

# Department of Education Handbook

## 2023-2024

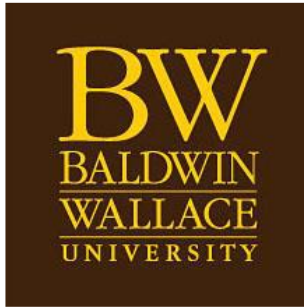


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Dear Education Student,

On behalf of the faculty and staff, I welcome you to the Department of Education as you begin your journey to become a teacher. As a department and university, we have a long history of being committed to the preparation of teachers in Northeast Ohio and beyond and this handbook is a key reference in understanding the vision of our department.

As a 2003 graduate of BW teacher education programs, I am passionate about your experiences and the wonderful energy you bring into our campus classrooms and district placements. Teaching is a profession rooted in care, curiosity, commitment, and human connection and we know you will see those characteristics in your faculty, administrators, and staff.

We hope that you find the Department of Education Handbook a valuable resource. The handbook is a supplement to the Baldwin Wallace University Catalog and University Student Handbook and is specific to the Department of Education. Our goal with this handbook is to give you the important information to support you in your coursework and field experiences and to give you a reference guide for the Department.

Once again, welcome to BW, to our Department of Education, and to your chosen profession. We can't wait for you to get started!

A handwritten signature in black ink, appearing to read "G. Swarts". The signature is fluid and cursive, with a large, sweeping loop at the end.

Gabriel P. Swarts  
Associate Dean of Education

# **Department of Education Overview**

## **Department of Education Mission Statement**

The mission of the Department of Education of Baldwin Wallace University is to prepare its candidates to be reflective decision makers who are contributing, compassionate, and competent educators. Department faculty fulfills this mission through modeling best practices and providing a rigorous academic program. Candidates within the department acquire the knowledge, skills, technologies, and dispositions that enable them to achieve their highest potential as educators. Graduates from the Department of Education are prepared and committed to embracing and celebrating human diversity, respecting the individual, and providing the best learning experiences for all members of the educational community.

The curriculum and clinical experiences of the teacher preparation program are designed to provide teacher candidates with opportunities to acquire needed competencies to be effective teachers as defined by the performance standards established by the State Board of Education of Ohio. The programs reflect established, contemporary, and emerging principles and practices that provide a solid foundation and the most current knowledge and research to prepare candidates to be contributing, compassionate, and competent educators.

## **Accreditation + Program Approval**

Baldwin Wallace University is accredited by the Higher Learning Commission of the North Central Association of Universities and Schools. All of BW's education licensure programs, including endorsement, are approved by the Ohio Department of Higher Education (ODHE). Initial and advanced education licensure programs at BW are accredited by the Council of Accreditation of Educator Preparation (CAEP).

## **Non-Discrimination Policy**

It is the policy of Baldwin Wallace University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity/expression, marital or parental status, disability, citizenship or military or veteran status.

This handbook is provided as a supplement to the Baldwin Wallace University Catalog and Student Handbook and is specific to the Department of Education.

# Program Contacts

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# Department of Education Academic Programs

Program outlines for each licensure area are available online at  
<https://www.bw.edu/academics/undergraduate/teacher-education/>

## Undergraduate Degrees and Programs

Degree	Program
B.S.Ed. – Bachelor of Science in Education	Dual Primary (PK-5) & Primary Intervention Specialist (PK-5)
B.S.Ed. - Bachelor of Science in Education	Early Childhood Education (Grades PK-5) – no longer offered as of 2022-2023
B.S.Ed. - Bachelor of Science in Education	Middle Childhood Education (Grades 4-9)
B.S.Ed. - Bachelor of Science in Education or B.A. – Bachelor of Arts (Degree depends on AYA Program)	Adolescent to Young Adult (Grades 7-12)
B.S.Ed. - Bachelor of Science in Education	Intervention Specialist: Mild/Moderate Educational Needs (Grades K-12)
B.M.E. – Bachelor of Music Education	Music Education (PK-12)
B.S.Ed. – Bachelor of Science in Education (Degree depends on Multi-Age Program)	Multi-Aged: World Language (Spanish, French, German), Visual Arts (Grades K-12)

## Undergraduate Licensure, Endorsement, and Certificate Programs

- **Teacher Licensure Only** – This program is for candidates who have earned a bachelor's degree and are seeking a teaching license.
- **Endorsements**
  - Middle Childhood Education Generalist – (Grades 4-6 – added to a Middle Childhood License)
- **Certificate**
  - English for the Second Language Learner – The certificate is awarded by Baldwin Wallace University and is not a teaching license or an endorsement in the State of Ohio.



### Graduate Degree and Programs

<b>Degree</b>	<b>Program</b>
MAEd – Master of Arts in Education	Leadership in Technology for Teaching and Learning
MAEd – Master of Arts in Education	Mild/Moderate Educational Needs (seeking additional license)
MAEd – Master of Arts in Education	Mild/Moderate Educational Needs (initial license + Master's)
MAEd – Master of Arts in Education	Literacy
MAEd – Master of Arts in Education	Science Teaching (Life Science or Physical Science/Chemistry)
MAEd – Master of Arts in Education	Mathematics Teaching
MAEd – Master of Arts in Education	School Leadership
MAEd – Master of Arts in Education	Leadership in Higher Education
MAEd – Master of Arts in Education	Teacher Licensure*

\* Teacher Licensure plus Master's Degree - This program is for candidates who have earned a bachelor's degree and are seeking a teaching license and a Master's degree.

### Graduate Licensure, Endorsement, and Professional Development Programs

- **Licensure Programs** – To be added to existing teaching licenses
  - Principal
  - Superintendent
  - Mild to Moderate Intervention Specialist
- **Endorsements**
  - Computer/Technology
  - Reading
- **Graduate Education Certificates**
  - Gifted Education
  - Online Instructor and Blended Learning
- **Professional Development** – Are graduate level, non-degreed professional development courses for K-12 educators and administrators

## **Program Descriptions**

### **Dual Primary (PK-5) & Primary Intervention Specialist (PK-5)**

This dual-license program prepares candidates to teach children in pre-kindergarten through grade five classrooms. Candidates who complete this program and successfully complete the required licensure exams are eligible for Ohio licensure in Primary (PK-5) and Primary Intervention Specialist (PK-5).

### **Early Childhood Education (Grades PK-5) – No longer offered as of 2022-2023**

The Department of Education offers a major in early childhood education leading to licensure in grades PK through 5. Candidates majoring in early childhood education do not need to have an additional minor as required by the University. The candidate majoring in early childhood education must meet the University requirements for a baccalaureate degree and must also satisfy the Ohio Department of Education and Department of Education requirements for licensure as an early childhood education teacher. Courses included in this prescribed program cover general education/core requirements, professional education, and curriculum content. Candidates who complete a major in Early Childhood Education will earn a Bachelor of Science degree in Education (B.S. in Ed.).

### **Middle Childhood Education (Grades 4-9)**

The Department of Education offers a major in middle childhood education leading to licensure in two teaching fields within grades 4 through 9. The candidate majoring in middle childhood education must meet the University requirements for a baccalaureate degree and must also satisfy the Ohio Department of Education and Department of Education requirements for licensure as a middle childhood education teacher. Courses included in this prescribed program cover general education/core requirements, professional education, and curriculum content specific to their two teaching fields (which are University minors). Candidates who complete a major in Middle Childhood Education will earn a Bachelor of Science degree in Education (B.S. in Ed.).

Candidates must select **TWO** teaching field areas:

- Middle Childhood Language Arts and Reading
- Middle Childhood Mathematics
- Middle Childhood Science
- Middle Childhood Social Studies

Teaching fields have different course requirements as well as grade-point-average requirements. See **GPA Requirements for Admission to Methods Courses and Clinical Practice** on page 29.

### **Middle Childhood Education Generalist Endorsement (Grades 4-6)**

The Department of Education offers a middle childhood generalist endorsement that leads to an endorsement for teaching additional content areas for grades 4 through 6. The endorsement may be added to a middle childhood license and adds additional content areas to the two areas of concentration. Candidates must complete the prescribed courses and pass the appropriate OAE content test to be eligible for the endorsement.

### **Adolescent to Young Adult Education (Grades 7-12)**

The Department of Education offers a major in Adolescent to Young Adult Education (grades 7-12) leading to licensure in a specific content area major/minor (depending upon program) of choice. The candidate majoring in Adolescent to Young Adult Education must meet the

University requirements for a baccalaureate degree and must also satisfy the Ohio Department of Education and Department of Education requirements for licensure. Courses included in this prescribed program cover general education/core requirements, professional education, and courses specific to the candidate's content (Language Arts, Mathematics, etc.) major/minor. Candidates who complete a major in AYA will earn a Bachelor of Arts degree (B.A.) or Bachelor of Science degree (B.S. in Ed.) depending on their content major/minor.

**Programs offered in AYA include:**

Integrated Language Arts	Integrated Mathematics
Integrated Science	Integrated Social Studies
Life Science	Physical Sciences
History	

**Multi-Age Education (Grades PK-12)**

The Department of Education offers a major in Multi-Age Education (grades PK-12) leading to licensure within the designated grade bands as well as a specific content area major of choice. The candidate majoring in Multi-Age Education must meet the University requirements for a baccalaureate degree and must also satisfy the Ohio Department of Education and Department of Education requirements for licensure. Courses included in this prescribed program cover general education/core requirements, professional education, and courses specific to the candidate's content (World Language, Music, or Visual Arts) major. Candidates who complete a major in Multi-Age education will earn a Bachelor of Arts degree (B.A.), Bachelor of Science degree (B.S. in Ed.) and/or Bachelor of Music in Education (B.M.E.) depending on their content major.

**Programs offered in Multi-Age include:**

World Language\*: French, German, Spanish  
Music\*\*  
Visual Arts

*\*Foreign language candidates are required to complete a semester abroad*

*\*\*The Bachelor of Music Education Degree program at Baldwin Wallace is a comprehensive curriculum leading to teaching proficiency in both choral and instrumental music. For further information regarding the music education program, please contact the Chair of the Music Education Department.*

**Intervention Specialist: Mild/Moderate Educational Needs (Grades K-12)**

The Department of Education offers a major in mild/moderate educational needs leading to licensure in grades K through 12. Candidates majoring in mild/moderate educational needs must have an additional minor as required by the University. The candidate majoring in mild/moderate educational needs must meet the University requirements for a baccalaureate degree and must also satisfy the Ohio Department of Education and Department of Education requirements for licensure. Courses included in this prescribed program cover general education/core requirements, professional education, and courses specific to the candidate's specialization. Candidates who complete a major in Mild/Moderate Educational Needs will earn a Bachelor of Science degree in Education (B.S. in Ed.).

Candidates majoring in Dual Primary (PK-5) & Primary Intervention Specialist (PK-5), Early Childhood Education, Middle Childhood Education, Adolescent Young Adult Education, or

Multi-Age Education licensure programs may also complete additional coursework in order to obtain licensure in Mild/Moderate Educational Needs.

*Successful completion of state-approved exams is required for each licensure area/endorsement and/or teaching field. Additional program requirements may be required based on program and/or license.*

*Academic program and teaching field GPA requirements can be found on page 29.*

### **English for the Second Language Learner\***

This program is designed to prepare participants to work with individuals whose native language is not English and is open to both education majors and non-education majors. Education majors, at all levels, will be better prepared to work with students in their classes whose first language is not English. Non-education majors will prepare to work alongside speakers of other languages and to help them acquire more proficiency in English. The certificate requires four courses: EDU 211D, Exploring Education in a Diverse Society (3 hours); Humanities 285I, Intercultural Communication (3 hours); EDU 315, Second Language Acquisition (3 hours); and EDU 316, Assessment and Evaluation Tools for the ESL Classroom (3 hours.) EDU 315 and EDU 316 both require field experiences.

*\*The certificate is not a teaching license or endorsement in the state of Ohio.*

### **Licensure Only / License + Master's Programs**

Candidates who hold a bachelor's degree, but not a teaching license, may pursue a Four Year Resident Educator License through the Licensure Only program or the License + Master's program.

### **Master of Arts in Education**

The Master of Arts in Education program at Baldwin Wallace offers options for current educators, initial licensure candidates, and professionals in the public and private sectors to expand their professional credentials. Candidates will bring their professional practice to a new level, master the latest technologies, and enhance leadership skills. Classes are offered in an online or hybrid format (depending on the program). Programs can be completed on a full-time or part-time basis.

### **Program Options**

- MAEd with specializations in literacy, mild/moderate educational needs, school leadership, and educational technology.
- Current teachers can add an additional license or endorsement: computer/technology endorsement, principal or superintendent license, intervention specialist license, and literacy endorsement.
- License + master's programs for adults with a bachelor's degree seeking to enter the teaching profession.
- Initial license + master's Mild to Moderate Educational Needs – a two year licensure program for individuals holding a bachelor's degree, who want to become Mild to Moderate Intervention Specialists.
- MAEd in Science Teaching – a 12 month licensure program for individuals holding a bachelor's degree in biology or chemistry, who want to become high school science teachers.
- MAEd in Mathematics Teaching – a 12 month licensure program for individuals holding a bachelor's degree in mathematics (or equivalence), who want to become high school

mathematics teachers.

- Graduate level, non-degree professional development courses for K-12 educators and administrators.

Details about the graduate programs may be obtained by contacting the Office of Admission or the Academic Advisor for Graduate Programs.

### **Leadership in Higher Education**

Also housed in the Department of Education is the **Leadership in Higher Education (LHE) program**. The **LHE program** is a master's degree program for those seeking careers in college/university leadership. This distinctive program integrates Student Affairs and Academic Affairs to educate and develop transformative leaders prepared to address the challenges and opportunities of higher education's continually changing landscape. Core courses include student development theory, campus diversity and college outcomes, ethical leadership, funding and finance, research in higher education, counseling theory, the history and philosophy of higher education, and higher education public policy.

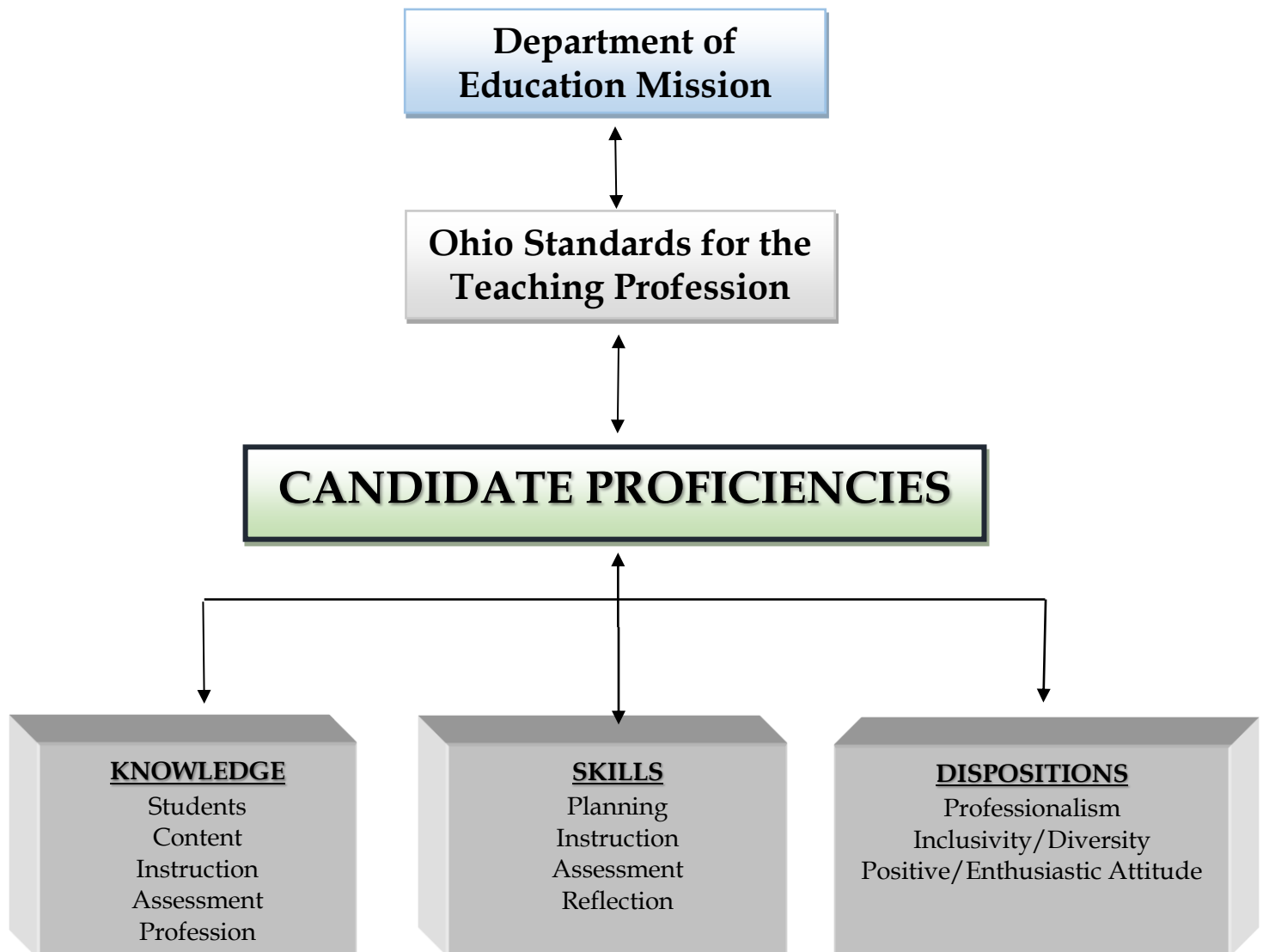
Details about the Leadership in Higher Education program may be obtained by contacting the Office of Admission.



# Teacher Candidate Performance Outcomes and Proficiencies

## Overview

The Department of Education is committed to providing teacher candidates with the opportunity to acquire the necessary knowledge, skills, and dispositions in order to become contributing, compassionate, and competent educators. The curriculum and clinical experiences of the education preparation programs are designed to provide teacher candidates with the opportunity to gain the needed proficiencies to meet the Ohio Standards for the Teaching Profession.



# Ohio Standards for the Teaching Profession

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. In the Standards for the Teaching Profession, seven standards are delineated under three larger organizers. Each of the seven Standards is a broad category of teacher knowledge and skills. Within each Standard are Elements. The Elements are the statements of what teachers should know, think, and do to be effective teachers.

## THE FOCUS OF TEACHING AND LEARNING

### **Standard 1. Students: Teachers understand student learning and development and respect the diversity of the students they teach.**

- 1.1 Teachers understand how and when students develop and gain knowledge, acquire skills and develop behaviors for learning.
- 1.2 Teachers understand what students know and can do and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills, and experiences.
- 1.5 Teachers recognize characteristics of gifted students and students with disabilities in order to assist in appropriate identification, instruction, and intervention.

### **Standard 2. Content: Teachers know and understand the content area for which they have instructional responsibility.**

- 2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

### **Standard 3. Assessment: Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.**

- 3.1 Teachers are knowledgeable about assessment types, purposes, and resulting data
- 3.2 Teachers select, develop, and use variety of assessments.
- 3.3 Teachers analyze data to monitor student progress, & to plan, differentiate, & modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents, & colleagues.
- 3.5 Teachers involve learners in self-assessment & goal setting.

**Standard 4: Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.**

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

## **THE CONDITIONS FOR TEACHING AND LEARNING**

**Standard 5. Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.**

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which students work independently, collaboratively or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

## **TEACHING AS A PROFESSION**

**Standard 6. Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.**

- 6.1 Teachers communicate clearly and effectively.
- 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
- 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.



**Standard 7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.**

7.1 Teachers understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.

7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

## **Integrated Themes**

Integrated themes are those specific concepts or dimensions of the education curriculum that deal with subject matter knowledge, pedagogy, and effective teaching skills that are integrated throughout the curriculum, courses, and experiences within the candidate's program.

### **Technology**

Candidates demonstrate the use and application of technological resources and strategies to facilitate and enhance student learning and to make experiences more effective and/or efficient.

### **Diversity & Inclusion**

Candidates exhibit knowledge of varied ethnic and cultural views, practices, and traditions that they may encounter in the classroom, as well as understanding of the research and implications of race, gender, individual differences in the classroom.

### **Learning Environment**

Candidates create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Candidates orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students. Candidates recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Candidates create a learning environment where all students feel safe, valued, and enjoy a sense of belonging.

### **Literacy**

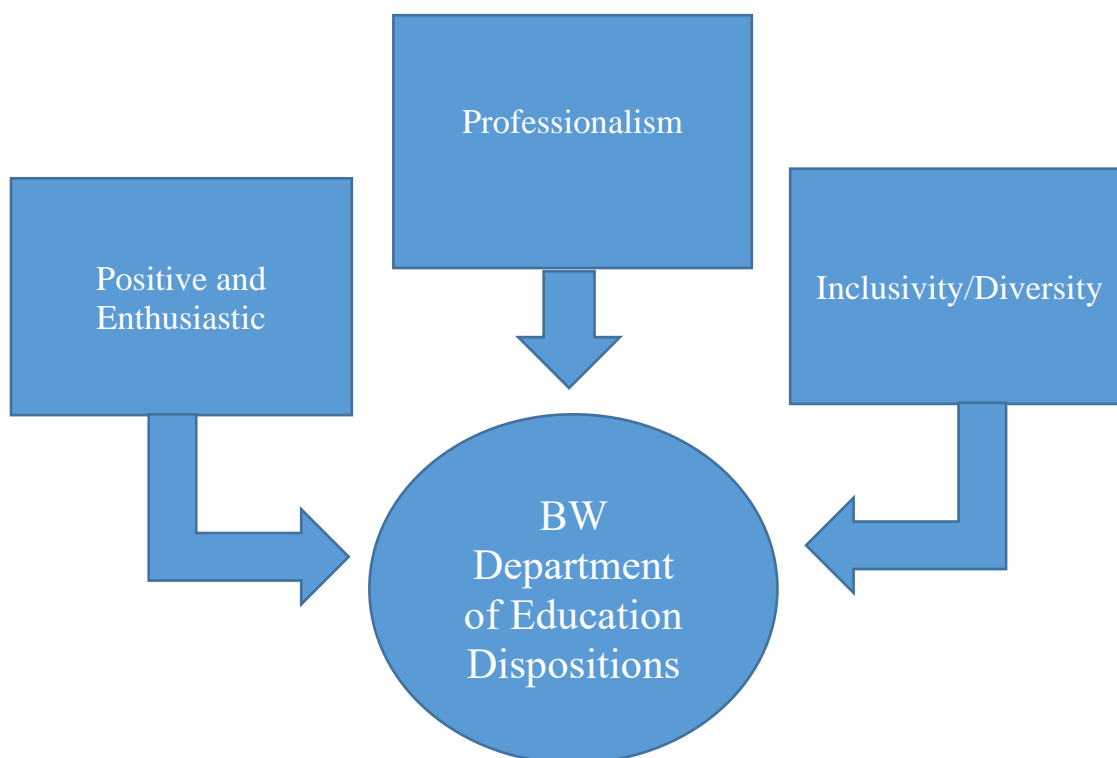
Candidates understand the literacy of their discipline(s), and engage in reading, writing, speaking, listening, viewing, and creating across the curriculum. Candidates use effective literacy practices to communicate clear learning goals, and explicitly link learning activities to those goals. Candidates use effective literacy practices to foster active inquiry, dialogic engagement, and reflection in and out of the classroom.

### **Assessment**

Candidates display an understanding of how to assess student learning. In addition to using data to verify student learning, candidates can analyze student learning to form and shape continued learning and instruction for all students.

# Dispositions and Professional Behavior

Dispositions encompass the values, commitments, and ethics that influence behavior toward students, families, colleagues, communities, and one's own professional growth. Dispositions serve as the foundation for the development of reflective decision makers who are contributing, compassionate and competent teachers. Baldwin Wallace University Department of Education dispositions are assessed at multiple times throughout a candidate's educational program.



A description for each disposition is provided below with example behaviors to offer additional understanding of the ethical and professional behavior expected of all teacher candidates.

- I. **Professionalism** - The teacher candidate demonstrates a level of responsibility as appropriate for an educational professional regarding their conduct, interaction with others, and their development of professional efficacy.
  - **Professional Conduct** - The teacher candidate understands and upholds professional ethics and legal codes of profession conduct. The teacher candidate demonstrates respect, justice, and dignity for self and other university students, faculty and staff, school personnel, parents (guardians), and all PK-12 students through their professional appearance, speech, and actions.

- Behavior Indicators. A Baldwin Wallace Teacher Candidate:
  - uses respectful verbal and non-verbal communication
  - avoids disruptive behavior in university classes or field experiences
  - remains professional in dress and appearance
  - completes assignments in a timely manner
  - responds to emails promptly
  - exhibits punctuality and attendance for class and field experiences
  - avoids inappropriate conversations inside and outside of the classroom
  - avoids hosting or posting inappropriate material that could be accessed by the community
  - respects and adheres to Ohio's ethical standards of practice
  - keeps personal life at home
  - uses flexibility
  - exhibits academic honesty
  - demonstrates appropriate maturity
  - remains calm when discussing sensitive issues
  - demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
  
- **Professional Interactions** (Collaboration / Collegiality / Relationships) - The teacher candidate collaborates effectively with all stakeholders. The teacher candidate demonstrates respect and values the importance of constructive relationships with other university students, faculty and staff, school personnel, parents (guardians), and PK-12 students.
  - Behavior Indicators. A Baldwin Wallace Teacher Candidate:
    - uses respectful verbal and non-verbal communication
    - demonstrates sensitivity to feelings of others
    - maintains professional boundaries with students
    - fosters respectful communication among all members of the learning community
    - demonstrates active listening and shows patience in interactions with others
    - takes responsibility for knowing students and colleagues
    - engages parents and/or guardians
    - disagrees respectfully
    - possesses social awareness
    - uses flexibility
    - listens to what stakeholders are saying as evidenced by considered response
    - maintains a respectful tone at all times
    - maintains positive, professional relationships with students, families (parent/guardians), school personnel, and the community
    - collaborates with colleagues, parents, and the community to promote a positive learning environment
    - shares successful teaching strategies with others

- models compassion in dealing with situations with students and colleagues
  - treats all students fairly by being respectful, supportive, and caring
  - avoids gossip and rumors
  - exhibits appropriate social interactions with others
- **Professional Efficacy - (Reflection / Continuous Learning / Professional Development) -**  
The teacher candidate is a reflective learner who engages in self-reflection and is open to and thoughtful about feedback from others. The teacher candidate demonstrates self-regulated learner behaviors and take initiative. The teacher candidate is dedicated to the profession and committed to continuous learning and professional development. The teacher candidate values and embraces learning as a lifelong process. The teacher candidate values reflective and ethical practices and a commitment to continued professional growth and development.
    - Behavior Indicators. A Baldwin Wallace Teacher Candidate:
      - gives and receives feedback in a positive manner
      - adjusts behavior when provided with new information or experience
      - recognizes own weaknesses and asks for support
      - asks questions proactively and is self-directed
      - engages in reflective practice by taking constructive criticism in order to improve instruction – does not overreact.
      - attends events such as parent/teacher conferences and faculty meetings
      - keeps abreast of new ideas and practices in the field of education
      - models lifelong learning by seeking opportunities to draw upon current education policy and research
      - engages in continuous, purposeful professional development opportunities

II. **Inclusivity/Diversity** - The teacher candidate values and respects people from diverse groups and with varied talents and perspectives. The teacher candidates value the uniqueness and diversity of individuals by treating all with respect, justice, and dignity. The teacher candidates believes that all learners can be successful and persists in helping each student reach his/her fullest potential. The teacher candidate actively strives to build caring and constructive relationships within a positive environment for all members of the community.

- Behavior Indicators. A Baldwin Wallace Teacher Candidate:
  - listens and responds respectfully to diverse views
  - avoids making or expressing judgments based on stereotypes, sexual orientation, social class, race, gender, gender identity, religion, or disability
  - willingly adjusts instruction to meet the learning needs of individual students
  - designs instruction that is culturally inclusive and responsive
  - demonstrates sensitivity to community norms

- assists struggling learners and / or those students having difficulty being accepted by others
- seeks to integrate diverse languages and cultures into teaching to engage students
- makes all learners feel valued and helps them to learn to value each other
- creates a learning environment that is physically and emotionally safe; free of threat; engaging, interactive, supportive, and positive.

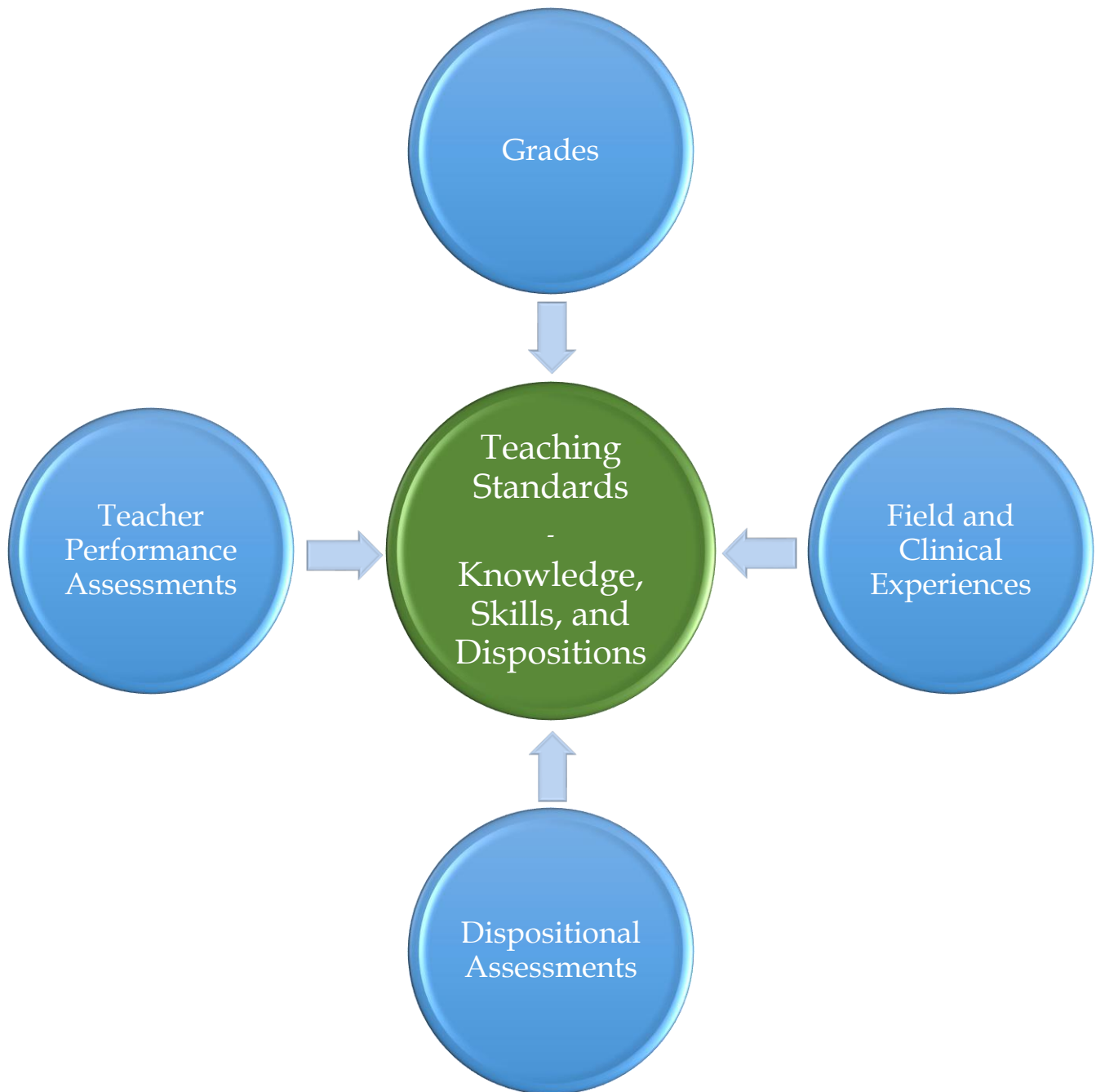
**III. Positive and Enthusiastic** – The teacher candidate is an active, enthusiastic, and engaging member of the learning community. The teacher candidate demonstrates a positive and enthusiastic attitude. The teacher candidate motivates students by showing a passion and excitement for content. The teacher candidate creates a learning environment that is engaging, interactive, and positive. The teacher candidate values a passionate commitment to the teaching profession and to advocacy for all students. The teacher candidate demonstrates appropriate maturity and self-regulation. The teacher candidate does not overact to constructive criticism and demonstrates perseverance and resiliency.

- Behavior Indicators. A Baldwin Wallace Teacher Candidate:
  - goes above and beyond requirements
  - demonstrates an appropriately positive demeanor with students
  - seeks solutions to problems instead of complaining
  - encourages students
  - tries new things that are suggested
  - engages openly and actively with students
  - expresses emotions appropriately for the situation
  - advocates on behalf of a student or group of students
  - actively supports school related activities
  - encourages students to do their personal best and helps them to discover their own talents



# Teacher Candidate Assessment Overview

The purpose of the Teacher Candidate Assessment components is to assess the teacher candidate's subject matter knowledge, pedagogical knowledge, teaching skills, and dispositions which are necessary to become contributing, compassionate, and competent educators.



# Teacher Candidate Assessment Components

## I. Grades

Baldwin Wallace University Department of Education recognizes that a candidate's work throughout all academic courses provides a strong foundation for future work in the classroom. To this end, a candidate's overall grade point average (GPA) is an assessment component at all stages of the candidate's progression through his or her degree program.

In addition to the overall GPA, the GPA for education coursework and content is also assessed. This measure is a reflection of the candidate's achievement in those specific courses that provide the fundamental knowledge of subjects for which a candidate will eventually have instructional responsibility.

## II. Field and Clinical Experiences Assessments

The Department of Education believes that it must provide its teacher candidates with extensive opportunities to participate in meaningful classroom experiences where they are able to put theory and knowledge into action.

Field experiences, embedded within certain teacher education courses at Baldwin Wallace University, are designed to support the development of competent and professional teachers. In addition, field experiences are designed to give teacher candidates diverse experiences in demographic locations, cultures, racial and ethnic backgrounds, and diversity of students' abilities and needs.

The Department of Education field experiences are designed in a sequential and timely manner to provide teacher candidates with classroom opportunities to observe and to apply their knowledge of curriculum development and theoretical perspectives presented to them in their university classrooms.

This progression of field experiences culminates in the clinical practice (Student Teaching) experience. Clinical practice is designed to be the most valuable and intense learning experience prior to graduation. Teacher candidates are to refer to the *Clinical Practice Handbook* for all policies, experiences, requirements, and procedures related to student teaching.

**Teacher candidates must successfully complete all requirements for each experience before progressing to the next field or clinical experience.**

<p style="text-align: center;"><b>100 Level Courses</b> <b>EDU 101 and 103</b></p> <p>Teacher candidates observe teachers to determine if teaching is their appropriate career choice and to reflect on the level at which they may prefer to teach.</p>
<p style="text-align: center;"><b>200 Level Courses</b> <b>EDU 203, 207, 212, 274</b></p> <p>Candidates gain additional exposure in classrooms and prepare lessons.</p>
<p style="text-align: center;"><b>Methods and Internships (300 and 400 Level Courses)</b> <b>EDU 351, 355, 356, 357</b> <b>EDU 306, 312, 323, 333, 334, 337, 343, 347, 348, 349, 358, 373X, 375X, 376X, 377, 378, 379, 394, 434, 435, 450, 451, 454, 455, 456, 457, 473X, 474, 475X, or 494</b></p> <p>Teacher candidates practice content specific pedagogy in their licensure area, as well as interact with all PK-12 students, complete focused observations, co-teach and complete a modified Teacher Performance Assessment.</p>
<p style="text-align: center;"><b>Clinical Practice (Student Teaching)</b> <b>EDU 415, 417, 418, 419, 480, 481, 484, 487, 490, or 491</b> <b>And Capstone Course</b> <b>EDU 492</b></p> <p>Teacher candidates put into practice the skills and competencies of effective teaching by planning and co-teaching lessons as well as completing the Teacher Performance Assessment.</p>

### III. Dispositional Assessments

Professional dispositions are the values, commitments, and ethics that influence behavior toward students, families, colleagues, communities, and one's own professional growth. Dispositions serve as the foundation for the development of reflective decision makers who are caring, compassionate, and competent teachers.

The BW Department of Education recognizes that certain educator dispositions are essential to the integrity of the professional teaching license and will therefore be assessed as the teacher candidates progress through the program. The **BW Educator Disposition Assessment (BW EDA)** is the initial assessment that will occur during the 100 level EDU courses and consist of two EDU faculty assessments. Candidates must meet acceptable scores on this assessment as part of the Transition Point 1 criteria (Formal Admission to the Teacher Education Program. The BW EDA will examine a candidate's dispositions regarding professionalism, inclusivity, and positivity/enthusiasm. BW EDA responses are reviewed each semester and students will be contacted by the Department, if needed, to address any concerns.

#### **Formal Admission into the Teacher Education Program**

When a student meets all Transition Point 1 requirements, including a successful review of the BW EDA requirement, a formal letter of acceptance into the BW teacher education program will be sent to his/her/their official BW email address upon completion of EDU 207 or EDU 212.

If a student is missing an item or does not meet one or more of the Transition Point 1 criteria, a notification letter will be sent to his/her/their official BW email address during and/or upon completion of EDU 207 or EDU 212. Furthermore, if a student receives a score of 1 (*Emerging*)



from their instructor-completed BW EDA forms, the below stated levels of support will be followed.

The BW EDA process includes three levels of support:

1. *Advisory Stage* – Many times, a student just needs to focus attention on areas that they could improve upon to achieve greater success. This typically includes a discussion between the student and his/her/their EDU advisor and/or the Program Coordinator.
2. *Warning Stage* – This stage provides a warning to the student (and the Department of Education) that more support is needed for the student to be successful in the course, program, and profession. This stage encourages student reflection and open dialogue with relevant faculty/staff in the specific students' academic support systems.
3. *Referral Form/Intervention Plan* – This stage requires a formal agreement (*BW EDU Code of Ethics and Professional Behavior Referral Form*) for supports and deliverables by both the student and the Program Coordinator to make the student's necessary improvements while continuing in the program. This is a collaborative approach to ensure both the student and BW are accountable to only highly effective teaching candidates completing the licensure program.

### **Sophomore Field Experience**

While enrolled in EDU 207 (Dual-Primary candidates) or EDU 212 (all other EDU candidates), a *Sophomore Experience Assessment Rubric* will be completed by the Cooperating Teacher during an embedded field experience. This assignment is required for all undergraduate EDU candidates and provides BW feedback on candidate preparedness and dispositions while in an early-level field experience.

## **IV. Teacher Performance Assessment**

### **Pre-CPAST**

During the methods (internship) field experience, teacher candidates will be assessed on their instructional performance, educational pedagogy, and dispositional competencies using a rubric called *Pre-CPAST (Candidate Pre-Service Assessment for Student Teaching)*. The Pre-CPAST will be scored by teacher candidates, cooperating teachers, and university supervisors at the end of the experience. The Pre-CPAST scores will be one of the components used to determine a candidate's successful completion of the field experience and whether they may proceed to the next experience.

### **CPAST (Candidate Pre-Service Assessment for Student Teaching)**

During the clinical practice (student teaching) field experience, teacher candidates will be assessed on their instructional performance, educational pedagogy, and dispositional competencies using a rubric called *CPAST (Candidate Pre-Service Assessment for Student Teaching)*. This valid and reliable instrument was developed by researchers at The Ohio State University and is being used by several institutions across the state of Ohio to assess pre-service teacher performance. The CPAST, which is a summative assessment, will be scored twice by teacher candidates, cooperating teachers, and university supervisors: once at a midterm conference and

again at a final conference. CFAST scores will be one of the components used to determine a candidate's successful completion of this culminating field experience and subsequent eligibility for graduation.

### **edTPA**

The edTPA is a performance-based, subject specific assessment and support system used to emphasize measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

The education profession has recognized the need for common standards and performance-based assessment of teaching effectiveness that would measure the classroom readiness of aspiring teachers and provide information for program improvement. The edTPA serves as the same type of career-entry assessment requirement as those for aspiring lawyers, doctors, architects, and professionals in many other fields. As a nationally available teacher performance assessment, edTPA:

- Helps candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evidence of teacher performance.

The edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning and adjust their instruction to become more effective. The edTPA is a required assignment in the EDU 492: Senior Capstone Seminar. Teacher candidates submit unedited video recordings of themselves at work in real classrooms as part of a portfolio. Each edTPA is uploaded to Pearson for scoring by teacher educators with subject-area and grade-level expertise and experience mentoring, teaching, or supervising teachers.

Teacher candidates are charged an assessment fee, which is set by Pearson, the company that developed and manages the edTPA. The assessment fee is estimated to be about \$300 and is consistent with fees for other performance-based assessments of teaching. The assessment fee supports the costs associated with the activities required to develop, launch, maintain and manage the assessment and program.

# Transition Points: Admission and Continuation in the Teacher Education Program Leading to Licensure

As the teacher candidate progresses through the program, assessment data are collected via major assessment components. The data are reviewed at key transition points within the program. The purpose of these transition points is to assess and monitor the candidates' competencies to ensure that candidates are proficient in the knowledge, skills, and dispositions appropriate for the developmental stage of the program. These transition points are points for intervention or remediation if proficiencies are not met. The following identifies the transition points and competency criteria required to progress through the program.

## Point **Formal Admission to the Teacher Education Program (Advancement to 300-level EDU courses)**

*Application for Admission to the BW Teacher Education Program and review to be completed while candidates are enrolled in EDU 207 (PK-5 program) or EDU 212 (Middle Childhood, AYA, and Multi-Age programs). MUSE candidates may have some flexibility in the timeframe to complete the MTH and ENG Core requirements based on program scheduling, as approved by the BW Conservatory of Music.*

### Criteria:

- Submit **Application for Admission to the BW Teacher Education Program**
- Cumulative GPA of 2.800 or higher
- Professional Education GPA of 2.800 or higher (EDU courses)
- Earn grades of C or better in EDU courses (a maximum of two C- grades in EDU courses may be permitted)
- Meets all major and teaching field GPA requirements
- If transferring to BW from another institution, must have a 2.800 cumulative GPA from previous institutions(s)
- Successful completion of all Mathematics (MTH) Core requirements with grades of C- or better
- Successful completion of all English (ENG) Core requirements with a grade of C or better
- Submit **Good Moral Character Form**
- Must have two **BW Educator Disposition Assessments** on file
- Provide a "clear" criminal background check that includes both Ohio Bureau of Criminal Identification and Investigation (BCI&I) and Federal Bureau of Investigation (FBI) fingerprinting (both valid for one year) to the EDU Field Office by the assigned deadline

## Point **2** Prior to Acceptance to Clinical Practice

*During the fall and spring semesters, there will be a mandatory Clinical Practice Information Session held on-campus to explain the application process for candidates seeking to complete Clinical Practice (student teaching) during the following semester.*

*Applications for a Clinical Practice placement during the Fall Semester are due by April 1*

*Applications for a Clinical Practice placement during the Spring Semester are due by November 1*

### Criteria:

- Submit **Clinical Practice Application** by the assigned deadline
- Cumulative GPA of 2.800 or higher
- Professional Education GPA of 2.800 or higher (EDU courses)
- Earn grades of C or better in EDU courses (a maximum of two C- grades in EDU courses may be permitted)
- Meets all major and teaching field GPA requirements
- Successful completion of all EDU courses and all required field/clinical experiences prior to the start of Clinical Practice
- Attend a Child Abuse Awareness Training Session provided by the BW Department of Education
- Provide a “clear” criminal background check that includes both Ohio Bureau of Criminal Identification and Investigation (BCI&I) and Federal Bureau of Investigation (FBI) fingerprinting (both valid for one year) to the EDU Field Office by the assigned deadline

## Point **3** Recommendation for Licensure

### Criteria:

- Submit initial licensure application to the Ohio Department of Education
- Successful completion of all required course work and, if appropriate, all degree requirements
- Successful completion of Clinical Practice field experience(s)
- Earn grades of C or better in EDU courses (a maximum of two C- grades in EDU courses may be permitted)
- Cumulative GPA of 2.800 or higher
- Professional Education GPA of 2.800 or higher (EDU courses)
- Earn grades of C or better in all EDU courses
- Meets all major and teaching field GPA requirements
- Obtain passing scores for required Ohio licensure exams
- Provide a “clear” criminal background check that includes both Ohio Bureau of Criminal Identification and Investigation (BCI&I) and Federal Bureau of Investigation (FBI) fingerprinting (both valid for one year) to the EDU Field Office and the Ohio Department of Education

GPA Requirements for Admission to Clinical Experiences Including Clinical Practice	
<b>Early Childhood (PK-5)</b>	
Early Childhood	2.800 Cumulative GPA 2.800 Professional Education GPA (EDU courses)
<b>Dual Primary (PK-5) &amp; Primary Intervention Specialist (PK-5)</b>	
Primary Dual License Program	2.800 Cumulative GPA 2.800 Professional Education GPA (EDU courses)
<b>Middle Childhood (4-9)</b>	
Middle Childhood Teaching Field #1 _____ Teaching Field #2 _____	2.800 Cumulative GPA 2.800 Professional Education GPA (EDU courses) <i>Must also meet <u>BOTH</u> teaching field GPA requirements</i>
Middle Childhood Mathematics	2.500
Middle Childhood Science	2.600
Middle Childhood Social Studies	2.600
Middle Childhood Reading/Language Arts	3.000
<b>Adolescent/Young Adult (7-12)</b>	
Adolescent/Young Adult Teaching Field _____	2.800 Cumulative GPA 2.800 Professional Education GPA (EDU courses) <i>Must also meet teaching field GPA requirement</i>
Integrated Mathematics	2.500
Integrated Science/Life Science/Physical Science	2.600
Integrated Social Studies	2.600
History	3.000
Integrated Language Arts	3.000
<b>Multi-Age Education (PK-12)</b>	
Multi-Age Education Teaching Field _____	2.800 Cumulative GPA 2.800 Professional Education GPA (EDU courses) <i>Must also meet teaching field GPA requirement</i>
Foreign Language (French/German/Spanish)	2.600
Visual Art Education	2.600
Music Education	3.000
<b>Mild/Moderate Intervention Specialist (K-12)</b>	
Mild/Moderate Intervention Specialist	2.800 Cumulative GPA 2.800 Professional Education GPA (EDU courses)

## Program Eligibility Appeal Process

Students may be denied eligibility for admission or continuation in a teacher education program for failure to meet the required criteria as noted under each transition point. Failure to complete prerequisite coursework, failure to meet minimum GPA requirements, failure to successfully complete a K-12 field experience, or for failure to demonstrate dispositions required of teacher candidates are examples of possible reasons candidates would not be able to progress to the next level of their program. Additionally, teacher candidates may be removed from PK-12 field experiences at the discretion of the Department of Education faculty, University Supervisors, or PK-12 school district personnel. The appeal process is designed to provide education students who do not meet the requirements an opportunity for reconsideration.

Any candidate has the right to request a review of a decision made regarding continuation in their education program. **Candidates seeking to appeal an eligibility decision must complete the Program Eligibility Appeal Statement Form.** The document can be found here: [https://baldwinwallace.co1.qualtrics.com/jfe/form/SV\\_1Ck2nebSCu20yzj](https://baldwinwallace.co1.qualtrics.com/jfe/form/SV_1Ck2nebSCu20yzj)



## Licensure

Baldwin Wallace University serves as the recommending agent for a license granted by the Ohio Department of Education (ODE). It does so only if the professional education coursework has been completed at Baldwin Wallace University.

A Four Year Resident Educator License, will be issued by the State of Ohio to candidates who earn the baccalaureate degree, including the prescribed program of general and professional education courses, and who successfully complete the State License Examinations. This license is required for entry into the Resident Educator Program and may be used for substitute teaching. Once the initial license has been issued candidates do not need to apply for a separate license to substitute teach.

## Two Year Resident Educator Program

The Ohio Resident Educator program is a two-year induction program that provides ongoing support to Ohio's new teachers throughout their residency. Additional information regarding the program can be found on the Ohio Department of Education website:

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>

## Educator Licensure Exams

Baccalaureate and graduate level licensure candidates must successfully complete the required Ohio Assessment for Educator Licensure Exam(s) to be eligible for an initial license. The Ohio Assessment for Educators exams (OAE) assess the content-area and professional (pedagogical) knowledge of candidates who are seeking initial licensure in the state of Ohio. The assessments are aligned with the Ohio Learning Standards.

The OAE exams are developed and administered by the Evaluation Systems group of Pearson. The exams are delivered as computer-based assessments that include multiple-choice questions and some constructed-response assignments. The exams are often administered at tests centers located in Ohio and throughout the United States. Assessments will be available either year-round, by appointment, or during specified testing periods. Candidates with a documented learning disability and with appropriate documentation are eligible to receive testing accommodations upon registration. Scores take approximately 30 days to be reported to both the candidate and the University.

### Content Knowledge Assessment

These assessments measure the candidates' knowledge of the subjects (content) they will teach. Since this test is based on the candidates' content knowledge, it is strongly recommended that all content courses be completed prior to taking the test(s).

### Pedagogical Knowledge Assessment

These assessments measure the candidates' pedagogical knowledge of the grade levels of their license. Since this test is based on the candidates' pedagogical knowledge, it is strongly recommended that candidates take it shortly after clinical practice (student teaching). The ODE requires only ONE Assessment of Professional Knowledge (APK) **or** edTPA be successfully completed in an educator's career. Additional information regarding the required Ohio Assessment for Educator Licensure Exam(s) can be found on the Ohio Department of Education website: <https://education.ohio.gov/Topics/Teaching/Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations>

# Policies and Procedures

## Specific to the Department of Education

### Field Experience

Field experiences are a critical component of the teacher education program. Teacher candidates are provided numerous opportunities to engage in “authentic” classroom experiences where they are able to observe and apply theories and knowledge gained in the classroom into “action”.

In addition, many of the professional education courses have planned field experiences. Candidates are expected to spend time in schools in a variety of settings. Efforts are made to ensure that candidates interact with students from various ethnic/racial and socioeconomic groups; students with exceptionalities; and English language learners.

**Transportation to and from all field-based experiences including student teaching is the responsibility of the candidate.** The candidate must assume responsibility both for such transportation and for adequate automobile insurance protection.

Additionally, all candidates must provide proof of clear Ohio Bureau of Criminal Identification and Investigation (BCI&I) and Federal Bureau of Investigation (FBI) background checks before the first-year field experience. Background checks are valid for one calendar year and must be current at the start and for the duration of a field placement experience. Early Childhood Education and Dual Primary (PK-5) candidates who are registered for 200 level EDU courses must provide proof of a negative tuberculosis (TB) test. Candidates registered for 300 level EDU courses must also provide evidence of completing a Child Abuse Awareness training session.

Candidates who do not attend or finish a course embedded field experience will not successfully complete the associated course(s) and will be required to repeat the course(s).

The methods internship is a 15-week experience during which candidates can observe and engage in numerous teaching responsibilities including teaching multiple lessons in an assigned partner school. Candidates will apply discipline specific methods learned in their university classes in an authentic clinical experience. The actual number of hours that a candidate is required to be in the school classroom varies depending on the program.

The Director of Field and Clinical Placements working with Program Coordinators make placements for all students in one of our partner schools.

Placement decisions are final and will not be changed. Once placed, the candidate will typically remain in the assigned school and with the same teacher(s) for the duration of the experience.



## **Clinical Practice (Student Teaching)**

A semester-long clinical practice experience is required in all licensure programs. Candidates must apply for their field placement(s) by the third month of the semester (October/March), prior to the semester of the actual clinical practice experience. A mandatory clinical practice information session is held during the beginning of the fall and spring semesters to discuss the application process in detail.

The Director of Field and Clinical Placements makes placements for all students. Placement decisions are final and will not be changed.

Our Conflict of Interest Policy is as follows:

1. Students cannot be placed at the high school they have attended as a student.
2. Students cannot be placed at a school in which a family member is employed.
3. Students cannot be placed in a school in which their siblings or immediate family may be their students.

It is expected that all coursework, except the Senior Capstone Seminar (EDU 492), will be completed before clinical practice. Rare exceptions are granted on a case-by-case basis. Students who have been denied entrance into clinical practice may appeal.

Teacher candidates are to refer to the *Clinical Practice Handbook* for all policies, experiences, requirements, and procedures related to student teaching.

## **Program Re-Instatement Appeal Process**

Students may be dismissed from the teacher education program for various serious reasons, such as failing to demonstrate competencies critical to effective teaching or dispositional/behavioral issues unbecoming of a teacher. It should be also noted that a teacher candidate may be removed from PK-12 field experiences at the discretion of the Department of Education faculty, University Supervisors or PK-12 district personnel.

Appeals to be re-instated will be considered by the Teacher Education Committee. The Committee is comprised of BW faculty from the Department of Education and departments that offer majors and minors in teaching field licensure areas. The Committee meets once a semester to review candidate appeals for the upcoming semester. The candidate will receive a written communication through their BW e-mail account from the Department of Education when a final determination has been made. Committee decisions are presented to the Associate Dean of the Department of Education for a final determination. Candidates will receive a written communication explaining the decision.

Appeals to be re-instated to the BW Teacher Education program will be considered in the subsequent semester from which the candidate was removed from the program. Appeals must be submitted by **September 15** (to be considered for a spring placement) or **February 15** (to be considered for a fall placement). The appeal form can be found here: [https://baldwinwallace.co1.qualtrics.com/jfe/form/SV\\_elCE91tQqH1qQsK](https://baldwinwallace.co1.qualtrics.com/jfe/form/SV_elCE91tQqH1qQsK)

## **Student Grievance Procedure**

If a candidate has a concern about an EDU designated course or other matter related to his or her academic program, the candidate must first contact that instructor. If the candidate does not feel that the problem has been resolved, they may appeal to the Associate Dean of the Department of

Education. Following this action, if the candidate still feels that the matter is unresolved, he or she may appeal through the campus Grievance Procedure when appropriate, a member of the Academic Dean's staff. Candidates are strongly encouraged to contact their academic advisors for guidance and support in how to resolve concerns.

### **Attendance**

Each instructor is asked to have a clearly stated attendance policy included in each course syllabus. However, in the absence of this policy, the University policy will prevail.

### **Evaluation of Courses**

Course evaluations are administered in many Education classes. Because teaching is the primary focus of Baldwin Wallace University, these evaluations are examined thoroughly and used in hiring and promotion decisions. Candidates are asked to respond candidly and in a professional manner to these evaluations. Student course evaluations are confidential.



# Code of Professional Conduct for Ohio Educators

In addition to the Department of Education Code of Ethical and Professional Behavior as noted on page 18 of the handbook, we have also included the Licensure Code of Professional Conduct for Ohio Educators. Teacher candidates are also expected to uphold the code and demonstrate professional conduct as required of all Ohio educators. Prior to starting any field experience, the teacher candidate is expected to review the mentoring school's handbook and abide by all professional guidelines, codes of conduct, and dress code regulations.

## **1. Professional Behavior**

Educators shall behave as professionals realizing that their actions reflect directly on the status and substance of the education profession.

## **2. Professional Relationship with Students**

Educators shall always maintain a professional relationship with all students, both in and out of the classroom.

## **3. Accurate Reporting**

Educators shall accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.

## **4. Criminal Acts**

Educators shall adhere to federal, state, and local laws and statutes.

## **5. Confidentiality**

Educators shall comply with state and federal laws related to maintaining confidential information.

## **6. Use, Possession, or Unlawful Distribution of Alcohol, Drugs and Tobacco**

Educators shall not use, possess, or unlawfully distribute illegal or unauthorized drugs. Educators shall not use alcohol during any school activity involving students, minors, or underage persons. Educators shall not use tobacco during any school activity except in a designated area. Educators shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, illegal or unauthorized drugs.

## **7. Financial Management and Improper Compensation for Personal Gain**

Educators shall ensure all school funds and accounts are managed in a responsible and transparent manner. Educators shall ensure school property, public funds or fees paid by students or the community are not used for personal gain. Educators shall not make decisions based upon gifts, gratuities, favors or the socioeconomic status of parents, family members, community members or businesses.

## **8. Commitment to Contract**

Educators shall fulfill all the terms and obligations detailed in their employment contract with the local board of education, public educational agency, or community school for the duration of the contract.

## **9. Appropriate and Responsible Use of Technology**

Educators shall always use technology, electronic communications, and social media in a responsible and professional manner and appropriately safeguard the unauthorized use or access to electronic devices and data entrusted to them.

**Additional information can be found on the Ohio Department of Education website:**

**<http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed>**

# Department of Education Resources

## **EDU Course Requirement: An iPad for the 114, 214, 314 Courses**

In lieu of any textbook purchase. Students are required to make an iPad purchase starting in EDU-114. All subsequent technology classes will continue to utilize the applications. With students having similar devices, instructors can more easily integrate technology into weekly lessons. Most full-time EDU Professors now have their own iPads and are working to add iPad assignments/collaboration in their courses. Apple TVs in each of the classrooms in Wheeler will further assist in this integration.

## **STEM Kits and Curriculum Manipulatives**

Wheeler Hall's Curriculum Corner (on the ground floor) holds a collection of cross-curricular materials, content specific textbooks, a library that spans the grade bands, and STEM kits suitable for use in PK-12 classrooms. Students are encouraged to visit this space to explore the many resources available for classroom use in field and student teaching experiences.

## **K-12 Assessments**

A variety of assessment materials are available to teacher candidates to use in PK-12 settings and during field placement assignments. Assessments may be borrowed for five days. Please contact the main office in Wheeler Hall to request materials.

## **Active Learning Lab**

Wheeler Hall houses an Active Learning Lab (Rm. 207). The lab is designed to promote an increase in student-student, student-faculty, and faculty-faculty collaboration. The flexible seating allows for independent work, partner projects, and small group sessions. Sessions held within this lab aim to 'model' the facilitation of active learning dynamics, e.g., flexible grouping, station rotation, and project-based learning.

## **Advising**

All education candidates will be assigned an academic advisor from the Department of Education or from the Department related to the candidate's major(s). Candidates with additional questions related to education advising should contact the main office at (440) 826-2166.

## **CASA (Center for Academic Success and Achievement)**

Located on the top floor of Ritter Library, the BW Center for Academic Success and Achievement is where you can find: learning resources, tutoring, reading support and writing support.

## **Educational Support Services**

The Office of Accessible Education (OAE) at Baldwin Wallace University seeks to meet students' individual needs by creating usable, equitable, inclusive learning environments for students with documented disabilities by providing equal access to University programs, services, and activities. Students in need of accommodation or other special assistance are required to register with the OAE at (440) 826-2090.

## **Placement and Job Opportunities**

Candidates are encouraged to compile a portfolio during clinical practice. Portfolios may contain reference letters, student teaching appraisals and final evaluations as well as evidence of successful teacher preparation and student teaching. The portfolio serves as a valuable tool in

the interview process.

Information on teaching opportunities can be obtained in the BW Career Center; contact the office directly or log on to its web site. The Career Center assists candidates with self-assessment, career information and placement. Education majors are encouraged to begin their resumes and required portfolios as soon as they declare their major.

Although the Department of Education and Career Center offer valuable assistance to prospective teachers, final job placement is the responsibility of the candidate.

### **Mail and Messages**

Each Baldwin Wallace student is assigned a BW email account. This email address should be activated and checked daily. The Department uses email as its main vehicle for communication. It should be noted that *only* BW addresses are used, and candidates are accountable for reading and responding to information provided through the BW email system.

## **Student Activities and Associations**

### **Baldwin Wallace Student Education Organization (BWSEO)**

The purpose of BWSEO is to promote the professional teacher education interests of traditional and nontraditional students. The organization works to keep students informed of various educational activities on and off campus, including up-to-date state requirements and special activities. For more information about BWSEO, watch for posted announcements in Wheeler Hall.

### **Honor Society**

Baldwin Wallace University hosts the Kappa Omega Chapter of Kappa Delta Pi (KDP). KDP is an International Honor Society in Education. New members are invited to join based on sound scholarship, worthy leadership, and commendable service.

