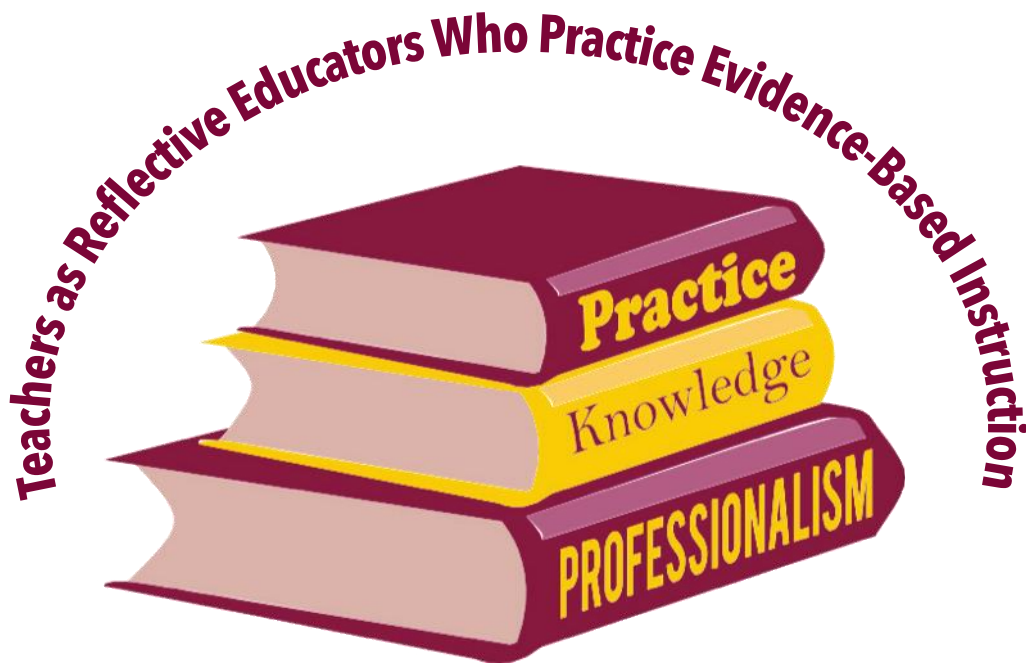




COLLEGE OF EDUCATION

EDUCATOR PREPARATION PROVIDER HANDBOOK



2023-2024

WELCOME
to
CENTRAL STATE UNIVERSITY
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. Innovation is in our DNA!

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. You are encouraged to ask questions and seek assistance often. Plan to read all documents presented to you. The Educator Preparation Program (EPP) Handbook is one of the most important documents.

You should also 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.

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

Schools serve many important functions. Their responsibilities include:

- 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

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

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 OPTIONS

Licensure Degree Options

Traditional (On Campus)

Primary PK-5 (replaced Early Childhood program)
Intervention Specialist-INS
Agricultural Education-Aged
Middle Childhood Education-MCE (2 content areas)
 Language Arts, Social Studies, Math, Science
Adolescence to Young Adult-AYA (1 content area)
 Integrated Language Arts-ILA
 Integrated Social Studies-ISH
 Integrated Mathematics-INM
 Life Science-LIS
 Physical Science-PPH

Central State Global (Online)

Primary PK5(replaced Early Childhood Education program)
Intervention Specialist-INS

Non-Licensure Degree Options

Educational Studies
Recreation

Educational Studies

II.A. SPECIFIC REQUIREMENTS FOR ADMISSION TO THE COLLEGE OF EDUCATION

Students who seek a teaching degree must be formally admitted to the College of Education and meet certain criteria and competencies. These requirements are generally met during the first three semesters of enrollment in the University. Completing these requirements means students have successfully met the transition points and may be fully admitted into Educator Preparation Provider Programs.

1. Successfully complete designated courses

- 32 hours of general education courses (20 hours for 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

Students who stop-out and are re-admitted to the program must adhere to the current admission standards.

3. Meet basic academic skills competency 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/CCP GPA of 3.0 or higher, grades \geq B in MTH 1550 or 1750 or 2001 and ENG 1100/1101 and ENG 1102

OR

- Community College GPA of 3.0 or higher
 - Must have completed 60 or more credit hours, grades \geq B in MTH 1550 or 1750 or 2001 and ENG 1100/1102 and ENG 1102

OR

- College/University GPA of 3.0 or higher (Must have completed 60 or more credit hours)
 - Must have completed 60 or more credit hours, grades \geq B in MTH 1550 or 1750 or 2001 and ENG 1100/1102 and ENG 1102

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 verification form

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. Advisors for Central State Global, the online unit of the College of Education, 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 academic 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, students may take 3000 level foundations courses (EDU 3263, EDU 3264, and EDU 3266) and must complete all related field and clinical requirements. These hours may be virtual or in-person. Students choosing to do in-person hours must have a current background check or have their employing school district complete a Verification for Background Check form.

Students applying to the College of Education must submit an electronic application via the link below: [Application for Admission to Teacher Education](#)

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 academic advisor who will assist with their curriculum and class schedule. Students should consult with their advisor at least twice a semester.
- Candidates who entered the EPP in fall 2019 must maintain a minimum, cumulative GPA of 2.75 until graduation.
- Candidates who entered the EPP in fall 2020 and later must maintain a minimum, cumulative GPA of 3.00 until graduation.
- Candidates will be required to complete field experiences in state-accredited PK-12 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 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. Observations may be formal or informal; however, four formal observations are required. This is the phase of preparation in which candidates demonstrate learned knowledge, skills, and dispositions. The University supervisor and cooperating teacher will guide and assist candidates through this process. The director of Field and Clinical Experiences will serve as liaison.

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 and clinical 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 a 16-week course and the capstone event of the teacher education process. Twelve to fifteen weeks of field experience are required. During the student teaching experience, candidates complete a minimum of 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

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:

All candidates must be accepted to the Educator Preparation Program in the College of Education before registering for methods courses.

Requirements:

- Primary (PK-5) and INS majors are required to take four methods content courses.
- **Methods hours should be completed in person.**
- **Students admitted to the college after March 1, 2022, cannot fulfill all 100 methods hours in the same classroom or school. Twenty-five of the total 100 methods hours (i.e. the number of hours required for one of the four content area methods courses) must be completed in a different school.**
- Primary (PK-5) and INS majors, traditional and Global take the following methods courses:
 - ECE 3300 – Language Arts Methods for PK-5 and INS – 25 field hours in appropriate grade/designation
 - ECE 3335 – Math Methods for PK-5 and INS – 25 field hours in appropriate grade/designation
 - ECE 3337 – Social Studies Methods for PK-5 and INS – 25 field hours in appropriate grade/designation
 - ECE 3336 – Science Methods for PK-5 and INS – 25 field hours in appropriate grade/designation

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

Only candidates enrolled in the AYA or MCE traditional degree programs may register for the following courses:

- 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 (Adolescence to Young Adult) 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 Education) 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.

Methods Placement Protocols:

- All methods candidates must be placed in a state accredited school public, charter or private 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. Placements in daycare centers, nursery schools, and free-standing preschool centers are not allowed, including Head Start Centers.
- The candidate's student teaching site and cooperating teacher must be verified by a school district representative and approved by the CSU director of Field and Clinical Experiences.

Level 3 Student Teaching

Candidates must first be eligible to student teach. Requirements are as follows:

- Be admitted to the College of Education
- Have passing scores on Ohio Assessments for Educators (OAEs) required for designated licensure on record with the Data Assessment Coordinator, Sheryl Evans.
- Have a cumulative GPA of 3.0
- Have academic audit completed by the candidate's academic advisor, TEAP-C, and the registrar's office
- Have completed all required coursework with the exception of Student Teaching and Capstone Seminar
- Have valid BCII/FBI results or verification form must be on record with TEAP-C.
- Have completed the online student teacher application with all required documentation:
[Application to Student Teach](#)
- Student teaching application must be approved by the CSU Director of Field and Clinical Experiences

Student Teaching Requirements:

- Student teaching is a full-term (16 wk.) course
- Twelve (12) full weeks of actively student teaching (M-F, full day) is required
- Student teaching should be completed in person.
- Student Teaching (EDU 4491) must be taken in conjunction with the full-term, 16-week Capstone Seminar (EDU4895)
- Student teaching candidates must be placed in a state accredited school public, charter or private 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. Placements in daycare centers, nursery schools, and free-standing preschool centers are not allowed, including Head Start Centers.
- The candidate's student teaching site and cooperating teacher must be verified by a school district representative and approved by the CSU director of Field and Clinical Experiences.
- Cooperating teachers must be licensed and currently teaching in the appropriate grade/designation and have at least three years of successful professional teaching experience.
- Students must be cleared to register for Student Teaching and Capstone Seminar by the CSU Director of Field and Clinical Experiences.

APPENDIX A-3 FIELD AND CLINICAL TIME SHEET

CSU STUDENT METHODS TIME SHEET (Submit to course instructor)

Student Name _____ School _____ Grade _____ Course _____

Date	Sign-in Time	Sign-out Time	Student Signature	Cooperating Teacher Signature

Appendix A-4
College of Education
Central State University

Verification of 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 rtolbert@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
Primary PK-5	Primary Education (PK-5)	055	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 Music	Music	032	220
Agriscience	Agriscience	005	220

Pedagogical Knowledge Exam Name	Exam No.	Pass Score
Assessment of Prof. Knowledge: PK-5	057	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: AYA	003	220
Assessment of Prof. Knowledge: MUA	004	220
Assessment of Prof. Knowledge: MCE OR Assessment of Prof. Knowledge: AYA	002 003	220

Reading Exam Name*	Exam No.	Pass Score
Foundations of Reading	190	220
Foundations of Reading	190	220
Foundations of Reading	190	220
Foundations of Reading	190	220
Foundations of Reading	190	220
Foundations of Reading	190	220

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

Exam Fees: Foundations of Reading \$139
 Assmnts of Prof. Knowledge \$109
 Content Exams \$109

APPENDIX B

FREQUENTLY ASKED QUESTIONS

1. Who are the academic advisors?

Traditional CSU candidates:

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

Central State Global candidates:

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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. 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.
- Use proper Internet etiquette.

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

A student who has been admitted to the College of Education, Educator Preparation Program.

Capstone

A culminating course that 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 capstone course provides 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.

Clinical Practice

Student teaching 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.

Pedagogy

Pedagogy is the art, science, and profession of teaching. This broad definition covers various aspects of teaching, such as teaching styles, feedback, and assessment.

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.

APPENDIX D

Joshua I. Smith Center for Education & Natural Sciences

College of Education Dean's Office		Office	376-	@centralstate.edu
Dr. Lillian Drakeford	Interim Dean, College of Education	213-G	6675/ 6007	Ldrakeford
Sheryl Evans	Assessment Data Coordinator	213-B	6221	Sevans
	Administrative Assistant	211-B	6225	

Teacher Education Advisement & Partnership Center (TEAP-C)

Nathan Boles	Director	217-A	6210	Nboles
Renita Tolbert	Program Manager	220-F	6227	Rtolbert
	Administrative Coordinator	220-E	6259	

Department of Professional Education

Dr. Lap Nguyen	Interim Department Co-Chair	213-A	6643	LNguyen
Dr. Joseph Nocera	Interim Department Co-Chair	Virtual		Jnocera
Dr. Lillian Drakeford	Director, Field & Clinical	213-G	6675	Ldrakeford
Alma Brown	Administrative Secretary	213	6176	Abrown

Faculty

Dr. Elizabeth Johnson	Math Education	Virtual		Ejohnson2
Dr. Lap Nguyen	Early Childhood Education	213-E	6065	Lnguyen
Dr. Joseph Nocera	Generalist	Virtual		Jnocera
Dr. Kwabena Ofori-Attah	Social Studies Education	213-C	6175	Kofori-attah
Dr. Stephanie Petricone-Turchetta	Early Childhood Education	Virtual		Spetricone-Turchetta
Dr. Joshua Singer	Language Arts (Intervention Spc)	213-H	6315	Jsinger
Dr. Sandra Sumerfield	Reading Specialist	213-D	6331	Ssumerfield
Dr. Rajeev Swami	Science Education	213-J	6266	Rswami
Dr. Dianne Tetrault	Reading	Virtual		Dtetrault

School of Agricultural Education and Food Science

	Director	221-A	6038	
Katrina Swinehart-Held	Agricultural Education	220-A	6036	Kswinehart
	Program Coordinator	220-B	6035	
	Administrative Assistant	221	6037	

College of Engineering, Science, Technology, and Agriculture

Dr. Anthony Arment	Biology Faculty		6062	Aarment
Dr. Arunasalam Rahunanthan	Mathematics Faculty		6362	Arahananthan

Department of Health and Human Performance (HHP) – WALKER GYMNASIUM

Rosie Turner	Chairperson	161	6297	Rturner
Jennifer Turpin Stanfield	HHP Faculty	152	6070	Jturpin-stanfield
Richard Wetzel	HHP Faculty	163	6319	Rwetzel

Music Education – ROBESON HALL

Dr. Mervyn Joseph	Music Education	222	6614	Mjoseph
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College of Humanities, Arts, and Social Sciences – WESLEY HALL

Dr. Anne-Marie Wackowitz	English Language Arts Faculty	226	6202	Aschuler
Dr. Anthony Milburn	History Faculty		6209	Amilburn

Appendix E

College of Education Adjunct Faculty @centralstate.edu

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Edmonds, George	gedmonds
Gibson, Brian	bgibson
Greeson, April	agreeson
Griffith, Gloria	ggriffith
Grundy, Latifah	lgrundy
Haynes-Coleman, Jamila	jhaynes-coleman
Hill, Latoya	lhill
Hilton, James	jhilton
Lynch, Debra	dlynch
Lyons, Merlinda	mlyons
Manning, Kimberly	kmanning
Martin, Charles	cmartin
Megahan, Kathleen	kmegahan
McDonnough, Pamela	pmcdonnough
Morrison, Kimberly	kmorrison
Nelson, Diane	dnelson
Payne-Jones, Michelle	mpaynejones
Pettus, Sarah	spettus
Reel, David	dreel
Reynolds, Dorothy	dreynolds
Ricci, Windy	wricci
Rogers, Krista	krogers
Shirey, Hope	hshirey
Stephenson, Windy	wstephenson
Sawyer, Janet	jsawyer
Seamster, Christina	cseamster
Sharif, Yasmin	ysharif
Sharma, Manish	msharma
Swami, Tonia	tswami
Turney, Vanisa	vturney
Walker, Yvette	ywalker
Watters, Shawn	swatters
White, Christina	cwhite2
White, Headley	hwhite
Wood, Jamie	jwood
Young-Groach, Pamela	pyounggroach

