district administration and the CSU director of Field and Clinical Experiences.
- Cooperating teacher profile sheets for all students must be submitted to the director of Field and Clinical by the end of the second week of each term for approval.

Appendix A-4
College of Education
Central State University

Verification for the Background Check for
Admission to CSU Educator Preparation Program
Effective: Spring 2021

Mr./Ms. _____ is a student in the online education program in the Professional Education Department in the College of Education at Central State University.

The student has provided information that s/he is an employee of _____ district.

School or district name

The AB 949 (Chapter 84, Statutes of 2019) section 45125.1, the California Education Code and similar laws in other states requires all school employees to receive criminal background checks. Please verify that Mr./Ms. _____ is an employee in your school/district and works as _____ (job title).

Please complete the information below and send a PDF copy of this form via email to

Sevans@centralstate.edu within 10 workdays.

Name of the person Title Signature Date

School/District Contact Information:

Phone Number _____ Fax Number _____ Email _____

APPENDIX A-5 Ohio Assessments for Educators (OAE) Licensure Exam Requirements

For Licenses Issued on or After
July 1, 2017

Program	Content Exam Name	Exam No.	Pass Score
ECE (PK-3)	Early Childhood Education	012	220
MCE Language Arts	Middle Grades English Language Arts	028	220
MCE Mathematics	Middle Grades Mathematics	030	220
MCE Science	Middle Grades Science	029	220
MCE Social Studies	Middle Grades Social Studies	031	220
Intervention Specialist	Special Education	043	220
AYA Int. Language Arts	English Language Arts	020	220
AYA Int. Mathematics	Mathematics	027	220
AYA Int. Social Studies	Integrated Social Studies	025	220
AYA Life Science	Biology	007	220
AYA Physical Sciences	Chemistry & Physics	009/035	220
MUA Health	Health	023	220
MUA Music	Music	032	220
MUA Physical Education	Physical Education	034	220
MUA Visual Arts	Art	006	220
Agriscience	Agriscience	005	220

Pedagogical Knowledge Exam Name	Exam No.	Pass Score
Assessment of Prof. Knowledge: ECE	001	220
Assessment of Prof. Knowledge: MCE	002	220
Assessment of Prof. Knowledge: MCE	002	220
Assessment of Prof. Knowledge: MCE	002	220
Assessment of Prof. Knowledge: MCE	002	220
Assessment of Prof. Knowledge: MUA	004	220
Assessment of Prof. Knowledge: AYA	003	220
Assessment of Prof. Knowledge: AYA	003	220
Assessment of Prof. Knowledge: AYA	003	220
Assessment of Prof. Knowledge: AYA	003	220
Assessment of Prof. Knowledge: AYA	003	220
Assessment of Prof. Knowledge: MUA	004	220
Assessment of Prof. Knowledge: MUA	004	220
Assessment of Prof. Knowledge: MUA	004	220
Assessment of Prof. Knowledge: MUA	004	220
Assessment of Prof. Knowledge: MCE OR	002	220
Assessment of Prof. Knowledge: AYA	003	220

Reading Exam Name*	Exam No.	Pass Score
Foundations of Reading	090	220
Foundations of Reading	090	220
Foundations of Reading	090	220
Foundations of Reading	090	220
Foundations of Reading	090	220
Foundations of Reading	090	220

*The new OAE reading test, 090 Foundations of Reading, is an examination of the principles of scientifically research-based reading instruction and is aligned with the reading competencies adopted by the State Board of Education of Ohio under Ohio Revised Code 3301.077.

For all new educator licenses issued on or after July 1, 2017, in accordance with Ohio Revised Code 3319.233, a passing score on this test will be required for the following license types:

· **Early Childhood Education (ECE)**, · **Middle Childhood Education (MCE)**, · **Intervention Specialist Mild/Moderate (INS)**.

Candidates in the above licensure areas whose licenses are issued prior to July 1, 2017, are not subject to this new requirement. Candidates are encouraged to submit licensure applications, including all documentation required for eligibility determination, especially background checks, at least 60 days prior to the July 1, 2017, issuance deadline. This will allow for the timely processing of background checks and licensure applications.

Registration for the Foundations of Reading test is anticipated to open August 30, 2016.

The test framework, study guide and practice test can be found on the OAE website at <https://www.oh.nesinc.com/>

APPENDIX B

FREQUENTLY ASKED QUESTIONS

1. Who are the academic advisors?

Traditional CSU candidates:

Renita Tolbert/TEAP-C – rtolbert@centralstate.edu

Career Plus candidates:

Andrea Smart — (Last Name A-G) - asmart@centralstate.edu

Cindy Glidden— (Last Name H-N) - cglidden@centralstate.edu

Renita Tolbert — (Last Name O-R) - rtolbert@centralstate.edu

Heather Scott — (Last Name S-V) – hscott@centralstate.edu

Alma Brown — (Last Name W-Z) – abrown@centralstate.edu

2. What are dispositions?

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth. Professional standards organizations and professional communities expect teacher candidates to demonstrate knowledge, skills, and dispositions to provide learning opportunities that support students’ development.

3. What are field experiences?

Field experiences are scheduled times that candidates spend in a designated PK-12 school observing teaching and learning and actively learning how schools operate. Candidates must complete a minimum of 100 hours during the first seven semesters that they are progressing through their program. Specific times for field experiences are determined by course requirements and will be further explained by the faculty member for that specific course.

4. What are some professional behaviors of successful teachers?

- Show respect and demonstrate professional courtesy with all stakeholders.
- Work collaboratively and establish collegial relationships with others.
- Display professional dress and decorum at all times.
- Exhibit expert knowledge in their content area.
- Participate in professional development and strive for continuous improvement, both personally and professionally.
- Stay abreast of best practices in education and use pedagogical strategies effectively.

APPENDIX C

GLOSSARY OF TERMS

Source: CAEP Accreditation Handbook

All PK-12 Students

Children or youth attending PK-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

Assessment

An ongoing, iterative process consisting of the following four basic steps:

1. defining learning outcomes
2. choosing a method or approach and then using it to gather evidence of learning
3. analyzing and interpreting the evidence
4. using this information to improve student learning

Teaching Certificate/Licensure

An official document issued by a state agency certifying that an individual meets state requirements to teach a specific grade band/level, specialized population of students or specific subject matter.

Candidate

An individual engaged in the preparation process for professional education licensure with the Educator Preparation Program.

Capstone

A culminating project or experience that generally takes place in a candidate's final year of study and requires review, synthesis, and application of what has been learned over the course of the candidate's preparation program. The result may be a product (e.g., original research or a performance) or a teaching sequence. The capstone can provide evidence for assessment of a range of outcomes and proficiencies.

Clinical Educators

All educator preparation providers and PK-12 school-based individuals who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences (e.g., University supervisor and/or cooperating teacher and/or mentor).

Clinical Experiences

Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship.

Clinical Practice

Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

Completer/Program Completer

Any candidate who exited a preparation program by successfully satisfying the requirements of the Educator Preparation Program.

Content Knowledge

The central concepts, tools of inquiry, and structures of a discipline.

Diversity

As defined in the InTASC Model Core Teaching standards, diversity refers to individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Educator Preparation Program/Provider (EPP)

The entity responsible for the preparation of educators for a nonprofit or for-profit institution of higher education, school district, organization, corporation, or government agency.

Pedagogical Content Knowledge

A core part of content knowledge for teaching that includes core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks, deciding among alternative courses of action if needed, and analyzing the subject matter knowledge and insight entailed in these activities.

Pedagogical Knowledge

The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge.

Pedagogical Skills

An educator's abilities or expertise to impart the specialized knowledge/content of their subject area(s).

Performance Assessment

Product and behavior based measurements based on settings designed to emulate real life contexts or conditions in which specific knowledge or skills are actually applied.

Professional Development

Opportunities for educators to develop new knowledge and skills through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in PK-12 schools.

Program

A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. The Educator Preparation Provider may offer a number of program options, e.g., elementary education, special education, secondary education in specific subject areas, etc.

Stakeholder

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or education preparation providers with a vested interest in candidate preparation and education

Standards

Normative statements about educator preparation providers and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning.

Student

A learner in a school setting or other structured learning environment. The Council for the Accreditation of Educator Preparation (CAEP) uses “student” to identify learners in PK-12 schools.

Teacher Performance Assessment (TPA)

An ongoing process for measuring teacher candidates’ performance. CAEP expects these assessments to be validated based on state and national professional standards, reliably scored by trained evaluators, and used for continuous improvement of educator preparation.

APPENDIX D
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